THE ARTIOS™ HOME COMPANION SERIES

Courage, Character & Consequences

AMERICA AND THE WORLD IN THE MODERN ERA

Elementary School

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ANALYTICAL GRAMMAR

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Unit 28	Elem: The Start of a New Millennium **Page 312** (five lessons) MS: The Year 2000 and Beyond HS: The New Millennium	Elem: *My Side of the Mountain*, Jean George **Page 349** MS: *A Wrinkle in Time*, Madelein L'Engle HS: Complete Essay / no literature

Unit 1: An Age of Invention

Teacher Overview

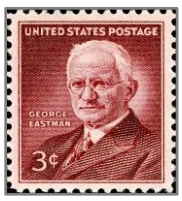
AS MAN EXPLORES creation and even develops his own inventions, God's character is revealed to the world, according to Romans 1:20. This is evident in this unit on inventions that impacted the world. Inventors like Charles Goodyear, George Eastman, Samuel Morse, and Thomas Alva Edison all invented devices that furthered the understanding of God's creation and the development of the modern day world.



Science and Invention magazine cover, 1928



Samuel Morse



Geoge Eastman



Thomas Edison

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **improvements in communication** and **the development of rubber**.
- Create a biography notebook page for **Charles Goodyear**, including details about his life and work. Students may either write or orally narrate in order to create these pages. They may include some drawings, if they like. They will add this and later biography pages to the appropriate unit's section in their history notebook.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Vocabulary

Lesson 1:

telegraph
telegram
semaphore
apparatus
privation
velocity
appreciable
patronage
remittance
rudiment
patent
petition
appropriation
straits
daguerreotype
appropriate
rotary press
typesetting
linotype
monotype
typewriter
phonograph
motion picture

Lesson 2:

coadjutor
infinitesimal
meridian
ballast
naphtha
injudicious
insolvent
magnesia
vulcanization
itinerary

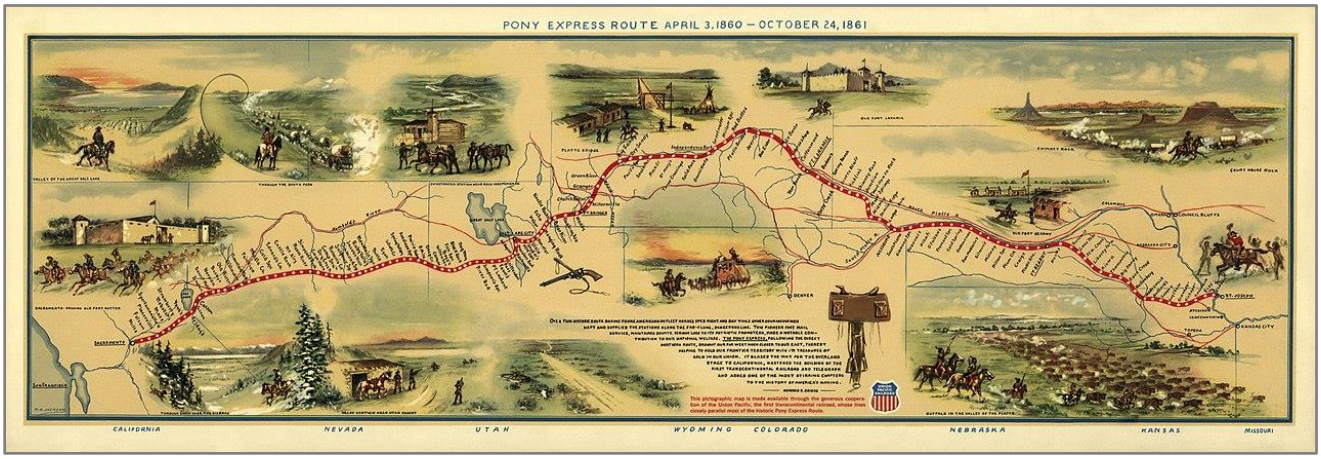
Key People, Places, and Events

invention of the telegraph
Samuel F.B. Morse
Morse code
Louis Daguerre
Ezra Cornell
Pony Express
invention of the telephone
Alexander Graham Bell
Richard March Hoe
invention of the modern printing press
Christopher Latham Sholes
invention of the typewriter
Eliphalet Remington & Sons
Thomas A. Edison
invention of the phonograph
George Eastman
invention of the camera
Kodak
Charles Goodyear
B.F. Goodrich

Leading Ideas

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

– Exodus 20:1-17 – Read or listen to this passage in the ESV at:
http://www.bible.is/ENGESV/Exodus/20

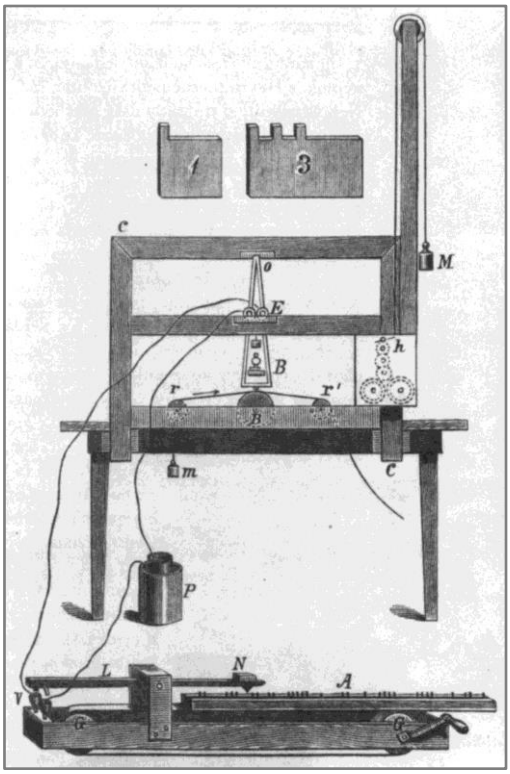


Illustrated Map of Pony Express Route in 1860 by William Henry Jackson ~ Courtesy the Library of Congress

Lesson One

History Overview and Assignments
Improvements in Communication

COMMUNICATION using spoken and written language is one of man's most valuable gifts from God. Samuel Morse, Thomas Alva Edison, George Eastman, and other inventors helped to expand the use of that gift through the inventions of the telegraph, the telephone, the modern printing press, the phonograph, the typewriter, and the camera.



Original Samuel Morse telegraph

Reading and Assignments

- Read the article: *Agents of Communication*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

EXTRA-Have some fun: Send a message to a friend using Morse Code:
https://morsecode.scphillips.com/translator.html

Key Names and Terms

invention of the telegraph
Samuel F.B. Morse
Morse code
Louis Daguerre
Ezra Cornell
Pony Express
invention of the telephone
Alexander Graham Bell
Richard March Hoe
invention of the modern printing press
Christopher Latham Sholes
invention of the typewriter
Eliphalet Remington & Sons
Thomas A. Edison
invention of the phonograph
George Eastman
invention of the camera
Kodak

Vocabulary

telegraph
telegram
semaphore
apparatus
privation
velocity
appreciable
patronage
remittance
rudiment
patent
petition
appropriation
straits
daguerreotype
appropriate
rotary press
typesetting
linotype
monotype
typewriter
phonograph
motion picture

Discussion Questions

1. Name six inventions that improved communication during this time.
2. Who invented the single-wire telegraph?
3. How did Samuel Morse earn money for his college expenses?
4. Describe the early life of Samuel Morse.
5. With whom did Morse study art?
6. Of what famous Frenchman did Morse begin to paint a portrait?
7. Who discovered a process of making pictures by sunlight?
8. Describe how Samuel Morse convinced Congress to take the telegraph seriously.
9. How did the invention of the telegraph affect newspapers?
10. Who invented the revolving or rotary press?
11. Who is said to be the father of the modern typewriter?
12. How did the typewriter become available to the public?
13. What invention recorded sound and reproduced it?
14. Who created this invention?
15. Who is considered the world's greatest inventor in photography?
16. Who played a large part in the development of the motion picture (animated picture)?

Adapted for Elementary School from the book:

The Age of Invention, a Chronicle of Mechanical Conquest

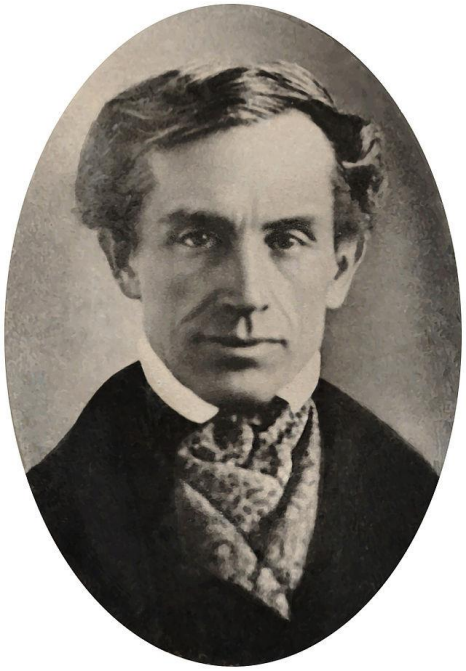
by Holland Thompson

Agents of Communication

Communication is one of man's primal needs. It's impossible to conceive of a time when men had no means of communication at all. At first men developed in sound the names of the things they knew and the forms of speech. Next came the alphabet and the art of writing. And much later came the wonderful instruments of extension for the written and spoken word: the **invention of the telegraph**, the telephone, the modern printing press, the phonograph, the typewriter, and the camera.

The word telegraph is derived from Greek and means "to write far"; so it is a very exact word, for to write far is precisely what we did when we sent a **telegram**. The word, used as a noun, signifies a system of wires with stations and operators and messengers which girdled the earth and

reached into every civilized community, whereby news was carried swiftly by electricity. But the word was coined long before it was discovered that intelligence could be communicated by electricity. It denoted at first a system of **semaphore**s, or tall poles with movable arms, and other signaling **apparatus**, set within sight of one another. There was such a telegraph line between Dover and London at the time of Waterloo early in the nineteenth century. This telegraph began relating the news of the battle, which had come to Dover by ship, to anxious London, but a fog set in and the Londoners had to wait until a courier on horseback arrived. And, in the very years when more advanced telegraphy was coming into being, the United States government, without a thought of electricity, was considering the advisability of setting up such a system of telegraphs in the United States.



Samuel Finley Breese Morse (1840)

The single-wire telegraph is one of America's gifts to the world. The honor for this invention falls to **Samuel Finley Breese Morse**, a New Englander of old Puritan stock. Nor is the glory that belongs to Morse in any way dimmed by the fact that he made use of the discoveries of other men who had been trying to unlock the secrets of electricity ever since Benjamin Franklin performed his experiments. If Morse discovered no new principle, he is nevertheless the man of all the workers in electricity between his own day and Franklin's whom the world most delights to honor—and rightly so, for it is to inventors such as Morse that the world is most indebted. Others knew; Morse saw and acted. Others had found out the facts, but Morse was the first to perceive the practical significance of those facts; the first to take steps to make them of service to his fellows; the first man of them all with the pluck and persistence to remain steadfast to his great design, through twelve long years of toil and **privation**, until his countrymen accepted his work and found it well done.

Morse was blessed in his birth and early training. He was born in 1791, at Charlestown, Massachusetts. His father was a Congregational minister and a scholar of high standing, who, by careful management, was able to send his three sons to Yale College. There young Samuel (or Finley, as he was called by his family) went at the age of fourteen and came under the influence of Benjamin Silliman, Professor of Chemistry, and of Jeremiah Day, Professor of Natural Philosophy, afterwards President of Yale College, whose teaching gave him impulses which in later years led to the invention of the telegraph. "Mr. Day's lectures are very interesting," the young student wrote home in 1809; "they are upon electricity; he has given us some

very fine experiments, the whole class taking hold of hands form the circuit of communication and we all receive the shock apparently at the same moment." Electricity, however, was only an alluring study. It afforded no means of livelihood, and Morse had gifts as an artist; in fact, he earned a part of his college expenses painting miniatures at five dollars apiece. He decided, therefore, that art should be his vocation.

A letter written years afterwards by Joseph M. Dulles of Philadelphia, who was at New Haven preparing for Yale when Morse was in his senior year, is worth reading here:

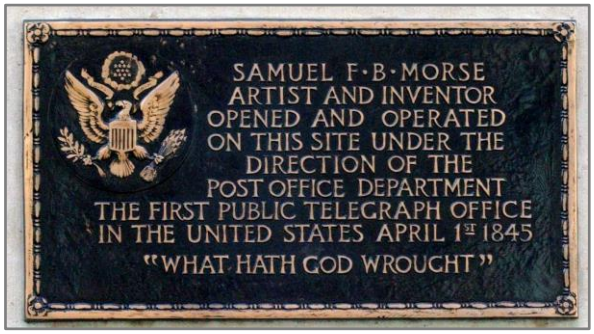
> *"I first became acquainted with him at New Haven, when about to graduate with the class of 1810, and had such an association as a boy preparing for college might have with a senior who was just finishing his course. Having come to New Haven under the care of Rev. Jedidiah Morse, the venerable father of the three Morses, all distinguished men, I was commended to the protection of Finley, as he was then commonly designated, and therefore saw him frequently during the brief period we were together. The father I regard as the gravest man I ever knew. He was a fine exemplar of the gentler type of the Puritan, courteous in manner, but stern in conduct and in aspect. He was a man of conflict, and a leader in the theological contests in New England in the early part of this century. Finley, on the contrary, bore the expression of gentleness entirely. In person rather above the ordinary height, well formed, graceful in demeanor, with a complexion, if I remember right, slightly ruddy, features duly proportioned, and often lightened with a genial and expressive smile. He was, altogether, a handsome young man, with manners unusually bland. It is needless to add that with intelligence, high culture, and general information, and with a strong bent to the fine arts, Mr. Morse was in 1810 an attractive young man. During the last year of his college life he occupied his leisure hours, with a view to his self-support, in taking the likenesses of his fellow-students on ivory, and no doubt with success, as he obtained afterward a very respectable rank as a portrait-painter. Many pieces of his skill were afterward executed in Charleston, South Carolina."*

That Morse was destined to be a painter seemed certain, and when, soon after graduating from Yale he made the acquaintance of Washington Allston, an American artist of high standing, any doubts that may have existed in his mind as to his vocation were set at rest. Allston was then living in Boston, but was planning to return to England, where his name was well known, and it was arranged that young Morse should accompany him as his pupil.

So in 1811 Morse went to England with Allston and returned to America four years later an accredited portrait painter, having

studied not only under Allston but under the famous master Benjamin West, and having met on close terms some of the great Englishmen of the time. He opened a studio in Boston, but as sitters were few, he made a trip through New England, taking commissions for portraits, and also visited Charleston, South Carolina, where some of his paintings may be seen today.

At Concord, New Hampshire, Morse met Miss Lucretia Walker, a beautiful and cultivated young woman, and they were married in 1818. Morse then settled in New York. His reputation as a painter increased steadily, though he gained little money, and in 1825 he was in Washington painting a portrait of the Marquis de Lafayette for the city of New York, when he heard from his father the bitter news of his wife's death in New Haven, then a journey of seven days from Washington. Leaving the portrait of Lafayette unfinished, the heartbroken artist made his way home.



The first telegraph office

Two years afterward Morse was again obsessed with the marvels of electricity, as he had been in college. The occasion this time was a series of lectures on that subject given at Columbia College. But Morse was still devoted to his art; besides, he had himself and three children to support and painting was his only source of income.

Back to Europe went Morse in 1829 to pursue his profession and perfect himself in it by three years' further study. Then came the crisis. Homeward bound on a ship in the autumn of 1832, Morse fell into conversation with some scientific men who were on board. One of the passengers asked this question: "Is the **velocity** of electricity reduced by the length of its conducting wire?" To which his neighbor replied that electricity passes instantly over any known length of wire and referred to Franklin's experiments with several miles of wire, in which no **appreciable** time elapsed between a touch at one end and a spark at the other.

Here was a fact already well known. Morse must have known it himself. But the tremendous significance of that fact had never before occurred to him—nor, so far as he knew, to any man. A messaging telegraph! Why not? Intelligence delivered at one end of a wire instantly received at the other end, no matter how long the wire! It might reach across the continent or even round the earth. The idea set his mind on fire.

Home again in November 1832, Morse found himself on the horns of a dilemma. To give up his profession meant that he would have no income; on the other hand, how could he continue wholeheartedly painting pictures while consumed with the idea of the telegraph? The idea would not rest—yet he must live, and there were his three motherless children in New Haven. He would have to go on painting as well as he could and develop his telegraph in what time he could spare. His brothers, Richard and Sidney, were both living in New York and they did what they could for him, giving him a room in a building they had erected at Nassau and Beekman Streets. Morse's lot at

this time was made all the harder by hopes raised and dashed to earth again. Congress had voted money for mural paintings for the rotunda of the Capitol. The artists were to be selected by a committee of which John Quincy Adams was chairman. Morse expected a commission for a part of the work, for his standing at that time was second to that of no American artist save Allston, and Morse knew Allston had declined to paint any of the pictures and had spoken in his favor. Adams, however, as chairman of the committee was of the opinion that the pictures should be done by foreign artists, there being no Americans available, he thought, of sufficiently high standing to execute the work with fitting distinction. This opinion, publicly expressed, infuriated James Fenimore Cooper, Morse's friend, and Cooper wrote an attack on Adams in the New York Evening Post, but without signing it. Supposing Morse to be the author of this article, Adams summarily struck his name from the list of artists who were to be employed.

How very poor Morse was about this time is indicated by a story afterwards told by General Strother of Virginia, who was one of his pupils:

> *"I engaged to become Morse's pupil and subsequently went to New York and found him in a room in University Place. He had three or four other pupils and I soon found that our professor had very little* ***patronage****. I paid my fifty dollars for one quarter's instruction. Morse was a faithful teacher and took as much interest in our progress as—more indeed than—we did ourselves. But he was very poor. I remember that, when my second quarter's pay was due, my* ***remittance*** *did not come as expected, and one day the professor came in and said, courteously:*
>
> *'Well Strother, my boy, how are we off for money?'*
>
> *'Why professor,' I answered, 'I am sorry to say that I have been disappointed, but I expect a remittance next week.'*
>
> *'Next week,' he repeated sadly, 'I shall be dead by that time.'*
>
> *'Dead, sir?'*
>
> *'Yes, dead by starvation.'*
>
> *I was distressed and astonished. I said hurriedly:*
>
> *'Would ten dollars be of any service?'*
>
> *'Ten dollars would save my life. That is all it would do.'*
>
> *I paid the money, all that I had, and we dined together. It was a modest meal, but good, and after he had finished, he said:*
>
> *'This is my first meal for twenty-four hours. Strother, don't be an artist. It means beggary. Your life depends upon people who know nothing of your art and care nothing for you. A house dog lives better, and the very sensitiveness that stimulates an artist to work keeps him alive to suffering.'"*

In 1835 Morse received an appointment to the teaching staff of New York University

and moved his workshop to a room in the University building in Washington Square. "There," says his biographer, "he wrought through the year 1836, probably the darkest and longest year of his life, giving lessons to pupils in the art of painting while his mind was in the throes of the great invention." In that year he took into his confidence one of his colleagues in the university, Leonard D. Gale, who assisted him greatly in improving the apparatus, while the inventor himself formulated the **rudiment**s of the telegraphic alphabet, or **Morse Code**, as it is known today.

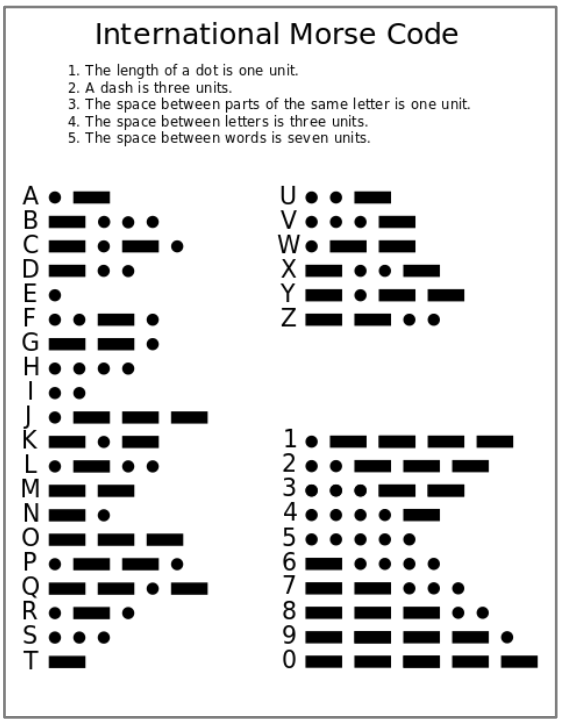


Chart of the Morse code letters and numerals

At length all was ready for a test, and the message flashed from transmitter to receiver. The telegraph was born, though only an infant as yet. "Yes, that room of the university was the birthplace of the Recording Telegraph," said Morse years later. On September 2, 1837, a successful experiment was made with seventeen hundred feet of copper wire coiled around the room, in the presence of a student who persuaded his father to advance money for experiments. Morse filed a petition for a **patent** in October and admitted his colleague Gale; as well as the student, named Alfred Vail, to partnership. Experiments followed at the Vail shops, all the partners working day and night in their enthusiasm. The apparatus was then brought to New York, and gentlemen of the city were invited to the university to see it work before it left for Washington. The visitors were requested to write dispatches, and the words were sent round a three-mile coil of wire and read at the other end of the room by one who had no prior knowledge of the message.

In February 1838, Morse set out for Washington with his apparatus, and stopped at Philadelphia on the invitation of the Franklin Institute to give a demonstration to a committee of that body. Once in Washington, he presented to Congress a **petition** asking for an **appropriation** to enable him to build an experimental line. The question of the appropriation was referred to the Committee on Commerce, who reported favorably, and Morse then returned to New York to prepare to go abroad, as it was necessary for his rights that his invention should be patented in European countries before publication in the United States.

Morse sailed in May 1838 and returned to New York by steamship in April 1839. His journey had not been very successful. He had found London in the excitement of the ceremonies of the coronation of Queen Victoria, and the British Attorney General had refused him a patent on the ground that American newspapers had published his invention, making it public property. In

France he had done better. But the most interesting result of the journey was something not related to the telegraph at all. In Paris he had met **Louis Daguerre**, the celebrated Frenchman who had discovered a process of making pictures by sunlight, and Daguerre had given Morse the secret. This led to the first pictures taken by sunlight in the United States and to the first photographs of the human face taken anywhere. Daguerre had never attempted to photograph living objects and did not think it could be done, as rigidity of position was required for a long exposure. Morse, however, and his associate, John W. Draper, were very soon taking portraits successfully.

Meanwhile the affairs of the telegraph at Washington had not prospered. Congress had done nothing toward the grant which Morse had requested, notwithstanding the favorable report of its committee, and Morse was in desperate **straits** for money even to live on. He appealed to the Vails to assist him further, but they could not, since the panic of 1837 had impaired their resources. He earned small sums from his **daguerreotype**s and his teaching.

By December 1842, Morse was in funds again; sufficiently, at least, to enable him to go to Washington for another appeal to Congress. And at last, on February 23, 1843, a bill appropriating thirty thousand dollars to lay the wires between Washington and Baltimore passed the House by a majority of six. Trembling with anxiety, Morse sat in the gallery of the House while the vote was taken and listened to the irreverent banter of Congressmen as they discussed his bill. One member proposed an amendment to set aside half the amount for experiments in mesmerism (a form of hypnotism), another suggested that the Millerites, advocating readiness for Christ's Second Coming, should have a part of the money, and so on. Eventually, however, they passed the bill. And that night Morse wrote: *"The long agony is over."*

But the agony was not over. The bill had yet to pass the Senate. The last day of the expiring session of Congress arrived on March 3, 1843, and the Senate had not reached the bill. Says Morse's biographer:

In the gallery of the Senate, Professor Morse had sat all the last day and evening of the session. At midnight the session would close. Assured by his friends that there was no possibility of the bill being reached, he left the Capitol and retired to his room at the hotel, dispirited, and well-nigh broken-hearted. As he came down to breakfast the next morning, a young lady entered, and, coming toward him with a smile, exclaimed:

"I have come to congratulate you!"

"For what, my dear friend?" asked the professor of the young lady, who was Miss Annie G. Ellsworth, daughter of his friend the Commissioner of Patents.

"On the passage of your bill."

The professor assured her it was not possible, as he had remained in the Senate-Chamber until nearly midnight, and it was not reached. She then informed him that her father was present until the close, and, in the last moments of the session, the bill was passed without debate or revision. Professor Morse was overcome by the news, so joyful and unexpected, and gave at the moment to his young friend, the bearer of these good tidings, the promise that she should send the first message over the first line of telegraph that was opened.

Morse and his partners then proceeded to the construction of the forty-mile line of

wire between Baltimore and Washington. At this point **Ezra Cornell**, afterwards a famous builder of telegraphs and founder of Cornell University, first appears in history as a young man of thirty-six. Cornell invented a machine to lay pipe underground to contain the wires, and he was employed to carry out the work of construction. The work was commenced at Baltimore and was continued until experiment proved that the underground method would not do, and it was decided to string the wires on poles.

Much time had been lost, but once the system of poles was adopted the work progressed rapidly, and by May 1844, the line was completed. On the twenty-fourth of that month Morse sat before his instrument in the room of the Supreme Court at Washington. His friend Miss Ellsworth handed him the message which she had chosen:

"What hath God wrought!"

Morse flashed it to Vail forty miles away in Baltimore, and Vail instantly flashed back the same momentous words,

"What hath God wrought!"

Two days later the Democratic National Convention met in Baltimore to nominate a president and vice president. The leaders of the Convention desired to nominate Senator Silas Wright of New York, who was then in Washington, as running mate to James K. Polk, but they must know first whether Wright would consent to run for vice president. So they posted a messenger off to Washington but were persuaded at the same time to allow the new telegraph to try what it could do. The telegraph carried the offer to Wright and carried back to the Convention Wright's refusal of the honor. The delegates, however, would not believe the telegraph, until their own messenger, returning the next day, confirmed its message.

For a time the telegraph attracted little attention. But Cornell stretched the lines across the country, connecting city with city, and Morse and Vail improved the details of the mechanism and perfected the code. Others came after them and added further improvements. And it is gratifying to know that both Morse and Vail, as well as Cornell, lived to reap some return for their labor. Morse lived to see his telegraph span the continent, and link the New World with the Old, and died in 1872 full of honors.

Prompt communication of the written or spoken message is a demand even more insistent than prompt transportation of men and goods. By 1859 both the railroad and the telegraph had reached the old town of St. Joseph on the Missouri. Two thousand miles beyond, on the other side of plains and mountains and great rivers, lay prosperous California. The only transportation to California was by stage-coach, a sixty days' journey, or else across Panama, or else round the Horn, a choice of three evils. But to establish quicker communication, even though transportation might lag, the men of St. Joseph organized the **Pony Express** to cover the great wild distance by riders on horseback in ten or twelve days. Relay stations for the horses and men were set up at **appropriate** points all along the way, and a postboy dashed off from St. Joseph every twenty-four hours, on arrival of the train from the East. And for a time the Pony Express did its work and did it well. President Lincoln's First Inaugural Address was carried to California by the Pony Express; so was the news of the firing upon Fort Sumter. But by 1869, the Pony Express

was quietly superseded by the telegraph, which in that year had completed its circuits all the way to San Francisco, seven years ahead of the first transcontinental railroad. And in four more years Cyrus W. Field and Peter Cooper had carried to complete success the Atlantic Cable; and the Morse telegraph was sending intelligence across the sea, as well as from New York to the Golden Gate.

And soon ships at sea and stations on land, separated by the sea, spoke to one another in the language of the Morse code, without the use of wires. Wireless, or radio, telegraphy was the invention of a nineteen-year-old boy, Guglielmo Marconi, an Italian; but it was greatly extended and developed at the hands of four Americans: Fessenden, Alexanderson, Langmuir, and Lee De Forest. It was De Forest's invention that made possible transcontinental and transatlantic telephone service, both with and without wires.



An actor portraying Alexander Graham Bell speaking into an early model telephone

The story of the telegraph's younger brother and great ally in communication, the **invention of the telephone** by **Alexander Graham Bell**, is another poignant romance of American invention. But that is a story by itself, and it begins in a later period.

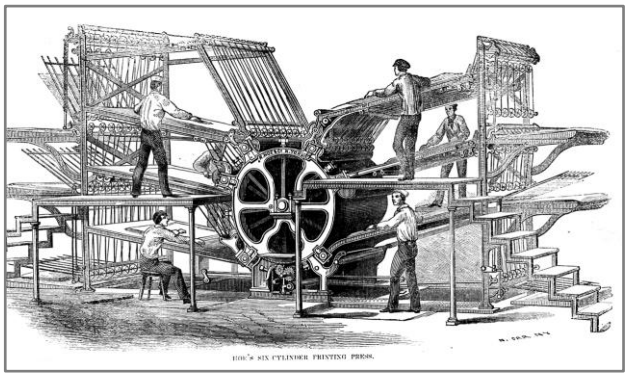
Newspapers Aided by the Telegraph

Wise newspapermen stiffened to attention when the telegraph began ticking. The New York Herald, the Sun, and the Tribune had been founded only soon before and they represented a new type of journalism—swift, fearless, and energetic. The proprietors of these newspapers saw that this new instrument was bound to affect all journalism profoundly. How was the newspaper to cope with the situation and make use of the news that was coming in and would be coming in more and more over the wires?

For one thing, the newspapers needed better printing machinery. The application of steam, or any mechanical power, to printing in America had only begun. It had been introduced by Robert Hoe in the very years when Morse was struggling to perfect the telegraph. Before that time newspapers were printed in the United States, on presses operated as Franklin's press had been operated, by hand. The New York Sun, the pioneer of cheap modern newspapers, was printed by hand in 1833, and four hundred impressions an hour was the highest speed of one press. There had been, it is true, some improvements over Franklin's printing press. The Columbian press of George Clymer of Philadelphia, invented in 1816, was a step forward. The Washington press, patented in 1829 by Samuel Rust of New York, was another step forward. Then had come Robert Hoe's double-cylinder, steam-driven printing press. But a swifter machine was wanted. And so in 1845 **Richard March Hoe**, a

son of Robert Hoe, invented the revolving or **rotary press**, on the principle of which larger and larger machines have been built—machines so complex and wonderful that they baffle description; which take in reels of white paper and turn out great newspapers complete, folded and counted, at the rate of a hundred thousand copies an hour. American printing machines are in use today the world over. The London Times is printed on American machines.

Hundreds of new inventions and improvements on old inventions followed hard on the growth of the newspaper, until it seemed that the last word had been spoken. The newspapers had the wonderful Hoe presses; they had cheap paper; they had excellent type, cast by machinery; they had a satisfactory process of multiplying forms of type by stereotyping; and at length came a new process of making pictures by photo-engraving, supplanting the old-fashioned process of engraving on wood.



Hoe's six-cylinder rotary press from the 1860s

Meanwhile, however, in one important department of the work the newspapers had made no advance whatever. The newspapers of New York in the year 1885 and even later were still setting up their type by the same method that Benjamin Franklin used to set up the type for The Pennsylvania Gazette. The compositor stood or sat at his "case," with his "copy" before him, and picked the type up letter by letter until he had filled and correctly spaced a line. Then he would set another line, and so on, all with his hands. After the job was completed, the type had to be distributed again, letter by letter. **Typesetting** was slow and expensive.

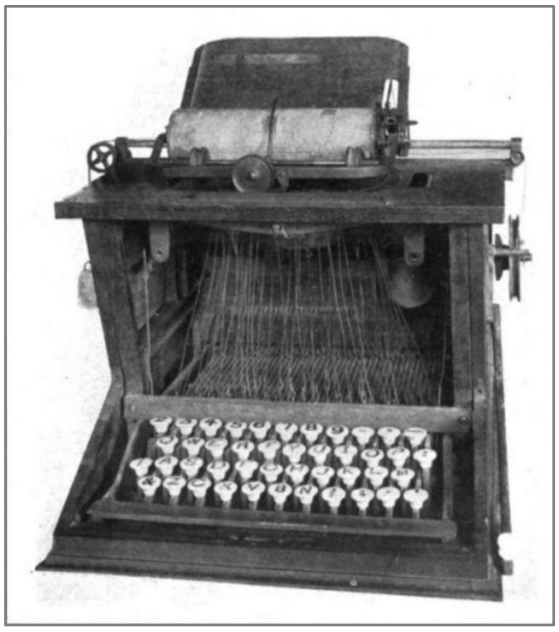
This labor of typesetting was at last generally done away with by the **invention of the modern printing press** - of two intricate and ingenious machines. The **linotype**, the invention of Ottmar Mergenthaler of Baltimore, came first; then the **monotype** of Tolbert Lanston, a native of Ohio. The linotype is the favorite composing machine for newspapers and is also widely used in typesetting for books, though the monotype is preferred by book printers. One or other of these machines eventually replaced the old hand compositors in every large printing establishment in the United States.

While the machinery of the great newspapers was being developed, another instrument of communication, more humble but hardly less important in modern life, was coming into existence. The **typewriter**, another of America's gifts to the commercial world, was soon in every business office. One might attempt to trace the typewriter back to the early seals, or to the name plates of the Middle Ages, or to the records of the British Patent Office, for 1714. Each of these mentions a device used for embossing. But it would be difficult to establish the identity of these contrivances with the modern typewriter.

Alfred Ely Beach made a model for a typewriter as early as 1847, but neglected it for other things, and his next effort in printing machines was a device for

embossing letters for the blind. His typewriter had many of the features of the modern typewriter, but lacked a satisfactory method of inking the types. This was furnished by S. W. Francis of New York, whose machine in 1857 bore a ribbon saturated with ink. None of these machines, however, was a commercial success. They were regarded merely as the toys of ingenious men.

The accredited father of the typewriter was a Wisconsin newspaperman, **Christopher Latham Sholes**—editor, politician, and anti-slavery agitator. A strike of his printers led him to unsuccessful attempts to invent a typesetting machine. He did succeed, however, in making, in collaboration with another printer, Samuel W. Soule, a numbering machine. A friend, Carlos Glidden, to whom this ingenious contrivance was shown, suggested a machine to print letters.



Sholes typewriter, 1873. Buffalo History Museum

The three friends decided to try. None had studied the efforts of previous experimenters, and they made many errors while **inventing the typewriter** which might have been avoided. Gradually, however, the invention took form. Patents were obtained in June 1868, and again in July of the same year, but the machine was neither strong nor trustworthy. Then appeared James Densmore, who bought a share in the machine, while Soule and Glidden retired. Densmore furnished the funds to build about thirty models in succession, each a little better than the one preceding it. The improved machine was patented in 1871, and the partners felt that they were ready to begin manufacturing.

Wisely, they determined in 1873 to offer their machine to **Eliphalet Remington & Sons**, then manufacturing firearms, sewing machines, and the like, at Ilion, New York. Here, in well-equipped machine shops it was tested, strengthened, and improved. The Remingtons believed they saw a demand for the machine and offered to buy the patents, paying either a lump sum or a royalty. It is said that Sholes preferred the ready cash and received twelve thousand dollars, while Densmore chose the royalty and received a million and a half.

The telegraph, the press, and the typewriter became the primary agents of communication for the written word. The telephone is still the chief agent for the spoken word. And there is another instrument for recording sound and reproducing it which should not be forgotten. It was in 1877 that **Thomas Alva Edison invented the first phonograph**. The air vibrations set up by the human voice were utilized to make minute indentations on a sheet of tinfoil placed over a metallic cylinder, and the machine would then reproduce the sounds which had caused the indentations. The

record wore out after a few reproductions, however, and Edison was too busy to develop his idea further for a time, though later he returned to it.

The phonograph eventually appeared under various names, but by whatever name they were called, the best devices reproduced with wonderful fidelity the human voice, in speech or song, and the tones of either a single instrument or a whole orchestra. The most distinguished musicians were glad to do their best for the preservation and reproduction of their art, and through these machines, good music was brought to thousands to whom it could come in no other way.



Thomas Edison with phonograph

The camera bears a large part in the diffusion of intelligence, and the second half of the nineteenth century in the United States saw a great development in photography and photoengraving. The earliest experiments in photography belonged almost exclusively to Europe. Morse, as we have seen, introduced the secret to America and interested his friend John W. Draper, who had a part in the perfection of the dry plate and who was one of the first, if not the very first, to take a portrait by photography.

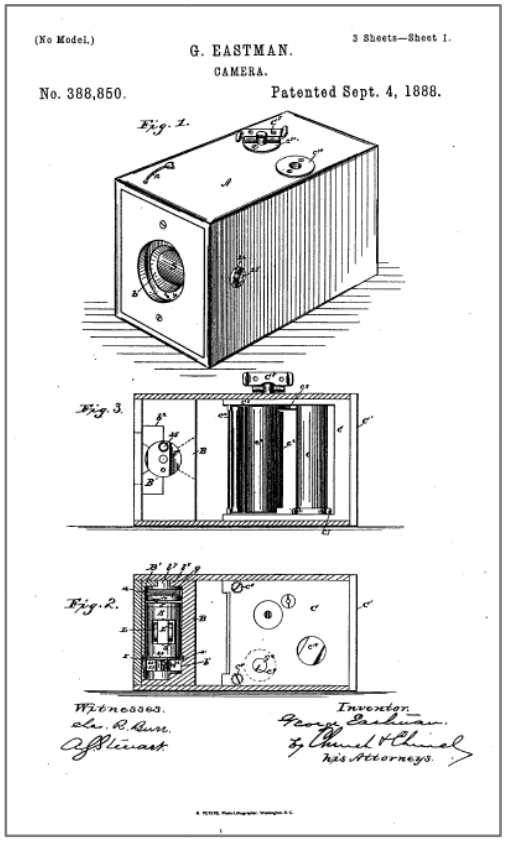
The world's greatest inventor in photography was, however, **George Eastman** of Rochester. It was in 1888 that Eastman **invented a new camera**, which he called by the distinctive name **Kodak**, and with it came the slogan: "You press the button, we do the rest." This first Kodak was loaded with a roll of sensitized paper long enough for a hundred exposures. Sent to the makers, the roll could itself be developed and pictures could be printed from it. Eastman had been an amateur photographer when the hobby was both expensive and tedious. Inventing a method of making dry plates, he began to manufacture them in a small way as early as 1880. After the first Kodak, there came others filled with rolls of sensitized nitro-cellulose film. Priority in the invention of the cellulose film instead of glass, which has revolutionized photography, was decided by the courts to belong to the Reverend Hannibal Goodwin, but honor nonetheless belongs to Eastman, who independently worked out his process and gave photography to the millions. The introduction by the Eastman Kodak Company of a film cartridge which could be inserted or removed without retiring to a dark room removed the chief difficulty hindering amateurs, and a camera of some sort, varying in price from a dollar or two to as many hundreds, is today an indispensable piece of vacation equipment.

In the development of the animated pictures Thomas Alva Edison played a large

part. Many were the efforts to give the appearance of movement to pictures before the first real entertainment was staged by Henry Heyl of Philadelphia. Heyl's pictures were on glass plates fixed in the circumference of a wheel, and each was brought and held for a part of a second before the lens. This method was obviously too slow and too expensive. Edison with his keen mind approached the difficulty and after a prolonged series of experiments arrived at the decision that a continuous tape-like film would be necessary. He invented the first practical "taking" camera and evoked the enthusiastic cooperation of George Eastman in the production of this tape-like film, and the modern **motion picture** was born. The projecting machine was substantially like the "taking" camera and was so used. Other inventors, such as Paul in England and Lumiere in France, produced other types of projecting machines, which differed only in mechanical details.

When the motion picture was taken up in earnest in the United States, the world stared in astonishment at the apparent recklessness of the early managers. The public responded, however, and there soon was hardly a town in the nation where there was not at least one moving-picture house. The most popular early actors were drawn from the speaking stage into the "movies." In the small town, the picture theater was often a converted storeroom, but in the cities, some of the largest and most attractive theaters were given over to the pictures, and others even more luxurious were specially built. The Eastman Company alone soon manufactured about ten thousand miles of film every month.

Besides affording amusement to millions, the moving picture was also turned to instruction. Important news events were shown on the screen, and historical events were preserved for posterity by depositing the films in a vault. What would the historical student not give for a film faithfully portraying the inauguration of George Washington! The motion picture became an important factor in instruction in history and science in the schools, and this development continues today.

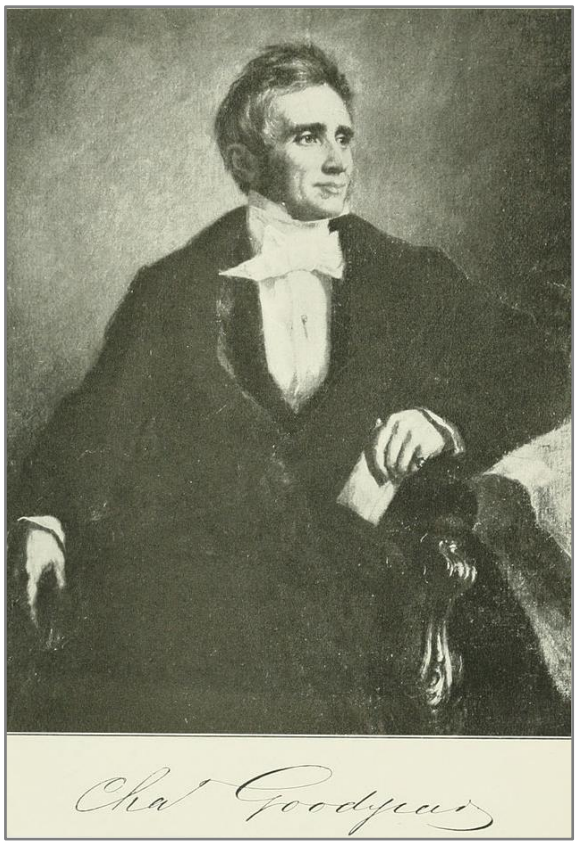

(No Model.) 3 Sheets—Sheet 1.
G. EASTMAN.
CAMERA.
No. 388,850. Patented Sept. 4, 1888.
Fig. 1.
Fig. 3.
Fig. 2.
Witnesses.
Inventor.
His Attorneys.

US patent no. 388,850, issued to George Eastman, September 4, 1888

Lesson Two

History Overview and Assignments
The Story of Rubber

CHARLES GOODYEAR is credited with the discovery of the process which put rubber into "the service of the world." Goodyear took out the patent for this process in 1844. By the time he died in 1860 he had taken out sixty patents on rubber manufactures. He had seen his invention applied to several hundred uses, giving employment to sixty thousand persons, producing annually eight million dollars' worth of merchandise. He lived for sixteen years after his discovery of vulcanization.



A painting of Charles Goodyear by G.P.A. Healy (1912)

Key People, Places, and Events

Charles Goodyear
B.F. Goodrich

Reading and Assignments

- Read the article: *The Story of Rubber*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Create a biography notebook page on **Charles Goodyear**, including details about his life and work. You may either write or orally narrate in order to create this page. You may include some drawings, if you like. Add this page to this unit's section in your history notebook.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

coadjutor
infinitesimal
meridian
ballast
naphtha
injudicious
insolvent
magnesia
vulcanization
itinerary

Discussion Questions

1. Who invented the process which put rubber into the "service of the world"?
2. Describe the disagreement over the patent for rubber.
3. Describe some of the early discoveries and experiences that others had with rubber.
4. Describe the failures that Charles Goodyear experienced as he worked with rubber.
5. What trials did Goodyear encounter?
6. Did Goodyear lead the life of a rich man? Why or why not?
7. How did Goodyear's discovery impact the world both when he was alive and after his death?

Adapted for Elementary School from the book:

The Age of Invention, a Chronicle of Mechanical Conquest

by Holland Thompson

The Story of Rubber

One day in 1852, at Trenton, New Jersey, there appeared in the Circuit Court of the United States two men, the legal giants of their day, to argue the case of *Goodyear v. Day* for infringement of patent. Rufus Choate represented the defendant and Daniel Webster the plaintiff. Webster, in the course of his plea, one of the most brilliant and moving ever uttered by him, paused for a moment, drew from himself the attention of those who were hanging upon his words, and pointed to his client. He would have them look at the man whose cause he pleaded: a man of fifty-two who looked fifteen years older, sallow, and emaciated from disease due to long privations, bitter disappointments, and wrongs. This was **Charles Goodyear**, inventor of the process which put rubber into the service of the world. Said Webster:

"And now is Charles Goodyear the discoverer of this invention of vulcanized rubber? Is he the first man upon whose mind the idea ever flashed, or to whose intelligence the fact ever was disclosed, that by carrying heat to a certain height it would cease to render plastic the India rubber and begin to harden and metallize it? Is there a man in the world who found out that fact before Charles Goodyear? Who is he? Where is he? On what continent does he live? Who has heard of him? What books treat of him? What man among all the men on earth has seen him, known him, or named him?

"Yet it is certain that this discovery has been made. It is certain that it exists. It is certain that it is now a matter of common knowledge all over the civilized world. It is certain that ten or twelve years ago it was not knowledge. It is certain that this curious result has grown into knowledge by somebody's discovery and invention. And who is that somebody? The question was put to my learned opponent by my learned associate. If Charles Goodyear did not make this discovery, who did make it? Who did make it? Why, if our learned opponent had said he should endeavor to prove that someone other than Mr.

Goodyear had made this discovery, that would have been very fair. I think the learned gentleman was very wise in not doing so. For I have thought often, in the course of my practice in law, that it was not very advisable to raise a spirit that one could not conveniently lay again.

"Now who made this discovery? And would it not be proper? I am sure it would. And would it not be manly? I am sure it would. Would not my learned friend and his **coadjutor** *have acted a more noble part if they had stood up and said that this invention was not Goodyear's, but it was an invention of such and such a man, in this or that country?*



Rubber ball obtained from a vulcanization process

"On the contrary, they do not meet Goodyear's claim by setting up a distinct claim of anybody else. They attempt to prove that he was not the inventor by little shreds and patches of testimony. Here a little bit of sulphur, and there a little parcel of lead, here a little degree of heat a little hotter than would warm a man's hands and in which a man could live for ten minutes or a quarter of an hour, and yet they never seem to come to the point. I think it is because their materials did not allow them to come to the manly assertion that somebody else did make this invention, giving to that somebody a local habitation and a name. We want to know the name, and the habitation, and the location of the man upon the face of this globe, who invented vulcanized rubber, if it be not he who now sits before us.

"Well there are birds which fly in the air, seldom lighting, but often hovering. Now I think this is a question not to be hovered over, not to be brooded over, and not to be dealt with as an **infinitesimal** *quantity of small things. It is a case calling for a manly admission and a manly defense. I ask again, if there is anybody else than Goodyear who made this invention, who is he? Is the discovery so plain that it might have come about by accident? It is likely to work important changes in the arts everywhere. It introduces quite a new material into the manufacture of the arts, that material being nothing less than elastic metal. It is hard like metal and as elastic as pure original gum elastic. Why, that is as great and momentous a phenomenon occurring to men in the progress of their knowledge, as it would be for a man to show that iron and gold could remain iron and gold and yet become elastic like India Rubber. It would be just such another result. Now, this fact cannot be denied; it cannot be secreted; it cannot be kept out of sight; somebody has made this invention. That is certain. Who is he? Mr. Hancock has been referred to. But he expressly acknowledges Goodyear to be the first inventor. I say that there is not in the world a human being that can stand up and say that it is his invention, except the man who is sitting at that table."*

The court found for the plaintiff, and this decision established for all time the claim of the American, Charles Goodyear, to be the sole inventor of vulcanized rubber.

This trial may be said to be the dramatic climax in the story of rubber. It celebrated the hour when the science of invention turned a raw product—which had tantalized by its promise and wrought ruin by its treachery—into a manufactured good adaptable to a thousand uses, adding to man's ease and health and to the locomotion, construction, and communication of modern life.

When Columbus revisited Haiti on his second voyage, he observed some natives playing with a ball. Now, ball games are the oldest sport known. From the beginning of his history man, like the kitten and the puppy, has delighted to play with round things that roll. The men who came with Columbus to conquer the Indies had brought their Castilian wind-balls to play with in idle hours. But at once they found that the balls of Haiti were incomparably superior toys—they bounced better. These high-bouncing balls were made, so they learned, from a milky fluid of the consistency of honey which the natives procured by tapping certain trees and then cured over the smoke of palm nuts. A discovery which improved the delights of ball games was noteworthy.

The old Spanish historian, Herrera, gravely transcribed in his pages all that the governors of Haiti reported about the bouncing balls. Some fifty years later another Spanish historian related that the natives of the Amazon Valley made shoes of this gum; and that Spanish soldiers spread their cloaks with it to keep out the rain. Many years later still, in 1736, a French astronomer, who was sent by his government to Peru to measure an arc of the **meridian**, brought home samples of the gum and reported that the natives make lights of it, "which burn without a wick and are very bright," and "shoes of it which are waterproof, and when smoked they have the appearance of leather. They also make pear-shaped bottles on the necks of which they fasten wooden tubes. Pressure on the bottle sends the liquid squirting out of the tube, so they resemble syringes." Their name for the fluid, he added, was "cachuchu"—caoutchouc, we now write it. Evidently the samples filled no important need at the time, for we hear no more of the gum until thirty-four years afterward. Then, so an English writer tells us, a use was found for the gum—and a name. A stationer accidentally discovered that it would erase pencil marks, and, as it came from the Indies and rubbed, of course it was "India rubber."

About the year 1820 American merchantmen, plying between Brazil and New England, sometimes carried rubber as **ballast** on the home voyage and dumped it on the wharves at Boston. One of the shipmasters exhibited to his friends a pair of native shoes fancifully gilded. Another, with more foresight, brought home five hundred pairs, ungilded, and offered them for sale. They were thick, clumsily shaped, and heavy, but they sold. There was a demand for more. In a few years half a million pairs were being imported annually. New England manufacturers bid against one another along the wharves for the gum which had been used as ballast and began to make rubber shoes.

European vessels had also carried rubber home, and experiments were being

made with it in France and Britain. A Frenchman manufactured suspenders by cutting a native bottle into fine threads and running them through a narrow cloth web. And Macintosh, a chemist of Glasgow, inserted rubber treated with **naphtha** between thin pieces of cloth and evolved the raincoat that still bears his name.

At first the new business in rubber yielded profits. The cost of the raw material was infinitesimal, and there was a demand for the finished articles. In Roxbury, Massachusetts, a firm manufacturing patent leather treated raw rubber with turpentine and lampblack and spread it on cloth in an effort to produce a waterproof leather. The process appeared to be a complete success, and a large capital was employed to make handsome shoes and clothing out of the new product and in opening shops in the large cities for their sale. Merchants throughout the country placed orders for these goods, which, as it happened, were made and shipped in winter.

But, when summer came, the huge profits of the manufacturers literally melted away, for the beautiful garments decomposed in the heat; and loads of them, melting and running together, were being returned to the factory. And they filled Roxbury with such noisome odors that they had to be taken out at dead of night and buried deep in the earth.

And not only did these rubber garments melt in the heat. It presently transpired that severe frost stiffened them to the rigidity of granite. Daniel Webster had had some experience in this matter himself. “A friend in New York,” he said, “sent me a very fine cloak of India Rubber, and a hat of the same material. I did not succeed very well with them. I took the cloak one day and set it out in the cold. It stood very well by itself. I surmounted it with the hat, and many persons passing by supposed they saw, standing by the porch, the Farmer of Marshfield.”

It was in the year 1834, shortly after the Roxbury manufacturers had come to realize that their process was worthless and that their great fortune was only a mirage, and just before these facts became generally known, that Charles Goodyear made his entrance on the scene. He appeared first as a customer in the company’s store in New York and bought a rubber life-preserver. When he returned some weeks later with a plan for improving the tube, the manager confided to him the sad tragedy of rubber, pointing out that no improvement in the manufactured articles would meet the difficulty, but that fame and fortune awaited the inventor of a process that would keep rubber dry and firm and flexible in all weather.

Goodyear felt that he had a call from God. “He who directs the operations of the mind,” he wrote at a later date, “can turn it to the development of the properties of Nature in His own way, and at the time when they are specially needed. The creature imagines he is executing some plan of his own, while he is simply an instrument in the hands of his Maker for executing the divine purposes of beneficence to the race.” It was in the spirit of a crusader, consecrated to a particular service, that this man took up the problem of rubber. The words quoted are a fitting preface for the story of the years that followed, which is a tale of endurance and persistent activity under sufferings and disappointments such as are scarcely paralleled even in the pages

of invention, darkened as they often are by poverty and defeat.

Charles Goodyear was born in New Haven on December 29, 1800, the son of Amasa Goodyear and descendant of Stephen Goodyear who was associated with Theophilus Eaton, the first governor of the Puritan colony of New Haven. It was natural that Charles should turn his mind to invention, as he did even when a boy; for his father, a pioneer in the manufacture of American hardware, was the inventor of a steel hayfork which replaced the heavy iron fork of prior days and lightened and expedited the labor of the fields. When Charles was seven his father moved to Naugatuck and manufactured the first pearl buttons made in America; during the War of 1812 the Goodyear factory supplied metal buttons to the government.

Charles, a studious, serious boy, was the close companion of his father. His deeply religious nature manifested itself early, and he joined the Congregational Church when he was sixteen. It was at first his intention to enter the ministry, which seemed to him to offer the most useful career of service, but, changing his mind, he went to Philadelphia to learn the hardware business and on coming of age was admitted to partnership in a firm established there by his father. The firm prospered for a time, but an **injudicious** extension of credit led to its suspension.

So it happened that Goodyear in 1834, when he became interested in rubber, was an **insolvent** debtor, liable, under the laws of the time, to imprisonment. Soon afterward, indeed, he was lodged in the Debtor's Prison in Philadelphia. It would seem an inauspicious hour to begin a search which might lead him on in poverty for years and end nowhere. But, having seen the need for perfect rubber, the thought had come to him, with the force of a religious conviction, that "an object so desirable and so important, and so necessary to man's comfort as the making of gum-elastic available to his use, was most certainly placed within his reach." Thereafter he never doubted that God had called him to this task and that his efforts would be crowned with success. Concerning his prison experiences, of which the first was not to be the last, he says that *"notwithstanding the mortification attending such a trial,"* if the prisoner has a real aim *"for which to live and hope over he may add firmness to hope, and derive lasting advantage by having proved to himself that, with a clear conscience and a high purpose, a man may be as happy within prison walls as in any other (even the most fortunate) circumstances in life."* With this spirit he met every reverse throughout the ten hard years that followed.

Luckily, as he says, his first experiments required no expensive equipment. Fingers were the best tools for working the gum. The prison officials allowed him a bench and a marble slab, a friend procured him a few dollars' worth of gum, which sold then at five cents a pound, and his wife contributed her rolling pin. That was the beginning.

For a time he believed that, by mixing the raw gum with **magnesia** and boiling it in lime, he had overcome the stickiness which was the inherent difficulty. He made some sheets of white rubber which were exhibited, and also some articles for sale. His hopes were dashed when he found that weak acid, such as apple juice or vinegar, destroyed his new product. Then in 1836 he found that the application of aqua fortis, or

nitric acid, produced a "curing" effect on the rubber and thought that he had discovered the secret. Finding a partner with capital, he leased an abandoned rubber factory on Staten Island. But his partner's fortune was swept away in the panic of 1837, leaving Goodyear again an insolvent debtor. Later he found another partner and went to manufacturing in the deserted plant at Roxbury, with an order from the government for a large number of mail bags. This order was given wide publicity and it aroused the interest of manufacturers throughout the country. But by the time the goods were ready for delivery the first bags made had rotted from their handles. Only the surface of the rubber had been "cured."

This failure was the last straw, as far as Goodyear's friends were concerned. Only his patient and devoted wife stood by him; she had labored, known want, seen her children go hungry to school, but she seems never to have reproached her husband nor to have doubted his ultimate success. The gentleness and tenderness of his deportment in the home made his family cling to him with deep affection and bear willingly any sacrifice for his sake; though his successive failures generally meant a return of the inventor to the debtor's prison and the casting of his family upon charity.

The nitric acid process had not solved the problem, but it had been a real step forward. It was in the year 1839, by an accident, that he discovered the true process of **vulcanization** which cured not the surface alone but the whole mass. He was trying to harden the gum by boiling it with sulphur on his wife's cookstove when he let fall a lump of it on the red hot iron top. It vulcanized instantly. This was an accident which only Goodyear could have interpreted. And it was the last. The strange substance from the jungles of the tropics had been mastered. It remained, however, to perfect the process, to ascertain the accurate formula and the exact degree of heat. The Goodyears were so poor during these years that they received at any time a barrel of flour from a neighbor thankfully. There is a legend that on one occasion, when Goodyear desired to cross between Staten Island and New York, he had to give his umbrella to the ferry master as security for his fare, and that the name of the ferry master was Cornelius Vanderbilt, "a man who made much money because he took few chances." The incident may easily have occurred, though the ferry master could hardly have been Vanderbilt himself, unless it took place at an earlier date. Another tradition says that one of Goodyear's neighbors described him to an inquisitive stranger thus: "You will know him when you see him; he has on an India rubber cap, stock, coat, vest, and shoes, and an India rubber purse—without a cent in it!"

Goodyear's trials were only beginning. He had the secret at last, but nobody would believe him. He had worn out even the most sanguine of his friends. "That such indifference to this discovery, and many incidents attending it, could have existed in an intelligent and benevolent community," wrote Goodyear later, "can only be accounted for by existing circumstances in that community. The great losses that had been sustained in the manufacture of gum-elastic: the length of time the inventor had spent in what appeared to them to be entirely fruitless efforts to accomplish anything with it; added to his recent misfortunes and disappointments, all conspired, with his utter destitution, to

produce a state of things as unfavorable to the promulgation of the discovery as can well be imagined. He, however, felt in duty bound to beg in earnest, if need be, sooner than that the discovery should be lost to the world and to himself....How he subsisted at this period charity alone can tell, for it is as well to call things by their right names; and it is little else than charity when the lender looks upon what he parts with as a gift. The pawning or selling some relic of better days or some article of necessity was a frequent expedient. His library had long since disappeared, but shortly after the discovery of this process, he collected and sold at auction the schoolbooks of his children, which brought him the trifling sum of five dollars; small as the amount was, it enabled him to proceed. At this step he did not hesitate. The occasion, and the certainty of success, warranted the measure which, in other circumstances, would have been sacrilege."

His **itinerary** during those years is eloquent. Wherever there was a man who had either a grain of faith in rubber or a little charity for a frail and penniless monomaniac, to him Goodyear made his way. The goal might be an attic room or shed to live in rent free, or a few dollars for a barrel of flour for the family and a barrel of rubber for himself, or permission to use a factory's ovens after hours and to hang his rubber over the steam valves while work went on. From Woburn in 1839, the year of his great discovery, he went to Lynn, from Lynn back to the deserted factory at Roxbury. Again to Woburn, to Boston, to Northampton, to Springfield, to Naugatuck; in five years as many relocations. When he lacked boat or railway fare, and he generally did, he walked through winds and rains and drifting snow, begging shelter at some cottage or farm where a window lamp gleamed kindly.

Goodyear took out his patent in 1844. He also invented the perfect India rubber cloth by mixing fiber with the gum, a discovery he considered rightly as secondary in importance only to vulcanization. When he died in 1860, he had taken out sixty patents on rubber manufactures. He had seen his invention applied to several hundred uses, giving employment to sixty thousand persons, producing annually eight million dollars' worth of merchandise—numbers which would form but a fraction of the rubber statistics of today.



Latex being collected from a tapped rubber tree

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Other innovators advanced Goodyear's achievements, such as **B.F. Goodrich**, who devised rubber hoses for fire brigades and farming and whose company later

developed pressurized tires for automobiles, PVC, synthesized (artificial) rubber, and space suits.

Everybody, the whole civilized world round, uses rubber in one form or another today. And rubber makes a belt around the world in its natural as well as in its manufactured form.

The rubber-bearing zone winds north and south of the equator through both hemispheres. In South America rubber is the latex of certain trees, in Africa of trees and vines. The best "wild" rubber in the early days came from Pará in Brazil. It was gathered and prepared for shipment there by the same methods the natives used four hundred years earlier. The natives in their canoes followed the watercourses into the jungles. They cut V-shaped or spiral incisions in the trunks of the trees that grow sheer to sixty feet before spreading their shade. At the base of the incisions they affixed small clay cups, like swallows' nests. They returned later with large gourds in which they collected the fluid from the clay cups. The filled gourds, which they carried to their village of grass huts. There they built smoky fires of oily palm nuts. Dipping paddles into the fluid gum they turned and hardened it, a coating at a time, in the smoke. The rubber "biscuit" was cut from the paddle with a wet knife when the desired thickness has been attained.

Goodyear lived for sixteen years after his discovery of the vulcanization process. During the last six he was unable to walk without crutches. He was indifferent to money. To make his discoveries of still greater service to mankind was his whole aim. It was others who made fortunes out of his inventions. Goodyear died a poor man.

In his book, a copy of which was printed on gum-elastic sheets and bound in carved hard rubber, he summed up his philosophy in this statement:

> *"The writer is not disposed to repine and say that he has planted and others have gathered the fruits. The advantages of a career in life should not be estimated exclusively by the standard of dollars and cents, as it is too often done. Man has just cause for regret when he sows and no one reaps."*

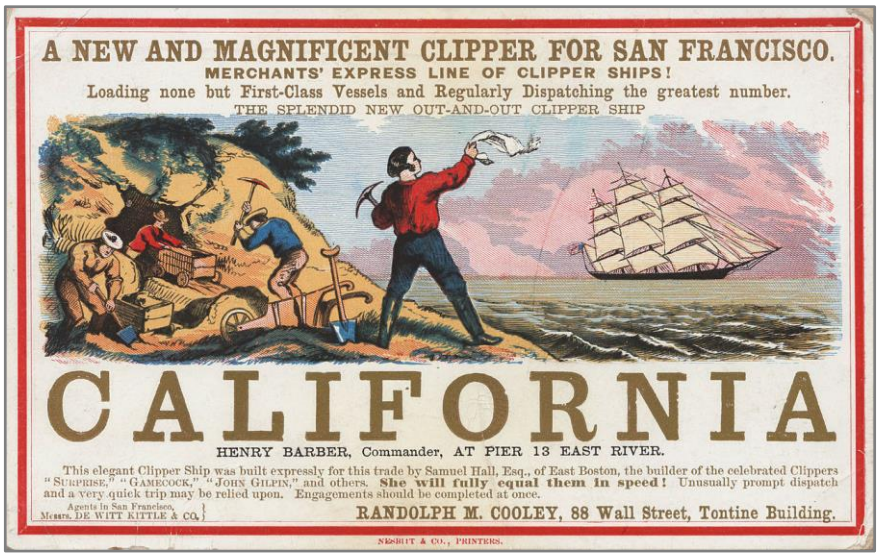


Worker operating an automatic vulcanization mold, photographer Alfred T. Palmer (1941)

Unit 2: An Expanding Nation

Teacher Overview

IN JANUARY OF 1848, gold was discovered at Captain Sutter's sawmill at Coloma, California. Soon after that, Mexico let the US have California and New Mexico, and they were added to the United States. Thousands of people from all parts of the country hurried to California to dig for gold, so that state grew more rapidly in population than any other new part of the United States ever had in the same length of time. Before Captain Sutter died, the US added the Gadsden Purchase and Alaska.



Sailing to California for the Gold Rush

Vocabulary

Lesson 1:
immense
oblige

Lesson 2:
boundary
wretch

Lesson 3:
none

Key People, Places, and Events

John Sutter
discovery of gold at Sutter's Mill
California Gold Rush
Gadsden Purchase
Purchase of Alaska
"Brother Jonathan"

Reading and Assignments

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

In this unit, students will:

- Complete three lessons in which they will learn about **Captain Sutter**, **War with Mexico**, **the California Gold Rush**, **how the US bought more land**, and **its growth since the Revolution**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

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

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

God is sovereign over the affairs of men.

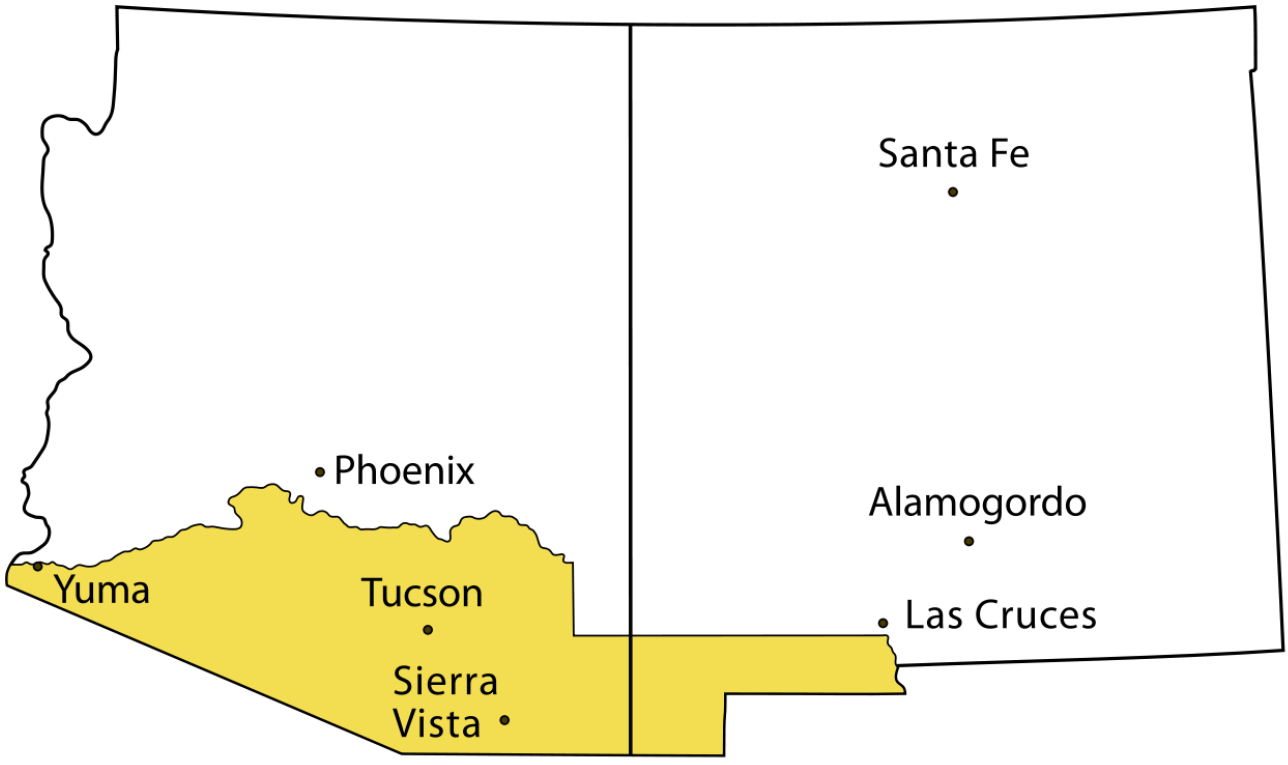
And He made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place.

– Acts 17:26

Additional Material for Parent or Teacher

Explore the following website:

- John Sutter, Whose Mill Launched the California Gold Rush
  http://history1800s.about.com/od/americanoriginals/a/johnsutterbio.htm

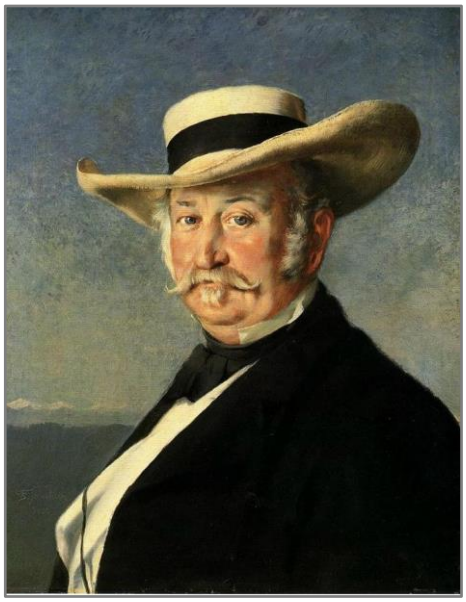


The Gadsden Purchase (shown in yellow with current day state boundaries and cities)
The northeastern boundary was the disputed U.S.–Mexico boundary; the line shown is the unratified Bartlett–Conde compromise proposal which the Gadsden Purchase preempted.

Lesson One

History Overview and Assignments
Captain Sutter

THE GOVERNOR OF THE TERRITORY that included California had given Captain Sutter land, and the captain had built a fort at a point where a stream which he named the American River joins the Sacramento River. This was the place where gold was first found in California, leading to the famous California Gold Rush.



Johann August Sutter,
by Frank Buchser (1866)

Reading and Assignments

- Read the article: *Captain Sutter*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

immense
oblige

Key People, Places, and Events

John Sutter
discovery of gold at Sutter's Mill

Discussion Questions

1. Who was Captain Sutter?
2. Where did he live?
3. Tell how he lived.
4. What did he begin to build at Coloma?
5. What did Marshall find there, and what was said about it?
6. How did Marshall take the shining dust to Captain Sutter, and what did the captain do?
7. What made them both certain that the dust was gold?
8. Was the captain pleased with the discovery?
9. What did he think would happen?
10. Do you think he had a realistic view of the greediness in people's hearts?

Captain Sutter

At the time when Professor Morse sent his first message by telegraph from Washington to Baltimore (1844), Captain **John Sutter**, an immigrant from Switzerland, was living near the Sacramento River in California. California then belonged to Mexico. The governor of that part of the country had given Captain Sutter an **immense** piece of land, and the captain had built a fort at a point where a stream which he named the American River joins the Sacramento River. People then called the place Sutter's Fort, but today it is Sacramento City, the capital of the state of California.



Location of Sutter's Fort

In his fort Captain Sutter lived like a king. He owned land enough to make a thousand fair-sized farms; he had twelve thousand head of cattle, more than ten thousand sheep, and over two thousand horses and mules. Hundreds of laborers worked for him in his wheat fields, and fifty well-armed soldiers guarded his fort. Quite a number of Americans had built houses near the fort. They thought that the time was coming when all that country would become part of the United States.

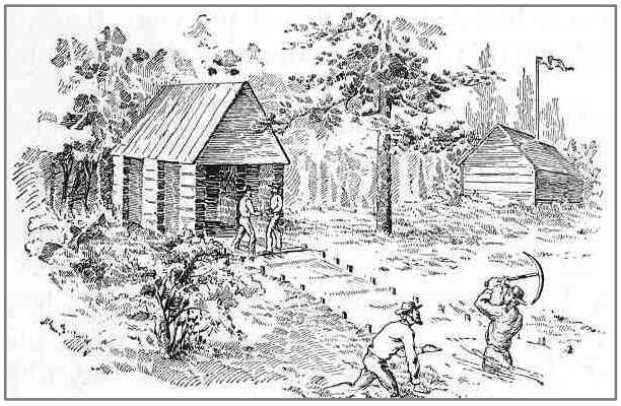
Sparkling Dust

About forty miles up the American River was a place which the Mexicans called Coloma, or the beautiful valley. There was a good fall of water there and plenty of big trees to saw into boards, so Captain Sutter sent a man named Marshall to build a sawmill at that place. The captain needed such a mill very much, for he wanted lumber to build with and to fence his fields.

Marshall set to work, and before the end of January 1848 he had built a dam across the river and got the sawmill half done. One day as he was walking along the bank of a ditch which had been dug in back of the mill to carry off the water, he saw some bright yellow specks shining in the dirt. He gathered a little of the sparkling dust, washed it clean, and carried it to the house. That evening after the men had come in from their work on the mill, Marshall said to them, "Boys, I believe I've **found a gold mine**." They laughed, and one of them said, "I reckon not; no such luck."

A few days after that Marshall went down to the fort to see Captain Sutter. "Are you alone?" he asked when he saw the captain. "Yes," he answered. "Well, won't you **oblige** me by locking the door? I've

something I want to show you." The captain locked the door, and Marshall taking a little parcel out of his pocket, opened it and poured some glittering dust on a paper he had spread out. "See here," said he, "I believe this is gold, but the people at the mill laugh at me and call me crazy."



Captain Sutter's sawmill at Coloma
where gold was first found

Captain Sutter examined it carefully. He weighed it; he pounded it flat; he poured some strong acid on it. There are three very interesting things about gold. In the first place, it is very heavy, heavier even than lead. Next, it is very tough. If you hammer a piece of iron long enough, it will break to pieces, but you can hammer a piece of gold until it is thinner than the thinnest tissue paper, so that if you hold it up you can see the light shining through it. Last of all, if you pour strong acids on gold, such acids as will eat into other metals and change their color, but they will have no more effect on gold than an acid like vinegar has on a piece of glass.



James Marshall's cabin in Coloma
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For these and other reasons most people think that gold is a very handsome metal, and the more they see of it, especially if it is their own, the better they are pleased with it.

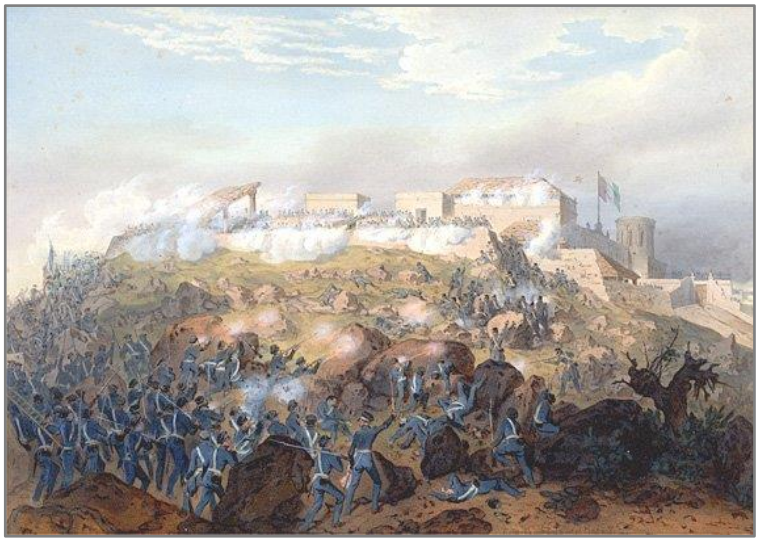
Well, the shining dust withstood all these tests. It was heavy, it was very tough, and the sharp acid did not hurt it. Captain Sutter and Marshall both felt sure that it was *gold*.

But, strange to say, the captain was not pleased. He wished to build up an American settlement and have it called by his name. He did not care for a gold mine—why should he? For he had everything he wanted without it. He was afraid, too, that if gold should be discovered in any quantity, thousands of people would rush in; they would dig up his land and quite likely take it all away from him. We shall see presently whether he was right or not.

Lesson Two

History Overview and Assignments
War With Mexico and the California Gold Rush

WHILE MARSHALL WAS discovering gold at Sutter's Mill, the United States was at war with Mexico over the boundary line between Texas and Mexico. This war led to the United States obtaining not only all the land the people of Texas had asked for, but a great deal more.



Storming of Chapultepec – Pillow's attack (September 13, 1847) in the Mexican-American War. Lithograph by Adolphe Jean Baptiste Bayor after a drawing by Carl Nebel (1851)

Vocabulary

boundary wretch

Key People, Places, and Events

California Gold Rush

Reading and Assignments

- Read the article: *War With Mexico and the California Gold Rush*.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. What is said in the article about the war between the US and Mexico?
2. What did they fight over?
3. What did the US get at the end of the war?
4. What happened in May of 1848?
5. How many people went to California?
6. What happened to Captain Sutter?
7. What is said about Marshall?

By the time gold was discovered in California, the US had been at war with Mexico for two years (1846-1848) because Texas and Mexico could not agree about the western boundary line[1] of the new state. Texas wanted to push that line as far west as possible so as to have more land; Mexico wanted to push it as far east as possible so as to give as little land as she could. This dispute soon brought on a war between the United States and Mexico.

Soon after gold was discovered at Coloma, the war ended (1848) and America got not only all the land the people of Texas had asked for but an immense deal more, for she obtained the great territory of California and New Mexico, out of which a number of states and territories have since been made.[2]

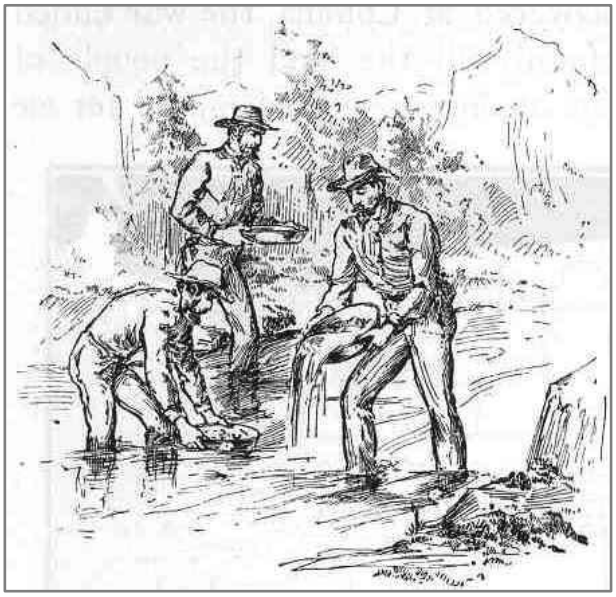
The California Gold Rush

In May of 1848, a man came to San Francisco holding up a bottle full of gold dust in one hand and swinging his hat with the other. As he walked through the streets he shouted with all his might, "Gold! Gold! Gold! From the American River."

The rush to Coloma – the **California Gold Rush** - began. Every man had a spade and a pick-axe. In a little while the beautiful valley was dug so full of holes that it looked like an empty honeycomb. The next year a hundred thousand people poured into California from all parts of the United States, so the discovery of gold filled up that part of the country with newcomers years before they would have gone if no gold had been found there.



Map of the American River watershed. It includes the North, Middle, and South forks of the river as well as Rubicon River, a tributary of the Middle Fork.



Washing dirt to get out gold dust

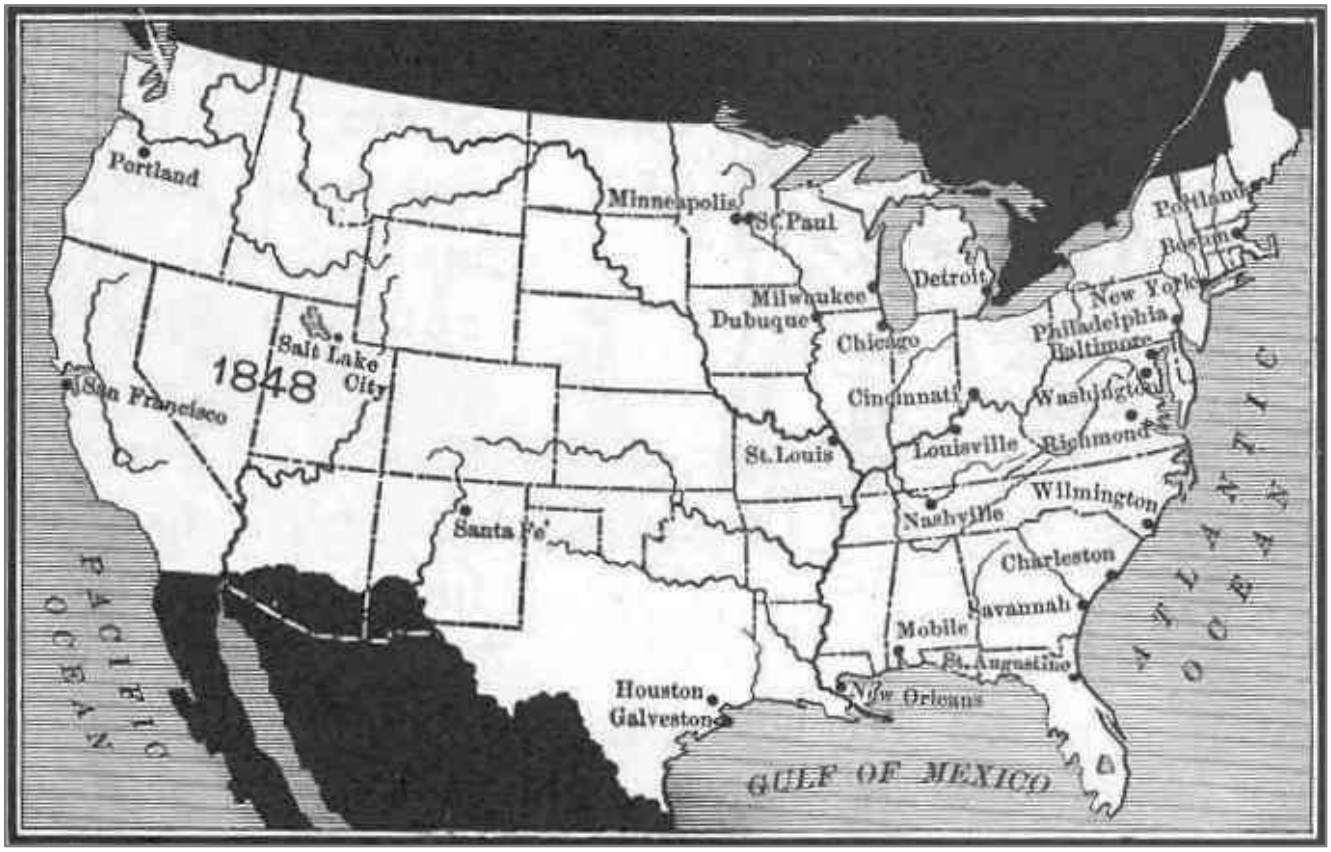
Captain Sutter eventually lost all his property. He would have died poor if the people of California had not given him money to live on.

Marshall was still more to be pitied. He gained nothing by his discovery. Years after he had found the shining dust, someone wrote to him and asked him for his photograph. He refused to send it. He said, "My likeness . . . is, in fact, all I have that I can call my own; and I feel like any other poor **wretch** — I want *something* for self."



The actual spot where Marshall first discovered the gold that started the California Gold Rush

1. Western boundary line: the people of Texas held that their state extended west as far as the Rio Grande River, but Mexico insisted that the boundary line was at the Nueces River, which is much further east.
2. Namely: California, Nevada, Utah, and part of Wyoming, Colorado, New Mexico, and Arizona.

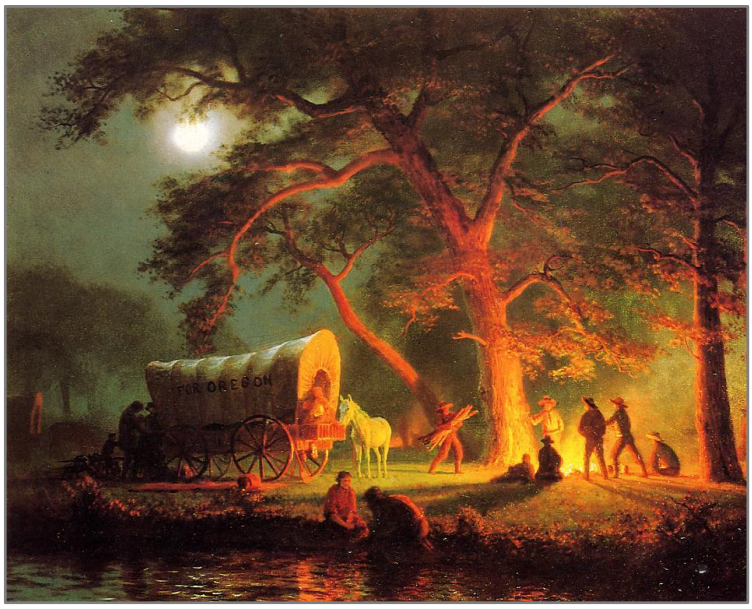


The extent of the United States in 1848, after Mexico gave over California and New Mexico

Lesson Three

History Overview and Assignments
More Westward Expansion

IF WE PAUSE to count up all the additions of land made to the original United States, beginning with the Louisiana Purchase in 1803 and ending with the purchase of Alaska in 1867, we can see how vast westward expansion for the new country had become. "Brother Jonathan" now stood with one foot on the coast of the Atlantic and the other on that of the Pacific.



Oregon Trail (Campfire), by Albert Bierstadt (c. 1863)

Key People, Places, and Events

Gadsden Purchase
Purchase of Alaska
"Brother Jonathan"

Reading and Assignments

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

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. What land did the US buy in 1853?
2. What land did the US buy in 1867?
3. How long did this take place after the American Revolution?
4. How many states did the US have at this time?
5. What land did the US buy in 1803?
6. What land did the US buy in 1819?
7. What did the US add in 1845?
8. What did the US add in 1846?
9. What did the US add in 1848?
10. Who is "Brother Jonathan"?

Long before Captain Sutter died in 1880, the United States bought from Mexico another great piece of land, known at first by the name of the **Gadsden Purchase** because General James Gadsden of South Carolina bought it from Mexico for the US in 1853. It included what is now part of southern Arizona and New Mexico.

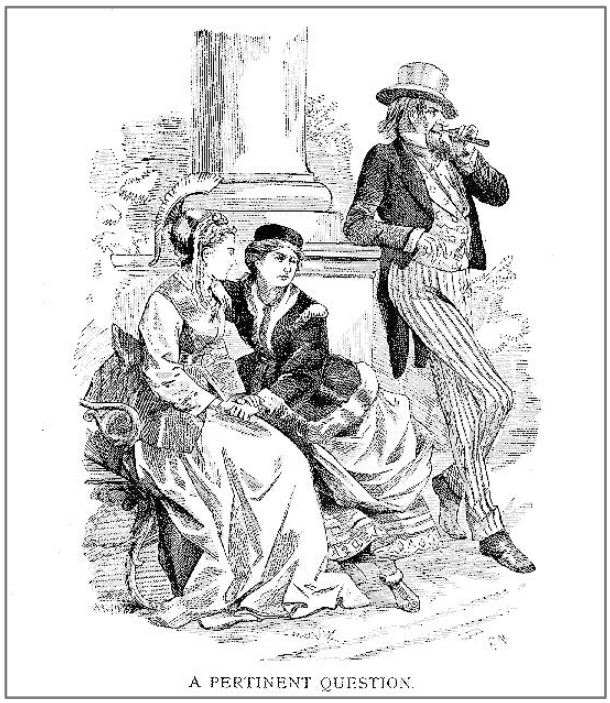
A number of years later—in 1867—America **purchased the territory of Alaska** from Russia.

At the time the Revolution ended, America had just thirteen states which stretched along the Atlantic, and, with the country west of them, extended as far as the Mississippi River.

Soon afterward, the US bought the great territory of Louisiana in 1803, which has since been divided into many states; then Florida was purchased in 1819. Next, Texas was added in 1845; then Oregon territory was added the next year, later divided into two great states. In 1848 California and New Mexico were obtained. Five years after that—in 1853—the US bought the land then known as the Gadsden Purchase, and then, last of all, Alaska was purchased in 1867.

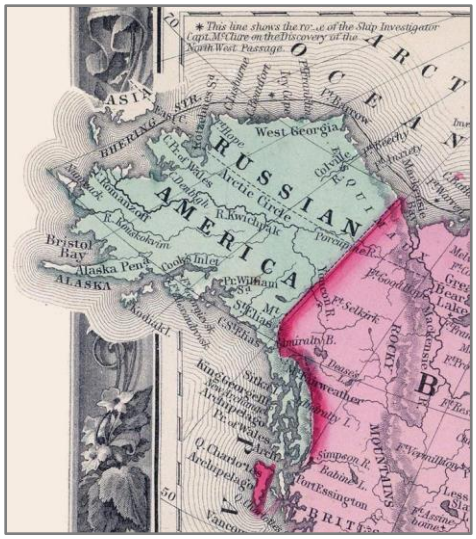
"Brother Jonathan's" Seven Steps

If you count up these additions to the United States you will see that, beginning with Louisiana in 1803 and ending with Alaska in 1867, they make just seven in all. There is a story of a giant who was so tall that with one long step he could go more than twenty miles, but **"Brother Jonathan"**[1] can beat that, for in the seven steps he took during the first hundred years after the Revolution, he went more than three thousand miles. He stands now with one foot on the coast of the Atlantic and with the other on that of the Pacific.

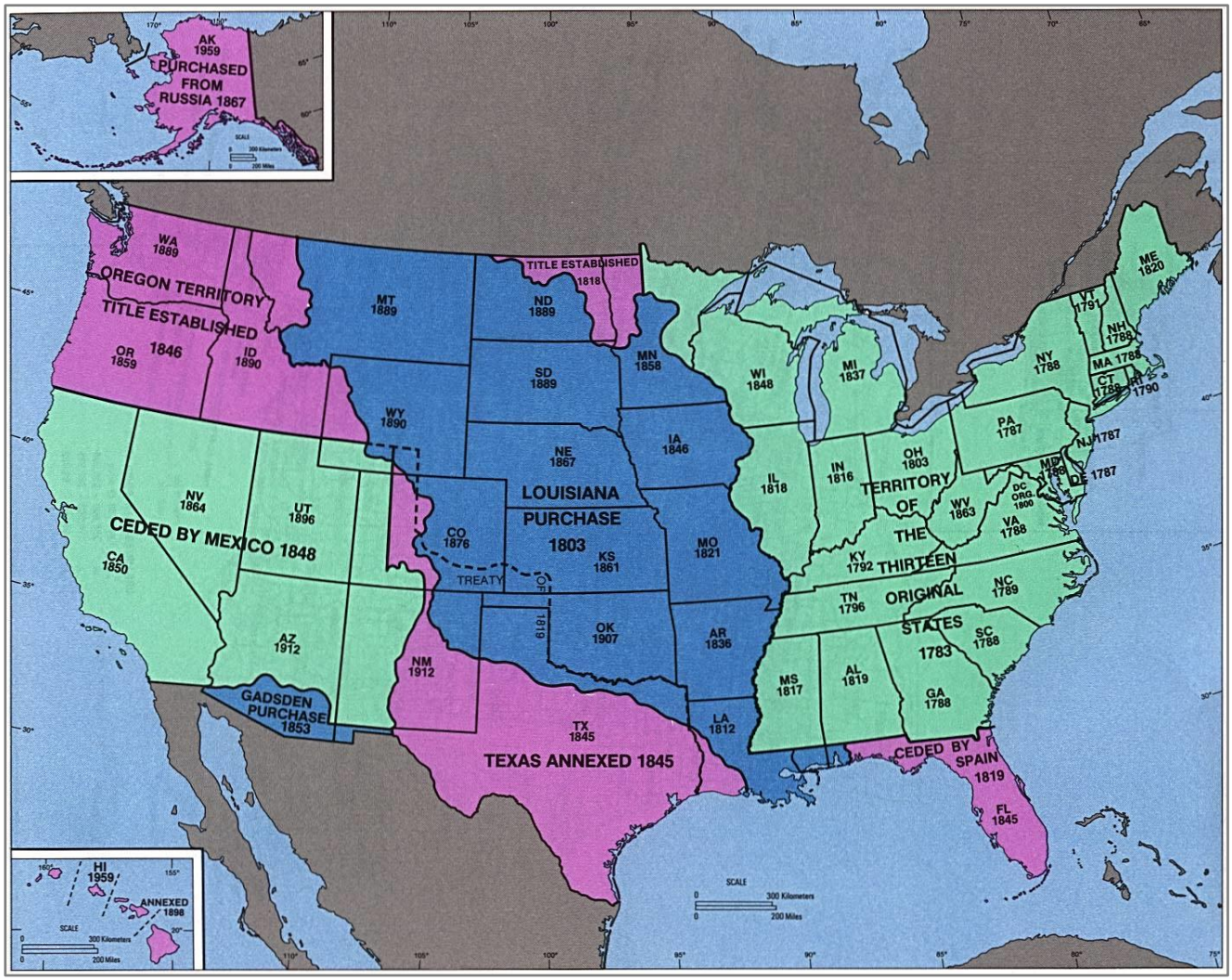


Political Cartoon on Canadian-American relations from 1886. Canada explains to Britannia that she has no desire for union with the United States.
Note that the depiction of the United States largely matched what was becoming the standard "Uncle Sam" personification, but is referred to by the older name Brother Jonathan.

1. "Brother Jonathan" was a name given in fun to the people of the United States, just as "John Bull" was to the people of England. One explanation of the origin of the name is this: General Washington had a very high opinion of the good sense and sound judgment of Governor Jonathan Trumbull of Connecticut. At the beginning of the Revolutionary War, when no one seemed to know where to get a supply of gunpowder, General Washington said to his officers, "We must consult Brother Jonathan on this subject." Afterwards when any serious difficulty arose it became a common saying in the army that "We must consult Brother Jonathan," and in time the name came to stand for the American people.



Map of Russian America in 1860



The territorial acquisition of the United States during the first hundred years after the Revolution

Unit 3: A Man Named Abraham Lincoln

Teacher Overview

ABRAHAM LINCOLN CAME from very humble beginnings, but he became President of the United States. It was his character, developed from a young age, that enabled him to be used in such a significant way in the history of our country.



President Abraham Lincoln

Key People, Places, and Events

Abraham Lincoln

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **the early life of Abraham Lincoln**.
- Begin a few notebook pages about **Abraham Lincoln**, including details about his life and work. Students may either write or orally narrate in order to create this page. They may include some drawings, if they like.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Honesty is a character quality to be desired.

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

– Proverbs 11:3

God hates ungodliness and slavery.

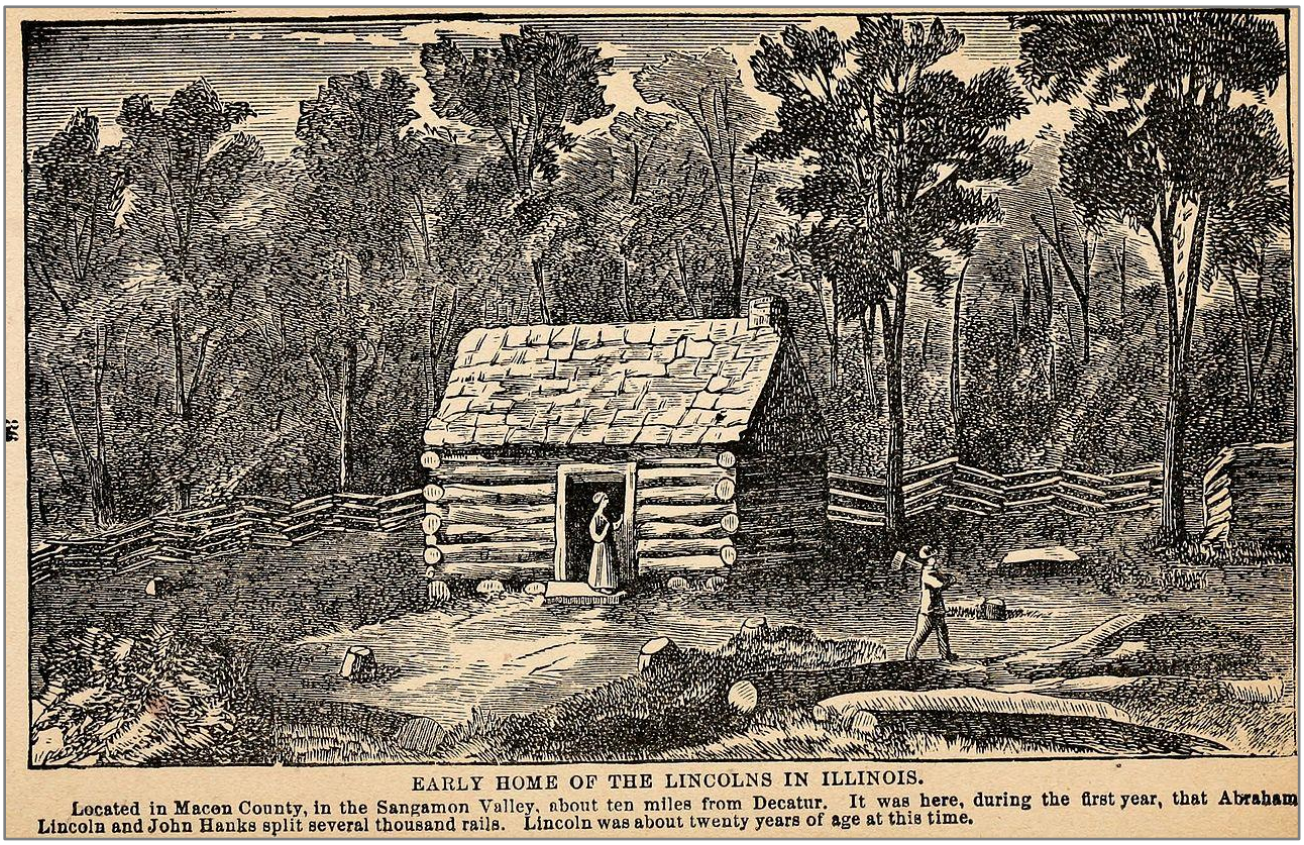
Now we know that the law is good, if one uses it lawfully, understanding this, that the law is not laid down for the just but for the lawless and disobedient, for the ungodly and sinners . . . enslavers, liars, perjurers, and whatever else is contrary to sound doctrine.

– 1 Timothy 1: 8-10

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

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

– Galatians 3:28



EARLY HOME OF THE LINCOLNS IN ILLINOIS.

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

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

Lesson One

History Overview and Assignments
Lincoln's Early Life

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



Young Abraham Lincoln

Reading and Assignments

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

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Begin a few notebook pages about **Abraham Lincoln**. Include details about his life and work. You can write or orally narrate in order to create this page. Include some drawings, if you like. Add these to this unit's tab in your history notebook.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Abraham Lincoln

Discussion Questions

1. Who was the tall man in Congress from Illinois?
2. What did the people of his state like to call him? Why?
3. When was Abraham Lincoln born? Where was he born?
4. To what state did his father move?
5. Tell about "Abe's" new home. Tell about the new cabin and its furniture. Tell about "Abe's" bed. What was Abraham Lincoln's first great sorrow?
6. What did Abraham Lincoln say about his mother?
7. How did Abraham Lincoln teach himself?
8. What books did he read?
9. How did he practice math and writing?

Adapted for Elementary School from the book:

The Beginner's American History

by David Henry Montgomery

Abraham Lincoln, Part One

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



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



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

The Lincoln Family Moves to Indiana

Abraham Lincoln was born on February 12, 1809, in a log shanty on a lonely little farm in Kentucky.[1] He was the second child of Thomas and Nancy Lincoln. When "Abe," as he was called, was seven years old, his father moved the family to Indiana;[2] there the boy and his mother and sister worked in the woods and helped him build a new home. That new home was not as good or comfortable as some of our cow sheds are. It was simply a hut made of rough logs and limbs of trees. It had no door and no windows. One side of it was left entirely open, and if a roving native or bear wanted to walk in to have dinner, there was nothing whatever to stop him. In winter Abe's mother used to hang up some buffalo skins before this wide entrance to keep out the cold, but in summer the skins were taken

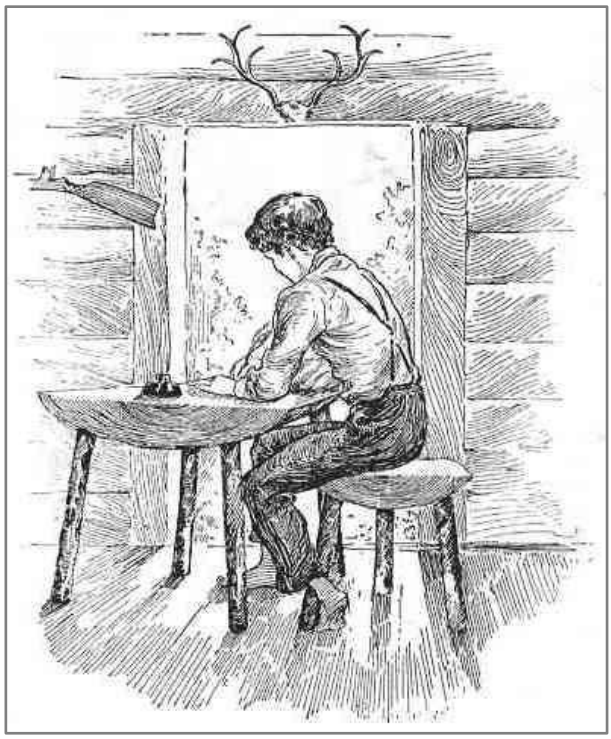
down, so that living in such a cabin was the closest thing to living out-of-doors.



"Abe" learning to use his axe

The Lincoln family stayed in that cabin for about a year; then they moved into a new log cabin which had four sides to it. They seem to have made a new set of furniture for the new house. Abe's father got a large log, split it in two, smoothed off the flat side, bored holes in the underside, and drove in four stout sticks for legs: that made the table. They had no chairs—it would have been too much trouble to make the backs—but they had three-legged stools, which Thomas Lincoln made with an axe, just as he did the table; perhaps Abe helped him drive in the legs.

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



Homemade furniture

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

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

At the end of a year Thomas Lincoln

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

"Abe's" Education

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

Part of his evenings he spent in writing and ciphering. Thomas Lincoln was so poor that he could seldom afford to buy paper and pens for his son, so the boy had to get on without them. He used to take the back of the broad wooden fire-shovel to write on and a piece of charcoal for a pencil. When he had covered the shovel with words or with sums in arithmetic, he would shave it off clean and begin over again. If Abe's father complained that the shovel was getting thin, the boy would go out into the woods, cut down a tree, and make a new one; for as long as the woods lasted, fire-shovels and furniture were cheap. Abe was the type of young person who would not let poverty or hardship keep him from learning and becoming successful.



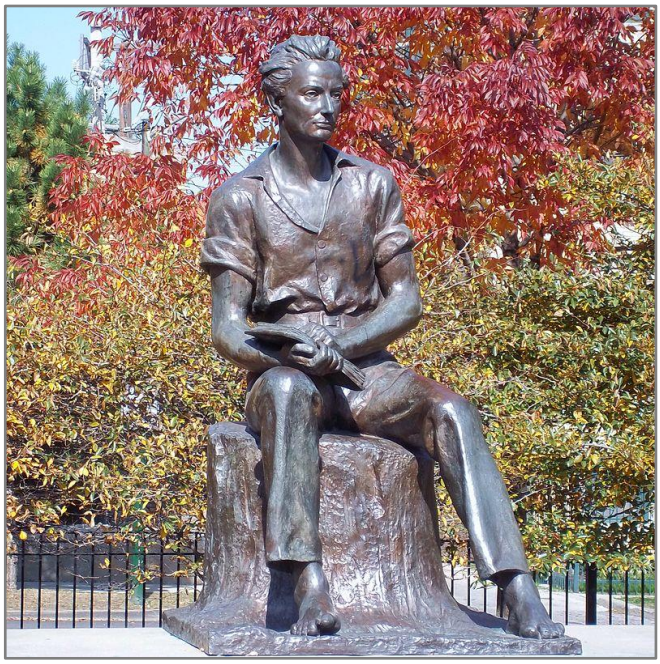
Abe reading by firelight

1. Kentucky: Abraham Lincoln was born on the banks of the Big South Fork (or branch) of Nolin Creek in Hardin (now La Rue) County, Kentucky.
2. Indiana: the Lincoln family moved to a farm on Little Pigeon Creek, near Gentryville, in what is now Spencer County, Indiana.
3. Aesop (E'sop): the name of a noted writer of fables. Here is one of Aesop's fables: An old frog thought that he could blow himself up to be as big as an ox. So he drew in his breath and puffed himself out prodigiously. "Am I big enough now?" he asked his son. "No," said his son; "you don't begin to be as big as an ox yet." Then he tried again, and swelled himself out still more. "How's that?" he asked. "Oh, it's no use trying," said his son, "you can't do it." "But I will," said the old frog. With that he drew in his breath with all his might and puffed himself up to such an enormous size that he suddenly burst. Moral: Don't try to be bigger than you can.

Lesson Two

History Overview and Assignments
Lincoln's Teenage Years

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



The young Lincoln in sculpture at Senn Park, Chicago

Reading and Assignments

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

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Add to your biography notebook pages on **Abraham Lincoln** by drawing or narrating.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Abraham Lincoln

Discussion Questions

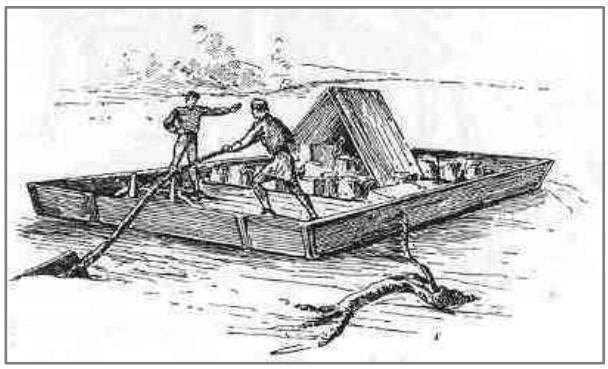
1. How tall was Abraham Lincoln at the age of 19?
2. To what state did Lincoln's family move?
3. In what type of hunting frolics did Abraham Lincoln and his friends and family participate?
4. What kind of bargain did Lincoln make for a new pair of trousers?
5. Describe how Lincoln got the nickname "Honest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

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

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

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

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



Lincoln on the flatboat going down the Mississippi River

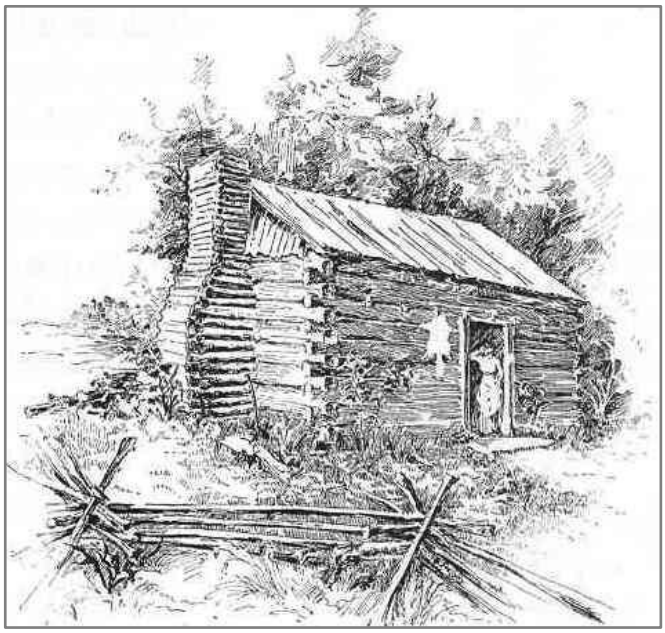
The two young men managed to get the boat through safely. But one night a gang of young men came on board, intending to rob them of part of their cargo. Lincoln soon showed the robbers he could handle a club as vigorously as he could an axe, and the rascals, bruised and bleeding, were glad to get away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

The Lincolns Move to Illinois

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

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

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



The log cabin in Illinois which Lincoln helped his father build

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



Lincoln splitting logs for rails

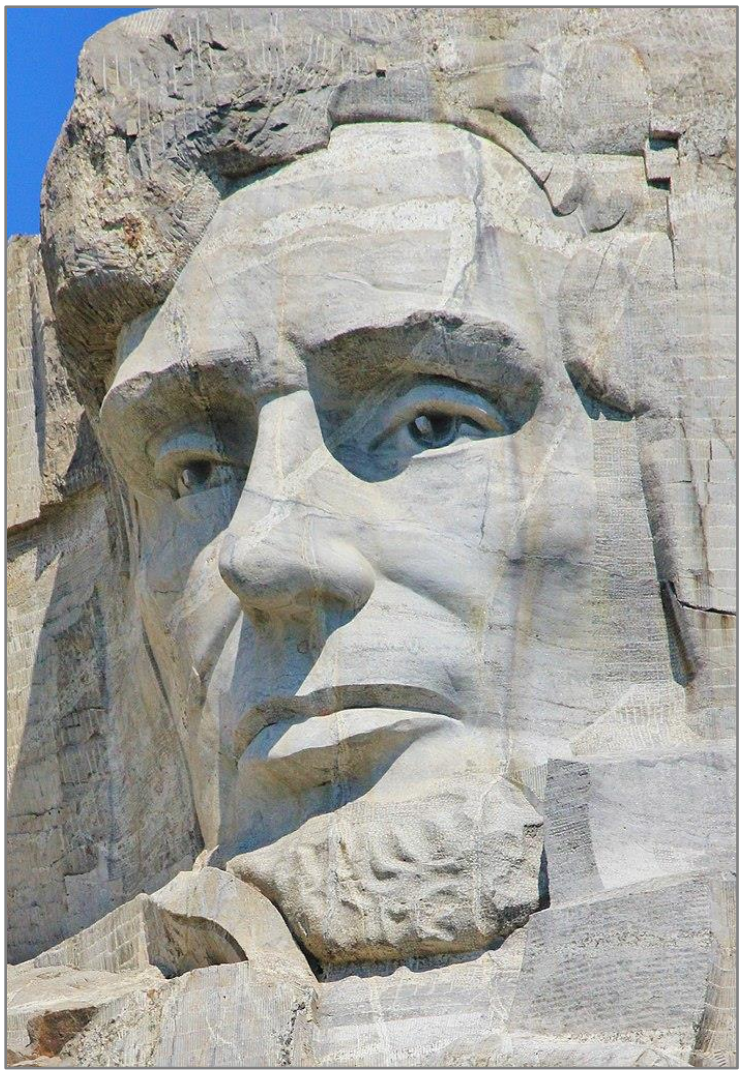
The year after young Lincoln came of age he hired out to tend a grocery and variety store in New Salem, Illinois.[4] There was a gang of young ruffians in that neighborhood who made it a point to pick a fight with every stranger. Sometimes they mauled him black and blue; sometimes they amused themselves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

"Honest Abe"

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

Once a woman made a mistake in paying for something she had bought and gave the young man six cents too much. He did not notice it at the time, but after his customer had gone he saw that she had overpaid him. That night, after the store was closed, Lincoln walked to the woman's house, some five or six miles out of the village, and paid her back the six cents. It was such things as this that first made the people give him the name of "Honest Abe."

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



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

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Unit 4: America's Civil War Begins

Teacher Overview

ABRAHAM LINCOLN of Illinois became President of the United States in 1861. He was elected by a party in the North that was determined that slavery should not be taken into free states or territories, and that no more slave states should be made. On this account most of the slaveholding states of the South resolved to withdraw from the Union. A great war followed, and President Lincoln gave the slaves their freedom. The North succeeded in the war, and the Union was made stronger than ever because the North and the South would no longer have any dispute over slavery.



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

Reading and Assignments

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

In this unit, students will:

- Complete three lessons in which they will learn about **Abraham Lincoln** and **the beginning of America's Civil War**.
- Complete their biography notebook pages on **Abraham Lincoln**.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Honesty is a character quality to be desired.

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

– Proverbs 11:3

God hates ungodliness and slavery.

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

– 1 Timothy 1: 8-10

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

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

– Galatians 3:28

Key People, Places, and Events

Abraham Lincoln
Confederate States of America
Jefferson Davis
Fort Sumter
Robert Anderson
West Virginia
Ulysses S. Grant
William T. Sherman
Philip H. Sheridan
Albert S. Johnston
Robert E. Lee
Thomas "Stonewall" Jackson
Battle of Bull Run
Battle of Wilson's Creek
Capture of Fort Donelson
Andrew H. Foote
Merrimack
Monitor

Vocabulary

Lesson 1:
legislature
candidate

Lesson 2:
none

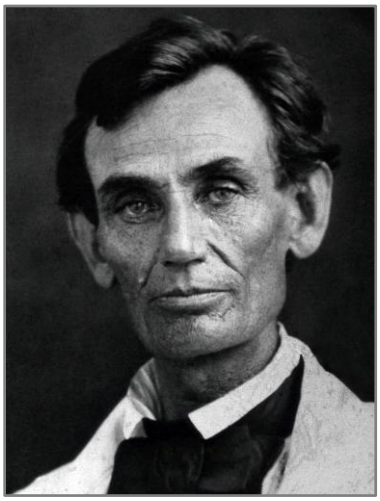
Lesson 3:
bombardment
barracks
bivouack
privateer
blockade
ironclad
impertinent

Lesson One

History Overview and Assignments

Lincoln Becomes a Statesman

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



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

Key People, Places, and Events

Abraham Lincoln

Vocabulary

legislature candidate

Reading and Assignments

- Read the article: *Lincoln Begins His Political Career*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Continue to add to your biography notebook pages on **Abraham Lincoln**.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. After he returned from the Black Hawk War, what did Abraham Lincoln do?
2. What did people think of Lincoln after he began to practice law?
3. Describe the events of the Armstrong murder trial.
4. To what did the people of Illinois elect Lincoln?
5. Did they ever elect him to the state legislature again?
6. Tell about the great meeting in one of the towns of Illinois in 1860.
7. What was on the banner in support of Lincoln?

Adapted for Elementary School from the book:

The Beginner's American History

by David Henry Montgomery

Lincoln Begins His Political Career

As a young man, **Abraham Lincoln** went to fight the Native Americans in what was called the Black Hawk War. The people in his part of the country had been expecting the war because sometime earlier a native tribesman had walked up to a settler's cabin and declared that there were too many white men. He then threw a handful of dry leaves into the air, to show how he and his warriors were coming to scatter the settlers. He never returned, but a noted chief named Black Hawk, who had been a friend of the famous Shawnee chief Tecumseh,[1] made an attempt to drive out the settlers and get back the lands which certain Native Americans had sold them.



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

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

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



Lincoln Reading Law

When he began to practice law, everybody who knew him had confidence in him. Other men might be admired because they were smart, but Lincoln was respected because he was honest. When he said a thing, people knew that it was because he believed it, and they knew, too, that he could

not be hired to say what he did not believe. That gave him immense influence.

But Lincoln was as keen as he was truthful and honest. A man was killed in a fight near where Lincoln had lived, and one of Jack Armstrong's[2] brothers was arrested for the murder. Everybody thought that he was guilty and felt sure that he would be hanged. Lincoln made some inquiries about the case and made up his mind that the prisoner did not kill the man.

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

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

"Are you sure?" asked Lincoln.

"Yes," replied the witness.

"Do you swear to it?"

"I do," answered the witness.

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

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

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

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

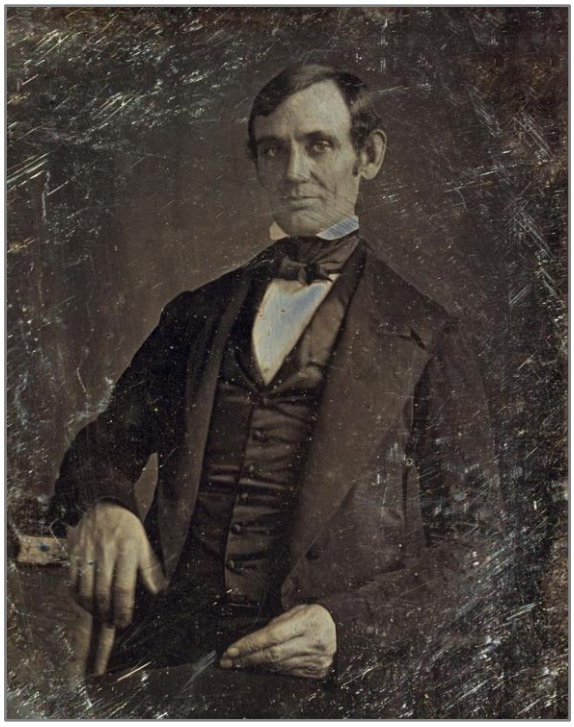
Elected to Congress

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

a hundred miles, to Vandalia, which was then the capital of the state.

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

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



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

Elected President

In the spring of 1860 a great convention, or meeting, was held in one of the towns of Illinois. Lincoln was present at that convention. The object of the people who had gathered there was to choose a **candidate**[5] they would like to see elected President of the United States. After a number of speeches were made, a member of the convention rose and said that a person asked the privilege of giving the meeting a present. The assembled conventioners voted to receive it. Then John Hanks and one of his neighbors brought in two old fence rails and a banner with these words painted on it:

ABRAHAM LINCOLN,
THE RAIL CANDIDATE
FOR THE PRESIDENCY
IN 1860.
TWO RAILS FROM A
LOT OF 3000
MADE IN 1830
BY JOHN HANKS AND
ABE LINCOLN.

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

1. Tecumseh: Native American Shawnee chief and warrior, known for leading a large tribal confederacy in opposition to the US in Tecumseh's War and the War of 1812.
2. Jack Armstrong: the leader of a pack of ruffians whose family was befriended by Lincoln after Lincoln victoriously fended off an unprovoked attack by Jack.
3. The almanac usually gives the time when the moon rises; and so by looking at any particular day of the month, one can tell whether there was a moon on that evening.
4. John Hanks: a family friend who had helped Lincoln and his father split rails to fence in fifteen acres of land after the Lincolns moved to Illinois.
5. Candidate (can'di-date): a person who seeks some office, such as that of governor or president, or a person who is recommended by a political party for such an office. The people in favor of the candidate vote for him or her; and if the candidate gets a sufficient number of votes, he or she is elected.

Lesson Two

History Overview and Assignments
Differences Between the States

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

– from the adapted article below



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

Key People, Places, and Events

Abraham Lincoln
Confederate States of America
Jefferson Davis

Reading and Assignments

- Read the article: *The War Between the States Begins*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Add to your notebook pages on **Abraham Lincoln**.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

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

The War Between the States Begins

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

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

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

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

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

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

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

Lesson Three

History Overview and Assignments
Early Events of America's Civil War

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

– from the adapted article below



The Monitor *and* Merrimac*: The First Fight Between Ironclads,* by Jo Davidson (1886)

Reading and Assignments

- Read the combined article: *Buchanan, the First Shots*, *Lincoln – From Bull Run to Fort Donelson*, and *Lincoln – The Story of the First Battle Between Ironclads*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Complete your notebook pages on **Abraham Lincoln**.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

bombardment	bivouack	blockade	impertinent
barracks	privateer	ironclad	

Key People, Places, and Events

Fort Sumter
Robert Anderson
West Virginia
Ulysses S. Grant
William T. Sherman
Philip H. Sheridan
Albert S. Johnston
Robert E. Lee
Thomas "Stonewall" Jackson
Battle of Bull Run
Battle of Wilson's Creek
Capture of Fort Donelson
Andrew H. Foote
Merrimack
Monitor

Discussion Questions

1. Why was Fort Sumter in Charleston in need of aid when Lincoln became president?
2. Which new state was formed by people who did not want to secede from the Union with the rest of their state?
3. Which side gained victory at Bull Run? At Wilson's Creek?
4. What was the outcome at Fort Donelson?
5. What nickname did General Grant earn there?
6. What challenges did the North face in having a strong blockade of Southern ports and trade?
7. Describe the battle between the *Merrimack* and the *Monitor*.
8. Why might it almost be said that the battle between the *Merrimack* and the *Monitor* saved the Union?

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Buchanan, the First Shots,

Lincoln – From Bull Run to Fort Donelson,

and

Lincoln – The Story of the First Battle Between Ironclads

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

When Abraham Lincoln became president, almost the first thing he had to do was to send relief to Major Anderson at Fort Sumter. So vessels were laden with food and sent off to the gallant little band.

But as soon as the Southerners heard the news they determined to take the fort before help could arrive. Soon a terrible **bombardment** began. Half a hundred cannon roared against the fort, shells

screamed and fell, and the walls were quickly shattered. The **barracks** took fire, and after two days it became utterly impossible to resist longer.

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

War was now begun in real earnest, although strange to say, in spite of the terrific firing, not a life had been lost on either side.

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

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

West Virginia Becomes a Separate State

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

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

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

Early Battles of the War

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

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

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

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

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

Less than three weeks after Bull Run, the

Federals met with another disaster at **Wilson's Creek** in Missouri. Here after a desperate and gallant fight, they were defeated, and General Nathaniel Lyon, their brave leader, was killed.

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

For some months, however, after Bull Run and Wilson's Creek no battle of importance was fought. Then in the beginning of 1862 the war was carried into Kentucky where a stern fight for the great navigable rivers which flow through the state began. For just as in the War of Independence the holding of the Hudson Valley had been of importance, so now the holding of the Mississippi Valley was of importance. If the Mississippi from Cairo to New Orleans could be strongly held by the Federals, the Confederacy would be cut in two, and thus greatly weakened. "The Mississippi," said Lincoln, "is the backbone of the rebellion; it is the key of the whole situation."

The Capture of Fort Donelson

But to get possession of this key was no easy matter. Early in February two forts on the Tennessee River were taken by the Federals under General Grant. Then they marched upon Fort Donelson, a large and very strong fort on the Cumberland River. At the same time Commander **Andrew H. Foote** sailed up the river with a little fleet of seven gunboats to assist the army.

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

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

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

But the Federals were by no means beaten, and next morning they renewed the fight as fiercely as ever. Yet again the Confederates swept all before them, and the right wing of the Federal army was driven from its position and scattered in flight. Victory for the Confederates seemed certain.

During this fight General Grant had not been with the troops, for he had gone down the river to consult with Foote, who had been wounded the day before. About noon he returned, and when he heard of the disaster his face flushed hotly. But he was a man who rarely lost his temper or betrayed

his feelings. For a minute he was silent, crushing some papers he held in his hand. Then in his usual calm voice he said, "Gentlemen, the position on the right must be retaken."

And retaken it was.

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

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

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

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

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

Meanwhile another division under General Lew Wallace dashed up another hill with splendid valor, and when night fell although the fort was still untaken it was at the mercy of the attackers.

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

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

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

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

General Ulysses S. "Unconditional Surrender" Grant

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

Battles at Sea

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

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

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

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

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

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

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

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

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

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

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

But help was near.

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

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

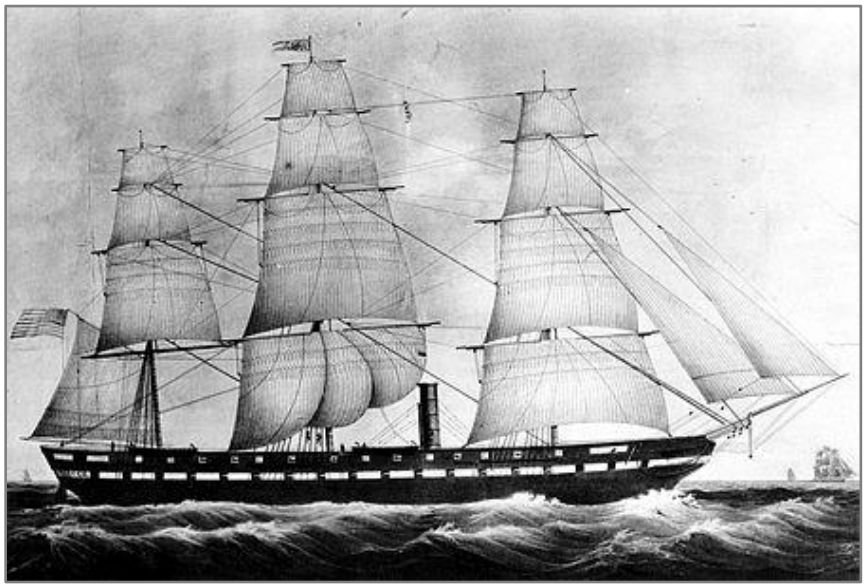
Like a tiger hungry for prey, the *Merrimack* came back next morning. The captain expected an easy victory, but to his surprise he found this strange little cheese wheel between him and his victims. He would soon do in the **impertinent** little minnow, he thought, and he opened fire. But his shells might have been peas for all the effect they had, and the *Monitor* steamed on unhurt until she was close to the *Merrimack*. Then she fired.

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

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

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

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

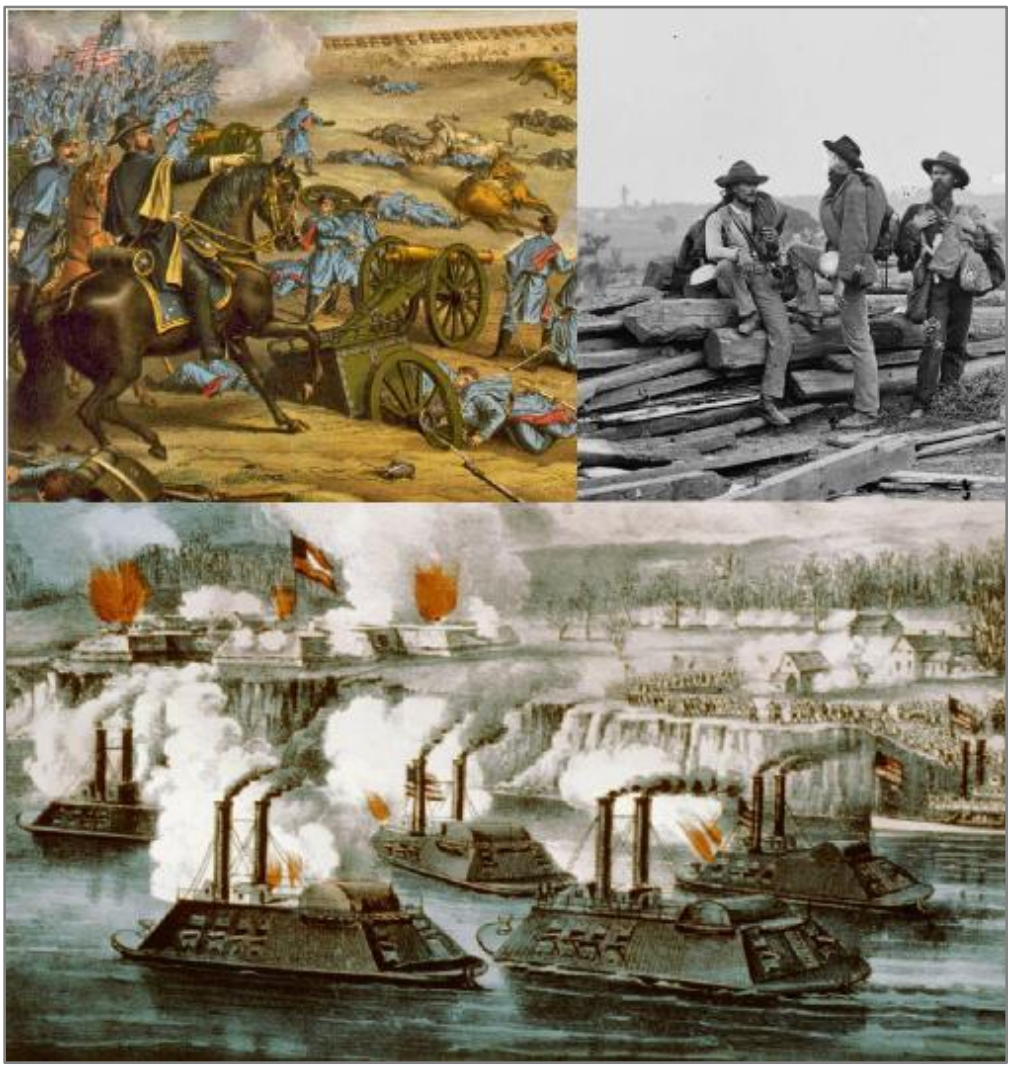


USS *Merrimack*, Engraving by L.H. Bradford & Co., after a drawing by G.G. Pook.

Unit 5: The Civil War Continues

Teacher Overview

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



Montage of scenes from the American Civil War.
Top left: Battle of Stones River; top right: Confederate prisoners of war; bottom: Battle of Fort Hindman.

Reading and Assignments

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

In this unit, student will:

- Complete two lessons in which they will learn about **the Battle of Shiloh and the taking of New Orleans** and **Lincoln and the Emancipation Proclamation**.
- Define vocabulary words.
- Memorize the *Emancipation Proclamation*.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Honesty is a character quality to be desired.

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

– Proverbs 11:3

God hates ungodliness and slavery.

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

– 1 Timothy 1: 8-10

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

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

– Galatians 3:28

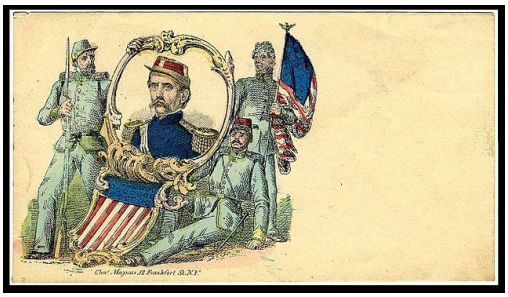
Key People, Places, and Events

Ulysses S. Grant
Pittsburg Landing
Albert S. Johnston
P.G.T. Beauregard
Battle of Shiloh
William Tecumseh Sherman
David Glasgow Farragut
Mansfield Lovell
Capture of New Orleans
George McClellan
Joseph E. Johnston
Robert E. Lee
Thomas "Stonewall" Jackson
Second Battle of Bull Run
Battle of Chantilly
Battle of Antietam
Abraham Lincoln
Emancipation Proclamation
Ambrose E. Burnside
Battle of Fredericksburg
Richard Kirkland

Vocabulary

Lesson 1:
torrent
allegiance
undaunted

Lesson 2:
carnage
fortnight
impetuous
dislodge
artillery
battery



Union patriotic illustrated envelope, unused.
No stamp, address or postmark.

Lesson One

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

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



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

Reading and Assignments

- Read the article: *Lincoln – The Battle of Shiloh and the Taking of New Orleans*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Ulysses S. Grant
Pittsburg Landing
Albert S. Johnston
P.G.T. Beauregard
Battle of Shiloh
William Tecumseh Sherman
David Glasgow Farragut
Mansfield Lovell
Capture of New Orleans

Vocabulary

torrent allegiance undaunted

Discussion Questions

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

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Lincoln – The Battle of Shiloh and the Taking of New Orleans

The Battle of Shiloh

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

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

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

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

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

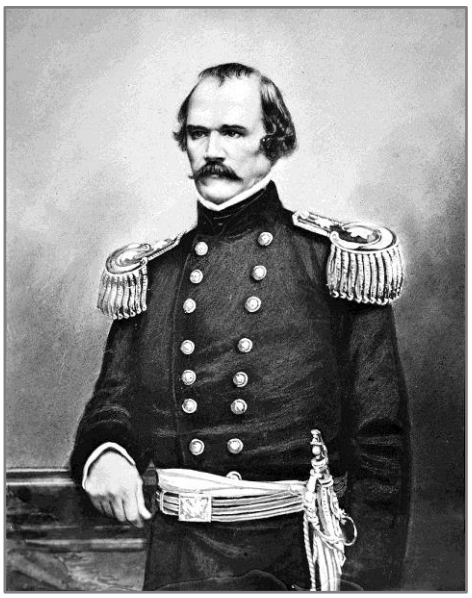
officers were still abed, when suddenly the sound of shots broke the Sunday stillness, and the wild "rebel yell" rent the air.

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

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

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

Some of the fiercest fighting raged round the little log meeting house called **Shiloh**, and from this meeting house the **battle** takes its name. **William Tecumseh Sherman** commanded here, and he held his untried men together with marvelous skill, handling them as no other commander on the field could have done, said Grant later.



Confederate General Albert Sydney Johnston

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

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

"Yes," he answered, faintly, "and I fear badly."

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

When the sun went down the Confederates claimed the victory. But if victory it was, it was too dearly bought with the death of their commander in chief. Nor

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

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

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

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

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

The Capture of New Orleans

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

Meanwhile command of the lower Mississippi had also been wrested from the Confederates by General Benjamin F. Butler in command of the army and Commander **David Glasgow Farragut** in command of the fleet.

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

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

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

At two o'clock in the morning the ships began to move. The night was dark but very still and clear, and soon the noise of slipping anchor cables warned the enemy of what was afoot. Then a very hail of shot and shell fell upon the Federal boats. Soon the red light of battle lit up the darkness. Yet through the baptism of fire the vessels held on their way **undaunted**. The forts were passed, the Confederate fleet disabled and put to flight, and Farragut sailed unhindered up the river.

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

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



The Splendid Naval Triumph on the Mississippi, April 24th, 1862
Colored lithograph, published by Currier & Ives (1862)

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

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

By the **taking of New Orleans**, Farragut won for himself great fame. His fame was all the greater because in his fleet he had none of the newly invented ironclads. With only wooden vessels, he had fought and conquered. *"It was a contest between iron hearts and wooden vessels, and ironclads with iron beaks, and the iron*

hearts won," said Captain Bailey who served in the expedition under Farragut.

After taking New Orleans Farragut sailed up the river and took Baton Rouge, the state capital. So at length the Federals had control of the whole lower river as far as Vicksburg. The upper river from Cairo was also secure to the Federals. Thus save for Vicksburg the whole valley was in their hands, and the Confederacy was practically cut in two.

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

At the time soldiers enough could not be spared to help the fleet to take Vicksburg. So, for the time being it was left alone.



The Battle of Shiloh, **Thure de Thulstrup**

History Overview and Assignments

The Slaves Are Made Free

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



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

Reading and Assignments

- Read the article: *Lincoln – The Slaves Are Made Free*.
- Memorize the *Emancipation Proclamation*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

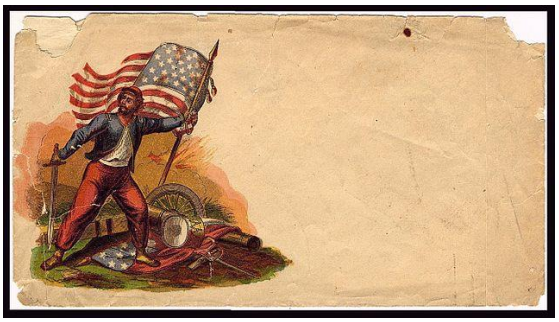
George McClellan
Ulysses S. Grant
Joseph E. Johnston
Robert E. Lee
Thomas "Stonewall" Jackson
Second Battle of Bull Run
Battle of Chantilly
Battle of Antietam
Abraham Lincoln
Emancipation Proclamation
Ambrose E. Burnside
Battle of Fredericksburg
Richard Kirkland

Vocabulary

carnage
fortnight
impetuous
dislodge
artillery
battery

Discussion Questions

1. Why was General McClellan dismissed as the Union commander in chief?
2. Who replaced General McClellan?
3. Who succeeded Joseph E. Johnston in command of Confederate forces?
4. Describe the background of Robert E. Lee.
5. Describe "Stonewall" Jackson and explain how he got his nickname.
6. What was Lincoln's chief object in the war?
7. What was the Emancipation Proclamation, and why did Lincoln issue it?



Union patriotic illustrated envelope, unused. No stamp, address or postmark.

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Lincoln – The Slaves Are Made Free

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

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

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

Lee came from soldier stock, being the youngest son of "Light Horse Harry Lee,"

who had won fame during the War of the Revolution. He was a noble, Christian gentleman, and when he made his choice and determined to fight for the South, he believed he was fighting for the right.

With Lee was **Thomas "Stonewall" Jackson**, his great "right hand," and perhaps a finer soldier than Lee himself. His men adored him as they adored no other leader. He taught them to pray as well as to fight. He never went into battle without commending his way to God, and when he knelt long in prayer his men might feel certain that a great fight was coming. He was secret and swift in his movements, so swift that his troops were nicknamed "Jackson's foot cavalry." Yet he never wore his men out. He thought for them always, and however urgent the situation might be, he called frequent halts on his flying marches and made the men lie down even if only for a few minutes.

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

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

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

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

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

But victory was slow in coming. At length the great battle was fought at Antietam. It was scarcely a victory, for the Federals had lost more men than had the

Confederates. Yet it had to pass for one. And a few days after it, Lincoln issued his proclamation of emancipation. In this he declared that in every state which should be in arms against the government on the 1st of January 1863, the slaves should be free forevermore. This gave the rebel states more than three months in which to lay down their arms and return to their allegiance.

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

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

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

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

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

An **artillery battery** was ordered forward.

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

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

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

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

Then followed a night of pain and horror. The frost was intense, and out on that terrible hillside the wounded lay beside the dead, untended and uncared for, many dying from cold ere help could reach them. Still and white they lay beneath the starry sky while the general who had sent them to a needless death wrung his hands in cruel remorse. "Oh, those men, oh, those men," he moaned, "those men over there. I am thinking of them all the time."

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



Monument to Richard Kirkland,
Sculptor: Felix Weihs de Weldon (1965). This sculpture depicts the well known incident in Fredericksburg,
Claire H. from New York City, USA has licensed this file under the Creative Commons Attribution-Share Alike 2.0 Generic license.

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

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

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

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

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

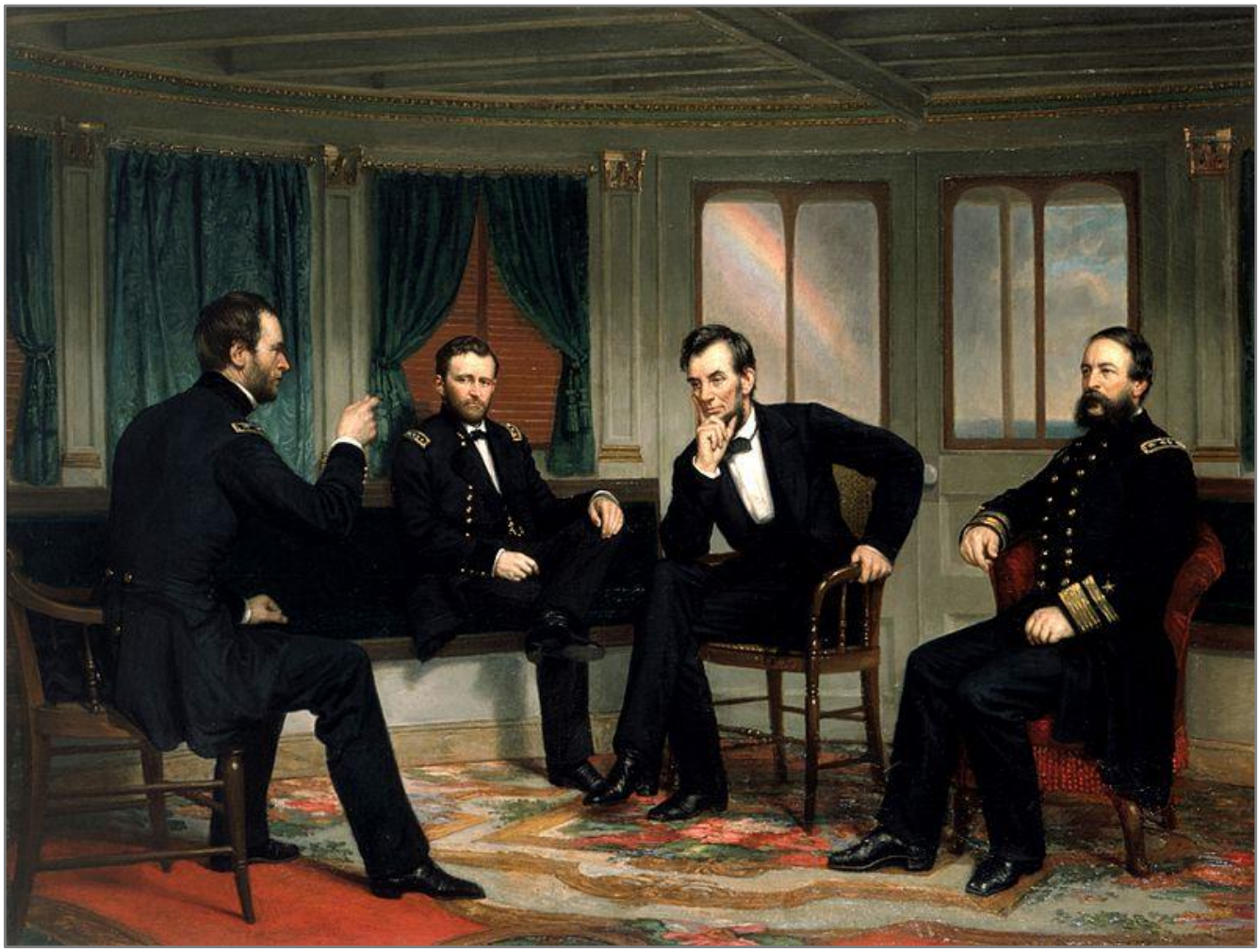
And thus slavery came to an end. From the beginning of the war there had been a danger that France and Britain might help the South. Lincoln had now made that impossible by making the war one against slavery as well as one for Union. For both France and Britain were against slavery by that time, and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

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

Unit 6: The War Rages On

Teacher Overview

LINCOLN, JACKSON, GRANT, Lee, Sheridan, Meade, and many other leaders had profound influences on various aspects of the war. Strong character and leadership can be seen demonstrated in each of their lives. It was during the Battle of Gettysburg and the Siege of Vicksburg that the tide of the war finally started to turn.



The Peacemakers on the River Queen, March 1865. Sherman, Grant, Lincoln, and Porter pictured discussing plans for the last weeks of the Civil War, by George Peter Alexander Healy (c 1868)

Reading and Assignments

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

In this unit, students will:

- Complete three lessons in which they will learn about **Abraham Lincoln**, **Thomas "Stonewall" Jackson**, **Ulysses S. Grant**, and **the Battle of Gettysburg**.
- Define vocabulary words.
- Create a biography notebook page on **Stonewall Jackson**, including details about his life and work. Students may either write or orally narrate in order to create this page. They may include some drawings, if they like.
- Memorize the *Gettysburg Address*.
- Explore the following websites:
  - Interactive Battle of Gettysburg **https://tinyurl.com/AHCSGettysburg**
  - Audio Recording of the *Gettysburg Address* **http://www.npr.org/templates/story/story.php?storyId=1512410**
  - "Sheridan's Ride" (the poem) **https://tinyurl.com/AHSCSheridan**
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Honesty is a character quality to be desired.

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

– Proverbs 11:3

God hates ungodliness and slavery.

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

– 1 Timothy 1: 8-10

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

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

– Galatians 3:28

Each person is called by God to do work, in order to contribute to the community in which he lives.

For even when we were with you, we would give you this command: If anyone is not willing to work, let him not eat.

– 2 Thessalonians 3:10

Vocabulary

Lesson 1:
hamlet
foliage
rout
gallant

Lesson 2:
fusillade
barricade
bayonet

Lesson 3:
rations
specter
inferno
oust
endeavor

Key People, Places, and Events

Ambrose E. Burnside
Joseph "Fighting Joe" Hooker
Battle of Chancellorsville
George Meade
Robert E. Lee
Thomas "Stonewall" Jackson
Peter Keenan
J.E.B. Stuart
Battle of Gettysburg
Seminary Ridge
Cemetery Hill
James Longstreet
George E. Pickett
Pickett's Charge
Gettysburg Address
Ulysses S. Grant
Siege of Vicksburg
John C. Pemberton
Grant's Campaign
Battle of the Wilderness
Battle of Spotsylvania Court House
Philip Sheridan
Sheridan's Campaign
Jubal A. Early



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

Lesson One

History Overview and Assignments
The Battle of Chancellorsville

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



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

Reading and Assignments

- Read the article: *Lincoln – Chancellorsville and the Death of Stonewall Jackson*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Create a biography notebook page on **Stonewall Jackson**, including details about his life and work. You may either write or orally narrate in order to create this page. You may include some drawings, if you like.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

hamlet
foliage
rout
gallant

Key People, Places, and Events

Ambrose E. Burnside
Joseph "Fighting Joe" Hooker
Battle of Chancellorsville
George Meade
Robert E. Lee
Thomas "Stonewall" Jackson
Peter Keenan

Discussion Questions

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

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Lincoln – Chancellorsville and the Death of Stonewall Jackson

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

But not even "Fighting Joe" could bring victory to the North at once. He found the army disheartened, dwindling daily by desertion, and altogether in something like confusion. He was, however, a splendid organizer, and in less than two months he had pulled the army together and once more made it a terrible fighting machine. He declared it to be the finest army in the world, and full of pride in his men, and pride in himself, he set out to crush Lee.

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

Everything seemed to favor the Federals. They had the larger army, they were encamped in a good position, and above all the men were full of admiration for, and trust in, "Fighting Joe."

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



Chancellor House was the headquarters of General Joseph Hooker during the battle.

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

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

The first day of the battle passed without any great loss on either side. Night came, the fighting ceased, and the weary men lay down to rest. But for **Robert E. Lee** and **Thomas "Stonewall" Jackson** there was little sleep. Beneath a small clump of pine trees they sat on packing cases, with maps spread out before them. For Jackson was planning one of his quick and stealthy marches, intent on catching the Federals unaware where they least expected it. And Lee, seeing the indecision of the Federal leader, was nothing loath. He had grown bold even to rashness in proportion as Hooker had grown cautious.

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

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

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

"With my whole corps," answered Jackson.

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

"Well, go on," he said.

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

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

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

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

Here and there through the wood, paths were cut, and along these hour after hour twenty-five thousand men moved ceaselessly and silently. Through the thick **foliage** there came to them faint echoes of the thundering guns, while close about them the cries of startled birds broke the stillness, and the timid, wild things of the woods scurried in terror before them. As the day went on the heat became stifling, and dust rose in clouds beneath the tramping feet. Still, choking, hot, and dusty the men pressed on.



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

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

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

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

"You must charge into those woods and hold the foe until I get some guns into position," said General Alfred Pleasonton, turning to Major **Peter Keenan**.



Battle of the Wilderness--Desperate fight on the Orange C.H. Plank Road, near Todd's Tavern, May 6th, 1864, by Kurz and Allison (1887)

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

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

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

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

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

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

"General," asked someone anxiously, "are you much hurt?"

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

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

During these days he seemed to forget the Great War. His wife and children were

with him, and thoughts of them filled his heart. But at the end he was once more in imagination with his men on the field of battle.

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

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

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

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

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

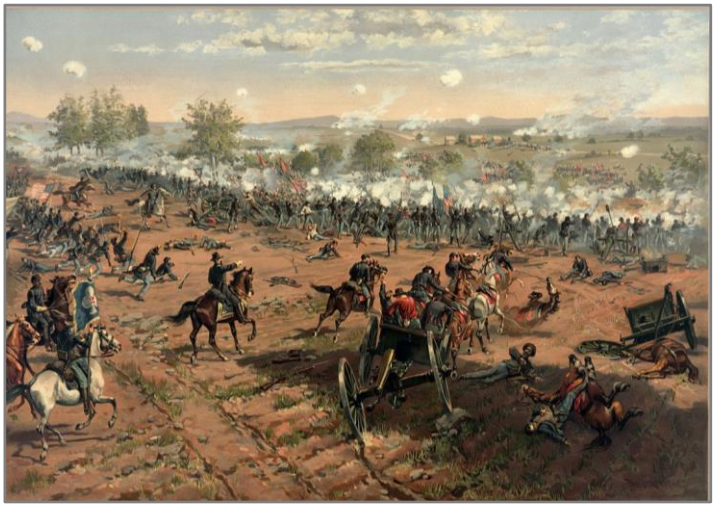


Jackson and Little Sorrel, **painting by David Bendann (1913)**

Lesson Two

History Overview and Assignments
Lincoln – The Battle of Gettysburg

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



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

Key People, Places, and Events

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

Reading and Assignments

- Read the article: *Lincoln – the Battle of Gettysburg*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Memorize the *Gettysburg Address*.
- Visit the website below and trace each important moment in the Battle of Gettysburg: **https://tinyurl.com/AHCSGettysburg**
- Listen to this recording of the *Gettysburg Address*: **http://www.npr.org/templates/story/story.php?storyId=1512410**
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

fusillade barricade bayonet

Discussion Questions

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

Adapted for Elementary School from the book:

This Country of Ours

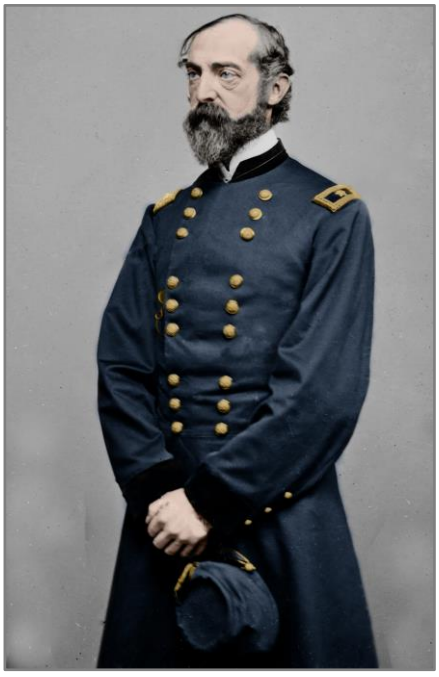
by Henrietta Elizabeth Marshall

Lincoln – The Battle of Gettysburg

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

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

At Chancellorsville General Hooker had shown that although he was a splendid fighting general he was a poor commander in chief, and toward the end of June, while the army was in full cry after the foe, General **George Meade** was made commander in chief. Meade continued the pursuit and Lee, having no choice, gave up his plans of invasion and turned to meet the foe.

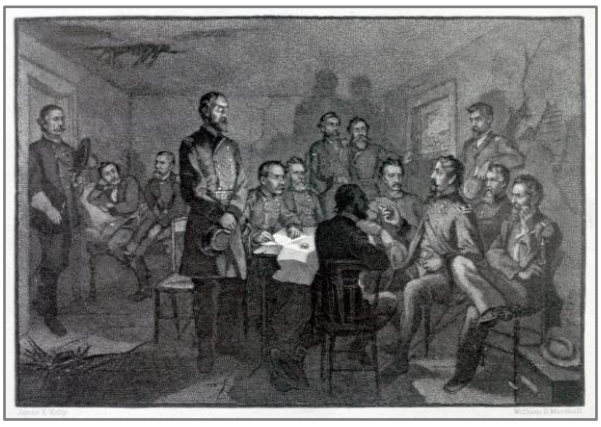


General George Gordon Meade

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

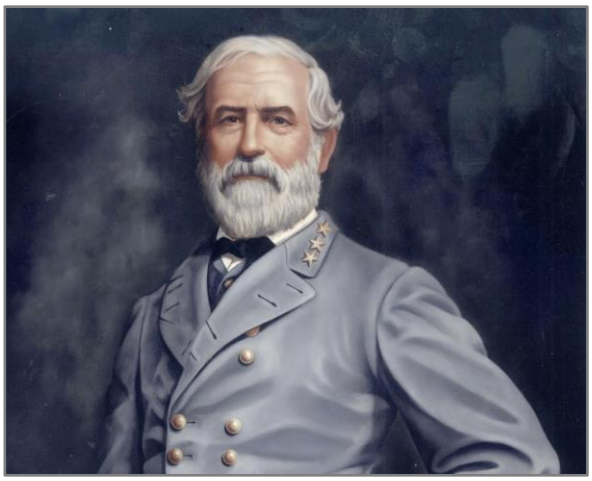
The fighting began on the first of July when the Federal army was still widely scattered through the country and Meade himself far in the rear, and again the Confederates triumphed.

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



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

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



General Robert E. Lee, by Rick Timmons

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

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

Pickett's Charge

In the Confederate camp there was strained anxiety. Lee had determined to make the attack, but General **James Longstreet** was against it. He did not believe that it could succeed. It was, he felt

sure, only the useless throwing away of brave lives, and his heart was wrung with sorrow at the thought. But Lee insisted, and General **George E. Pickett**'s division was chosen to make the attempt.

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

Pickett, however, knew neither hesitation nor fear.

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

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

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

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

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



The first national Confederate Flag

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

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

stained, weary men at length reached their own lines.

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

Yet the victory was not very great nor in any way decisive, and the cost of life had been frightful. Indeed, so many brave men had fallen upon this dreadful field that the thought came to the governor of the state that it would be well to make a portion of it into a soldiers' burial place and thus consecrate it forever as holy ground. All the states whose sons had taken part in the battle willingly helped, and it was dedicated a few months after the battle. And there President Lincoln made one of his most beautiful and famous speeches, known today as the ***Gettysburg Address*:**

> *"Fourscore and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense we cannot dedicate—we cannot consecrate—we cannot hollow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."*

History Overview and Assignments

Lincoln – Grant's Campaign and Sheridan's Ride

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

– from the adapted article below

AFTER BECOMING commander in chief of the Union army, Grant's aim was to take Richmond, the Confederate capital, while the goal of Robert E. Lee and the Confederate army was to take Washington. Save for the heroics of General Philip Sheridan and his men, they might have succeeded.



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

Vocabulary

rations
specter
inferno
oust
endeavor

Reading and Assignments

- Read the article: *Lincoln – Grant's Campaign and Sheridan's Ride*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Read the poem "Sheridan's Ride," by Thomas Buchanan Read at this website: **https://tinyurl.com/AHSCSheridan**
- Be sure to visit your **HCS Class pages** for additional resources.



Grant's signature

Key People, Places, and Events

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

Discussion Questions

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

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Lincoln - Grant's Campaign and Sheridan's Ride

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

After the capture of New Orleans in April 1862, Captain Farragut had sailed up the Mississippi, and except for Vicksburg the whole valley was in the control of the Federals. Farragut would have attacked Vicksburg also but his land force was not strong enough, and Halleck, who was then general in chief, did not see the great importance of Vicksburg and refused to send soldiers to aid him.

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

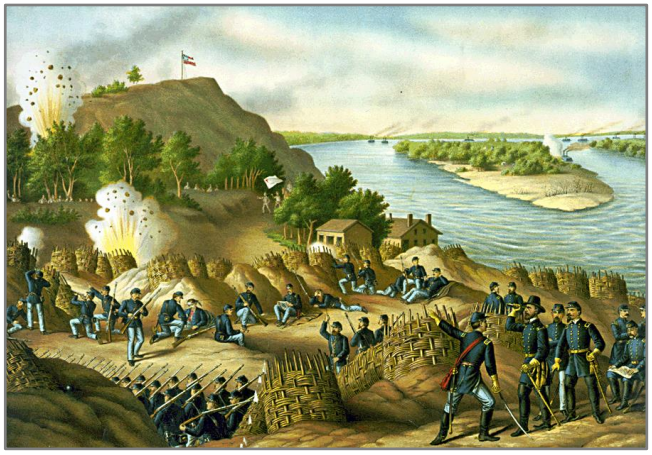
So while the Federals neglected to take Vicksburg, the Confederates improved its

fortifications until they were so strong that it seemed almost impossible that it should ever be taken.

At length General **Ulysses S. Grant** was given supreme command of the western army, and he, well knowing the importance of Vicksburg, became intent on taking it. Again and yet again he tried and failed. Indeed he failed so often that people began to clamor for his recall. But President Lincoln turned a deaf ear to the clamor and decided always to "try him a little longer" and still a little longer. And Grant justified his trust.

The Siege of Vicksburg

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



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

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

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

"Well, Johnnie, we are thinking of celebrating the 4th of July there," the Northerners would reply.

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

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

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

Food grew scarcer and scarcer until at length there was nothing left but salt bacon, the flesh of mules and rats, and moldy pea flour. The soldiers were no longer fit to man

the guns, their **rations** being no more than a quarter of a pound of bacon and the same of flour each day. Water too ran short, and they were obliged to drink the muddy water of the Mississippi.

Like pale **specter**s the people crept about, and many, both soldiers and citizens, died from starvation and disease brought on by starvation. At length Vicksburg seemed little more than one great hospital, encircled by fire, made hideous by noise. Human nature could endure no longer, and on the morning of the 3rd of July white flags appeared upon the ramparts.

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

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

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

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

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

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

Grant's Campaign

Grant set out in the beginning of May, and on the 5th and 6th the **Battle of the Wilderness** was fought not far from where the Battle of Chancellorsville had been fought the year before. Grant had not meant

to fight here, but Lee, who knew every inch of the ground, forced the fight on him.

In the tangled underwood of the Wilderness, artillery and cavalry were of little use, and the battle became a fierce struggle between the foot soldiers of either army. The forest was so thick that officers could see only a small part of their men, and they could only guess at what was going on by the sound of the firing and the shouts, exultant or despairing, of the men who were driven to and fro in the dark and dreary thickets. In the end neither side gained anything except an increased respect for the foe.

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

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

Still intent on Richmond, Grant moved southward after this terrible battle, followed closely by Lee. Almost every day there were skirmishes between the two armies, but still Grant pressed onward and arrived at length within a few miles of Richmond. Here at Cold Harbor Lee took up a strongly entrenched position from which it seemed impossible to **oust** him, except by a grand assault. Grant determined to make that assault.

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

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

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

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

The people of the North could not look on calmly at these terrible doings. They cast their idol down and cried out against Grant as a "butcher." They demanded his removal.

But Lincoln refused again to listen to the clamor as he had refused before. "I cannot spare that man," he said. "At least he fights."

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

Meanwhile, there was fighting elsewhere.

Sheridan's Campaign

On the part of the Confederates there was a constant **endeavor** to take Washington, and in July of this year the Confederate army actually came within a few miles of the city. There was great alarm in the capital, for it was defended chiefly by citizen soldiers and fresh recruits who had little knowledge of warfare. But just in time Grant sent strong reinforcements from the army of the Potomac, and the Confederates marched away without making an attack. They only retired, however, into the Shenandoah Valley, and their presence there was a constant menace to Washington. Early in August therefore, General **Philip Sheridan** was sent to clear the enemy out of the valley and relieve Washington from the constant fear of attack.

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

After this battle Sheridan marched back through the valley, destroying and carrying away everything which might be of use to the foe. Houses were left untouched, but barns and mills with all their stores of food and forage were burned to the ground. Thousands of horses and cattle were driven off, and the rich, pleasant valley made a desolation, with nothing left in it, as Grant said, to invite the enemy to return.

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

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

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

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

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

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

"A steed as black as steeds of night
Was seen to pass, as with eagle flight.
As if he knew the terrible need,
He stretched away with his utmost speed."[1]

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

It was a grievous sight for Sheridan. But he refused to accept defeat. Rising high in his stirrups, he waved his hat in the air and shouted cheerily, "Face the other way, boys. We are going back to our camp. We are going to lick them into their boots."

At the sound of his voice the fleeing soldiers paused, and with a mighty shout they faced about. Even the wounded joined in the cheering. The beaten, disheartened army took heart again, the scattered, disorganized groups were gathered, a compact line of battle was formed, and at the end of two hours the men were not only ready but eager once more to grapple with the foe.



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

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

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

Unit 7: The War Reaches an End

Teacher Overview

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



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

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **Sherman's March to the Sea**, **Lincoln's re-election**, **the end of the war**, and **the death of Lincoln**.
- Define vocabulary words.
- Create biography notebook pages on **Robert E. Lee**, including details about his life and work. They may include some drawings, if they like.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Honesty is a character quality to be desired.

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

– Proverbs 11:3

God hates ungodliness and slavery.

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

– 1 Timothy 1: 8-10

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

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

– Galatians 3:28

Each person is called by God to do work, in order to contribute to the community in which he lives.

For even when we were with you, we would give you this command: If anyone is not willing to work, let him not eat.

– 2 Thessalonians 3:10

Key People, Places, and Events

Joseph E. Johnston
William T. Sherman
Ulysses S. Grant
Fort McAllister
Savannah
Abraham Lincoln
George H. Thomas
Nashville
Fort Fisher
Jefferson Davis
Nevada
Robert E. Lee
Appomattox Court House
John Wilkes Booth

Vocabulary

Lesson 1:
arduous
rations
forager
fertile
wantonness
sinewy
inexorable

Lesson 2:
rogue
tumult

Lesson One

History Overview and Assignments
Sherman's March to the Sea and Lincoln's Re-Election

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

– from Abraham Lincoln's Second Inaugural Address



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

Reading and Assignments

- Read the article: *Sherman's March to the Sea and Lincoln's Re-Election*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

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

- Create a biography notebook page on **Robert E. Lee**, including details about his life and work. You may include some drawings, if you like.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

arduous
rations
forager
fertile
wantonness
sinewy
inexorable

Key People, Places, and Events

Joseph E. Johnston
William T. Sherman
Ulysses S. Grant
Fort McAllister
Savannah
Abraham Lincoln
George H. Thomas
Nashville
Fort Fisher
Jefferson Davis
Nevada

Discussion Questions

1. Describe Grant's twofold plan of action for fighting the second Confederate army under General Joseph E. Johnston.
2. What role had the city of Atlanta played in supplying the Confederacy?
3. What did General Sherman make sure to destroy in and around Atlanta?
4. Describe the desolation Sherman's army created as they marched toward the sea.
5. In what way did Sherman's army cut the Confederacy in half?
6. What did Sherman give to President Lincoln as a "Christmas present" when he arrived in Savannah? Although General Lee knew the Confederacy was defeated, the war continued. Why?
7. Amidst all the secession of the Southern states, what new state was added to the Union?
8. What does the name of this new state mean?
9. When running for a second term Lincoln used a saying to describe the wisdom in staying with the same leadership until the end of the war. What was that statement?
10. Lincoln's humility was displayed in his second inaugural address. What words and phrases in his speech demonstrate that humility?

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Sherman's March to the Sea and Lincoln's Re-Election

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

Here for a few weeks the soldiers rested

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

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

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

The army marched in four divisions, taking roads which as nearly as possible ran alongside each other, so that each division might keep in touch with the others. Every morning at daybreak they broke camp and during the day marched from ten to fifteen miles. And as they passed through it they laid waste the land. Railroads were torn up and thoroughly destroyed. The sleeper cars were made into piles and set alight, the rails were laid on the top of the bonfires and when hot enough to be pliable were twisted beyond all possibility of being used again. Telegraph wires and poles were torn down, and factories were burned, only private homes being left untouched.

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

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

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

By the second week in December the goal was reached—Savannah and the sea. Here the army joined hands with the navy.

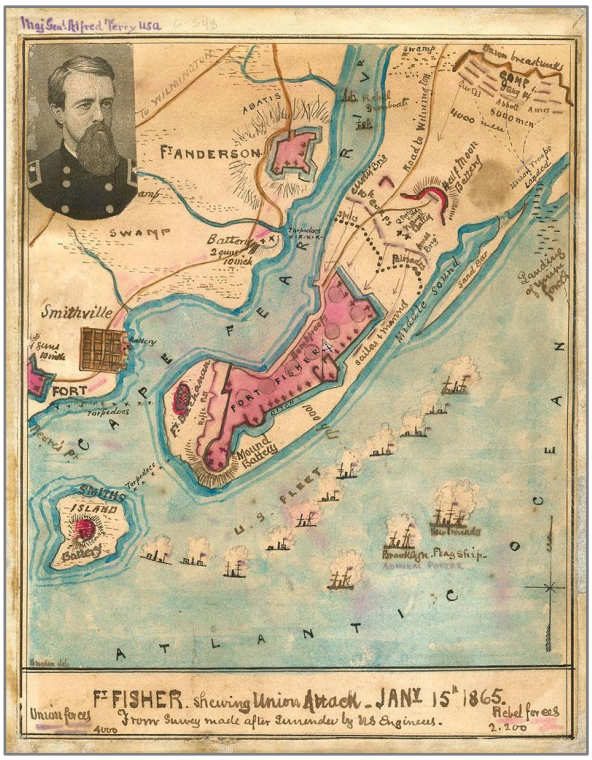
Fort McAllister, which defended the south side of the city, was taken by a brilliant assault, and Sherman prepared for a siege of **Savannah** both by land and water. But in the night the Confederates quietly slipped out of the city and retreated across the swamps. When their flight was discovered they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

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

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

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

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



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

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

The weather now was horrible. Rain fell in torrents, and the army floundered through seas of mud. Along the whole way too they were harassed by the foe, and hardly a day passed without fighting of some sort. But, like an **inexorable** fate, Sherman pressed on, destroying railroads and arsenals, creating a desert about him until at length he joined forces with Grant.

A New State

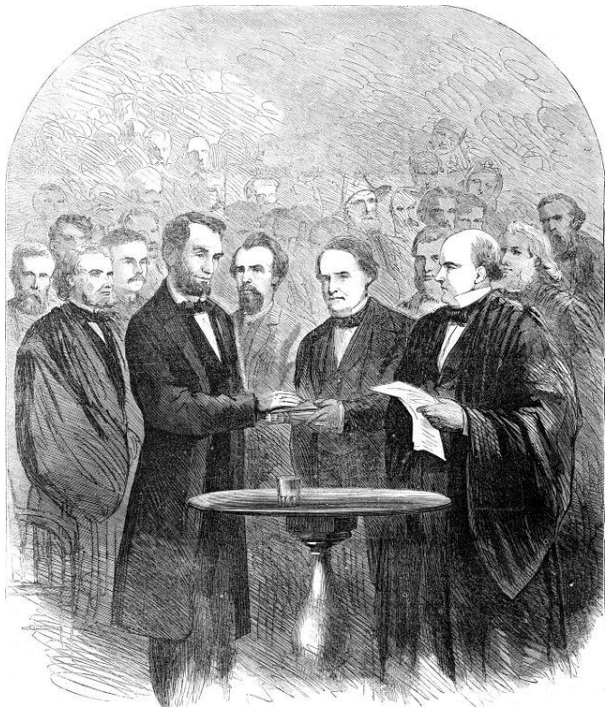
In the midst of this devastating war while some states were fighting for separation, another new state was added to the Union. This was **Nevada**. The word *nevada* is Spanish and means "snowy," and the state takes its name from the snowy topped mountains which run through it. It was formed out of part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

The Election of 1864

Now too, in the midst of war in November of 1864 came the time for electing a new president. Many people were tired of the war. They had expected it to last for a few months, and it had lasted for years, and some of them were inclined to blame Lincoln for it. So they wanted a new president. But for the most part the people loved Lincoln. He was Father Abe to them. And even those who wanted a change agreed with Lincoln himself when he said that "it's not well to swap horses when crossing a stream."

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

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



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

Lesson Two

History Overview and Assignments

The End of the War and the Death of Lincoln

"No president ever took up his burden in a more great-hearted fashion than Lincoln. . . . He had no anger against the South, only a deep pity, a deep desire to see the country one again. So, much as he longed for peace, he would listen to no proposal which did not mean peace with union. And, as Jefferson Davis declared that he would rather die than see North and South united, the war continued." Throughout the final days of the war, President Lincoln remained firm in his commitment to the Union, and when he died at the hand of an assassin, "the people mourned as they had mourned for no other man."

– quotes from the adapted article below



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

Key People, Places, and Events

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

Vocabulary

rogue
tumult

Reading and Assignments

- Read the article:
  The End of the War and the Death of Lincoln.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class** pages for additional resources.

Discussion Questions

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

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

"I should break down otherwise," he said.

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

On the 1st of April a great battle was fought at Five Forks, a few miles from Petersburg. In this the Confederates were defeated, and more than five thousand were taken prisoner. The next day, true to his hammering policy, Grant ordered a great assault all along the lines before Petersburg. At daybreak the attack began, and again the Federals were victorious. All that brave men could do the Confederates did. But their valor availed them nothing. They were far outnumbered, and their line was pierced in many places.

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

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

Soon the news spread throughout the Southern capital, and panic seized upon the people. Warehouses, filled with tobacco and cotton, were set in flames. All that was evil in the city broke loose, the prison was emptied, **rogue**s and robbers worked their will. Soon the streets were filled with a struggling mob of people, some bent on plunder, others on fleeing from the place of terror and turmoil.

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

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

"There is nothing left me but to go and see General Grant," said Lee, "and I would rather die a thousand deaths." But like the

brave soldier he was, he faced what seemed worse than death rather than uselessly sacrifice gallant lives.

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

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

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

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



US Postage Stamp, 1965 issue, commemorating the centennial anniversary of the Confederate surrender at Appomattox Court House

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

"I thank God," he said, "that I have lived to see this day. It seems to me that I have been dreaming a horrid dream for five years. But now the nightmare is gone." And already his thoughts were turned to the binding up of the nation's wounds.

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

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

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

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

The murderer was a man named **John Wilkes Booth**. He was a second-rate and conceited actor having a vast idea of his own importance. With him and the small band of fanatics that he ruled, the leaders of the South had nothing whatever to do. Indeed, by his act he proved himself to be their worst enemy.



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

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

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

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

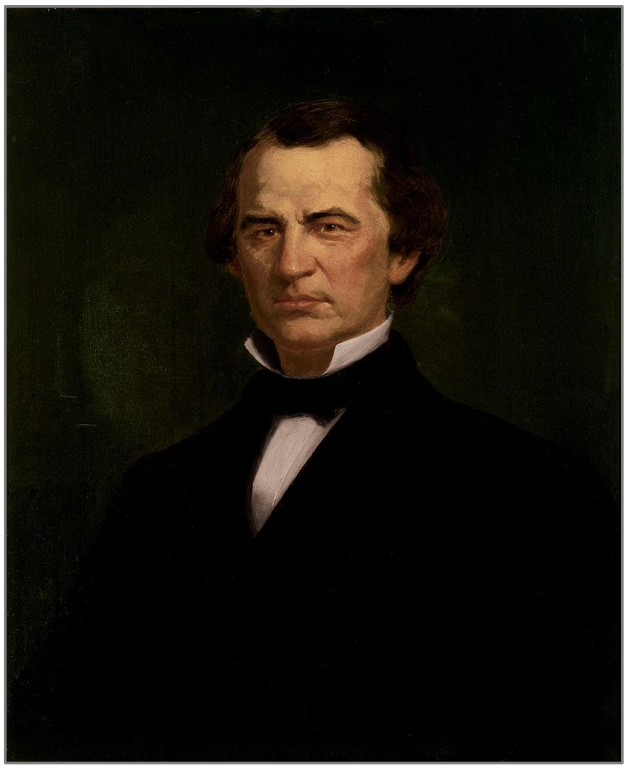
"Now he belongs to the ages," he said.

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

Unit 8: Binding Up the Nation's Wounds

Teacher Overview

AFTER THE DEATH OF President Lincoln, the US was in turmoil, needing to repair the wounds the Civil War had left upon the nation. The next president, Andrew Johnson, did not have either the warmth or the skills of Lincoln, and conflict marked his presidency. After his term in office was complete, the nation elected the beloved Ulysses S. Grant to be the next president, and the nation's healing began.



Official Presidential portrait of Andrew Johnson, by Eliphalet Frazer Andrews (1880)

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **President Andrew Johnson** and **President Ulysses S. Grant.**
- Create a biography notebook page for **Ulysses Simpson Grant**. Include information on his background, education, administration, and perhaps a picture of him found by searching the Internet with a parent or teacher's supervision.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Vocabulary

Lesson 1:
lenient
loggerheads
cajole
impeach
misdemeanor
verdict

Lesson 2:
recompense
arbitration

Key People, Places, and Events

Andrew Johnson
Tenure of Office Act
Edwin Stanton
Nebraska
Alaska
Ulysses S. Grant
Alabama Claims
Treaty of Washington
Colorado

Leading Ideas

Scripture addresses government's responsibilities to the people—to uphold God's rules, protect them from enemies, and safeguard their God-given rights.

"Now obey my voice; I will give you advice, and God be with you! You shall represent the people before God and bring their cases to God, and you shall warn them about the statutes and the laws, and make them know the way in which they must walk and what they must do. Moreover, look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens."

– Exodus 18:19-21

Those who were to camp before the tabernacle on the east, before the tent of meeting toward the sunrise, were Moses and Aaron and his sons, guarding the sanctuary itself, to protect the people of Israel. And any outsider who came near was to be put to death.

– Numbers 3:38

"The God of Israel has spoken; The Rock of Israel has said to me: When one rules justly over men, ruling in the fear of God, he dawns on them like the morning light, like the sun shining forth on a cloudless morning, like rain that makes grass to sprout from the earth."

– 2 Samuel 23: 3-4



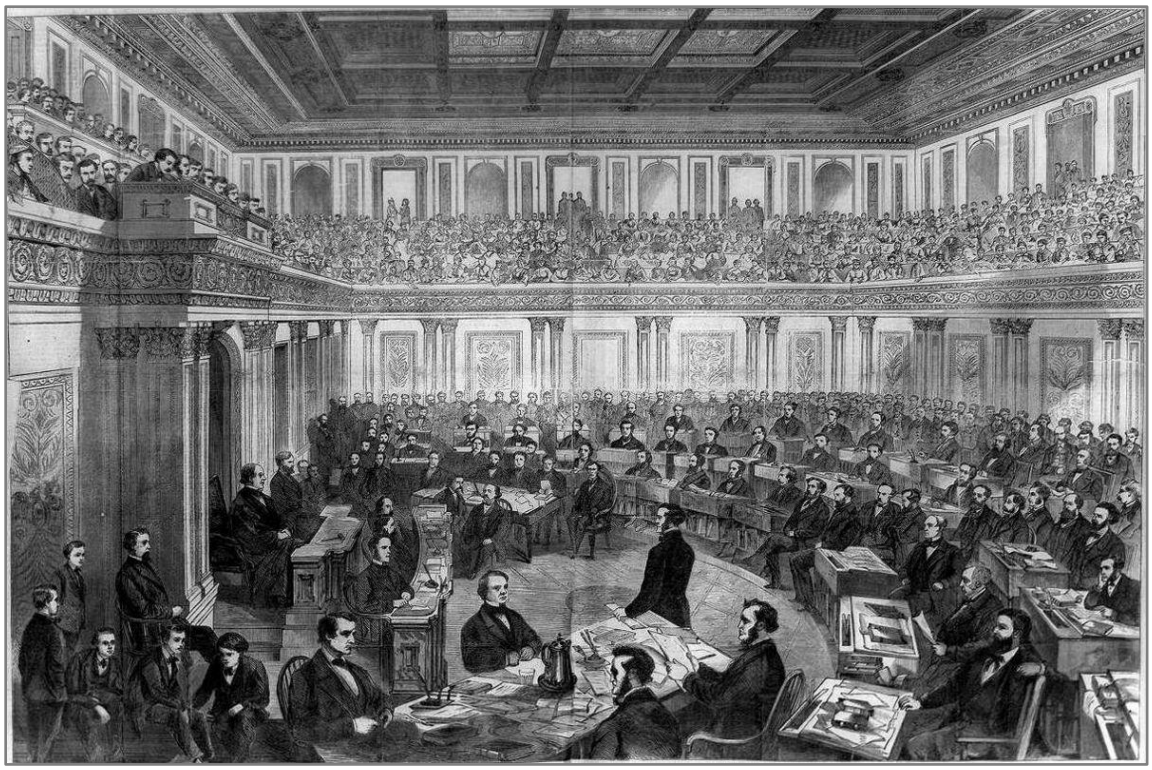
Painting of CSS *Alabama*, by Rear Admiral J.W. Schmidt (1961)

Lesson One

History Overview and Assignments
How President Andrew Johnson Was Impeached

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

– from the adapted article below



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

Reading and Assignments

- Read the article: *Johnson – How the President Was Impeached*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Andrew Johnson
Tenure of Office Act
Edwin Stanton
Nebraska
Alaska

Vocabulary

lenient
loggerheads
cajole
impeach
misdemeanor
verdict

Discussion Questions

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

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Johnson – How the President Was Impeached

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

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

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

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

For the South, this time was a time of

bitterness. The Confederate states were divided into five districts, each district being ruled over by an officer with an army of soldiers under him. From the men who had led the rebellion, all power of voting was taken away, while at the same time it was given to African Americans.

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

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

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

The President, of course, vetoed this bill. But Congress passed it in spite of his veto. This can be done if two-thirds of the members of the House and the Senate vote for a bill. So the Tenure of Office Bill became law.

Now the president had grown to dislike **Edwin Stanton,** the secretary of war. In fact, he disliked him so heartily indeed that he would no longer speak to him, and so he determined in spite of the Tenure of Office Act to get rid of a man he looked upon as an enemy. So Stanton was dismissed. But Stanton refused to go. And when his successor, General Lorenzo Thomas, appointed by the President, walked into the War Office, he found Stanton still in possession, with his friends around him.

"I claim the office of secretary of war, and demand it by order of the President," said Thomas.

"I deny your authority and order you back to your own office," said Stanton.

"I will stand here," said Thomas. *"I want no unpleasantness in the presence of these gentlemen."*

"You can stand there if you please, but you cannot act as secretary of war. I am secretary of war, and I order you out of this office, and to your own," cried Stanton.

"I will not obey you, but will stand here and remain here," insisted Thomas.

In spite of his insistence, however, Thomas was at last gotten rid of.

But it was impossible that things should go on in this fashion. The Senate was angry because its authority had been set at nought when the President attempted to dismiss Stanton, but it could do little but express its wrath. Then the House took the matter in hand. And for the first time in the history of the United States, the President was **impeach**ed before the Senate, "for high crimes and **misdemeanor**s in office."

But Andrew Johnson was not daunted. The House sat in judgment on him, but he never appeared before it. He considered the impeachment a futile effort on the part of

his enemies to try and get rid of him. So he chose lawyers to defend him, but never appeared in court himself.

For ten days the trial lasted. The excitement throughout the country was intense, and on the last day when the **verdict** was given the court was packed from floor to ceiling, and great crowds, unable to get inside, waited without.

In tense silence each senator rose and gave his verdict, "guilty" or "not guilty." And when the votes were counted, it was found that the President was declared not guilty. There were forty-eight senators, and to convict the President it was necessary that two-thirds should declare him guilty. Thirty-five said guilty, and nineteen not guilty. Thus he was saved by just one vote.

Stanton then quietly gave up the post to which he had clung so persistently. Another man took his place, and the President remained henceforth undisturbed until the end of his term.

During Johnson's presidency another state was admitted to the Union. This was **Nebraska**. It was formed out of part of the Louisiana Purchase, the name being a Native American one meaning "shallow water." It had been formed into a territory at the time of the famous Kansas-Nebraska Bill, and now in March 1867, it was admitted to the Union as the 37th State.

This year too, the territory of **Alaska** was added to the United States. Alaska belonged to Russia by right of Vitus Bering's discovery. It was from this Vitus Bering that the Bering Strait and Bering Sea take their names. The Russians did very little with Alaska, and after a hundred years or more they decided that they did not want it, for it was separated from the rest of the empire by a stormy sea and in time of war would be difficult to protect. So they offered to sell it to the United States. But nothing came of it then, and for some years the matter dropped, for the war had come and blotted out all thoughts of Alaska.



Map of Alaska's area compared to the 48 conterminous United States. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license by Eric Gaba.

But now peace had come, the subject was taken up again, and at length the matter was settled. Russia received $7,200,000, and Alaska became a territory of the United States.

A party of American soldiers was sent to the town of Sitka. They marched to the governor's house and were drawn up beside the Russian troops. Then the Russian commander ordered the Russian flag to be hauled down, and made a short speech. Thereupon the soldiers of both countries fired a salute. The American flag was run up, and the ceremony was at an end.

Thus another huge territory was added to the United States. But at first many people were displeased at the purchase. It was a useless and barren country, they thought, where the winters were so long and cold that it was quite unfit for a dwelling place for American settlers. But soon it was found that the whale and seal fisheries were very valuable, and later gold was discovered. It has also been found to be rich in other minerals, especially coal, and in timber, and altogether has proven a useful addition to the country.

Lesson Two

History Overview and Assignments

A Peaceful Victory

IN 1869 GENERAL GRANT, who had made such a great name for himself during the Civil War, became president. Grant was a brave and honest soldier. He knew little, however, about politics. But now that Lincoln was gone, the people loved him better than any other man. So he was elected president. He helped to bring peace to his country, and like his great leader, he tried, after war was past, to bind up the nation's wounds.



Grant From West Point to Appomattox, **by Thure de Thulstrup (1885)**
An engraving presumably intended to commemorate Grant's achievements after his death. A half-length portrait of Ulysses S. Grant is surrounded by nine scenes of his career from his West Point graduation in 1843 to Robert E. Lee's surrender in 1865.

Reading and Assignments

- Read the article: *Grant – A Peaceful Victory*.
- Define each vocabulary word in the context of the reading. Write the words and their defnitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Create a biography notebook page on **Ulysses S. Grant**. Include details about his life and work. Include information on his background, education, administration, and perhaps a picture of him found by searching the Internet, with a parent or teacher's supervision.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

recompense
arbitration

Key People, Places, and Events

Ulysses S. Grant
Alabama Claims
Treaty of Washington
Colorado

Discussion Questions

1. Why were England and the United States quarrelling again?
2. How was this quarrel settled?
3. When this quarrel was resolved, it was the first time in the history of the US when she did not have disputes with England in what area?
4. How many terms did President Grant serve as president?
5. What state was admitted to the Union in August 1876?

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Grant – A Peaceful Victory

In 1869 General **Ulysses S. Grant**, who had made such a great name for himself during the Civil War, became president. Grant was a brave and honest soldier. He knew little, however, about politics. But now that Lincoln was gone, the people loved him better than any other man. So he was elected president.

His was a simple, trusting soul. He found it hard to believe evil of anyone, and he was easily misled by men who sought not their country's good, but their own gain. So mistakes were made during his presidency. But these may be forgotten while men must always remember his greatness as a soldier and his nobleness as a victor. He helped to

bring peace to his country, and like his great leader he tried after war was past to bind up the nation's wounds.

When Grant came into power, the echoes of the Civil War were still heard. The South had not yet returned into peaceful union with the North, and there was an unsettled quarrel with Britain. The quarrel arose in this way. During the war the British had allowed the Confederates to build ships in Britain; these ships had afterward sailed out from British ports and had done a great deal of damage to Union shipping.

The British had declared themselves neutral. That is, they had declared that they would take neither one side nor the other. But, said the Americans, in allowing Confederate ships to be built in Britain, the British had taken the Confederate side and had committed a breach of neutrality. And for the damage done to their ships, the Americans now claimed **recompense** from the British government. The ship which had done the most damage was called the *Alabama*, and from this the claims made by America were called the ***Alabama* Claims**.

At first, however, the British refused to consider the claims at all. For years letters went to and fro between the two governments, and as the British still refused to settle the matter, feeling in America began to run high.

But at length the British consented to talk the matter over, and a commission of five British and five Americans met at Washington. After sitting for two months this commission formed what is known as the **Treaty of Washington**. By this treaty it was arranged that the *Alabama* Claims should be decided by **arbitration**. A court of arbitration was to be formed of five representatives; and of this court the President of the United States, the Queen of England, the King of Italy, the President of Switzerland, and the Emperor of Brazil were each to choose a member.

The representatives chosen by these rulers met at Geneva in Switzerland, and after discussing the matter for a long time they decided that Britain had been to blame and must pay the United States $15,500,000. Thus the matter was settled in a peaceful way. Fifty years before, a like quarrel might have led to war between the two countries. Even at this time, with less wise leadership on either side, it might have come to war. But war was avoided, and a great victory for peace was won.

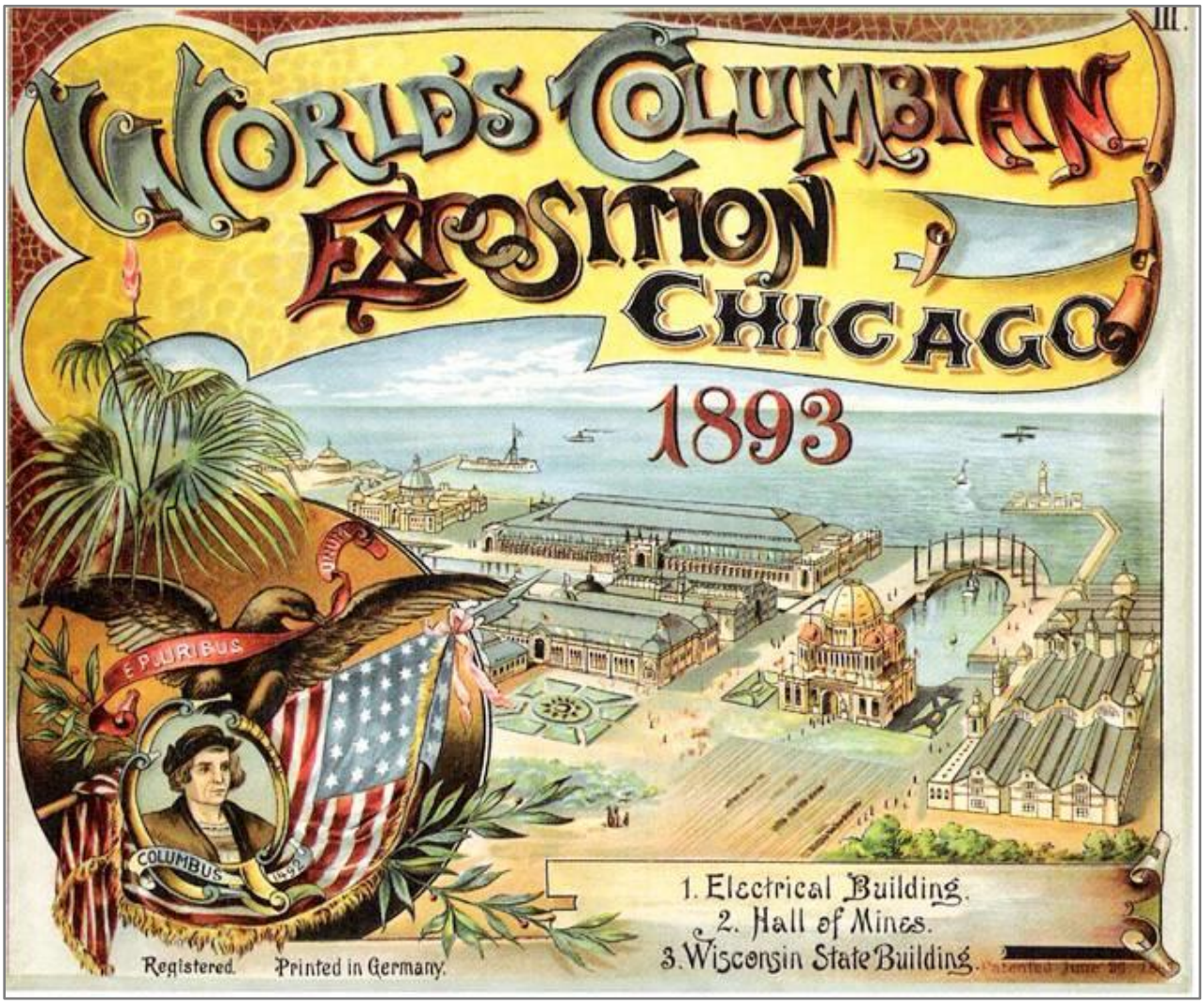
Besides the *Alabama* Claims, the last dispute about boundaries between the United States and Canada was settled at this time. This was also settled by arbitration, the new-made German emperor being chosen as arbiter. "This," said President Grant, "leaves us for the first time in the history of the United States as a nation, without a question of disputed boundary between our territory and the possessions of Great Britain."

Grant was twice chosen president, and it was during his second term that **Colorado** was admitted to the Union as the thirty-eighth state. The new state was formed partly out of the Mexican Concession and partly out of the Louisiana Purchase, and it was named after the great river Colorado, two branches of which flow through it. It was admitted as a state in August l876.

Unit 9: Moving Forward After the Civil War

Teacher Overview

THE UNITED STATES had needs left from the devastation and division of the Civil War, needs springing from westward expansion, and needs grounded in needed government reform. Throughout the administrations of Hayes, Garfield, Arthur, Cleveland, and Harrison each president sought to accomplish his agenda and meet the needs of the ever growing and changing country.



Advertisement piece of art for the World's Columbian Exposition (also known as the Chicago World's Fair), held in 1893

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **the administrations of Presidents Hayes**, **Garfield**, **Arthur**, **Cleveland**, and **Harrison**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Scripture addresses the Christian's responsibility to government–to submit in all ways that do not violate Biblical principles.

Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment . . . . Therefore one must be in subjection, not only to avoid God's wrath but also for the sake of conscience. For because of this you also pay taxes, for the authorities are ministers of God, attending to this very thing. Pay to all what is owed to them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed.

– Romans 13:1-7

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

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

– Galatians 3:28

Key People, Places, and Events

Rutherford B. Hayes
James Garfield
Charles Guiteau
Chester A. Arthur
Civil service reform
Grover Cleveland
Benjamin Harrison
North Dakota
South Dakota
Montana
Washington
Idaho
Wyoming
Chicago World's Fair
Utah

Vocabulary

Lesson 1:
barge

Lesson 2:
suffrage

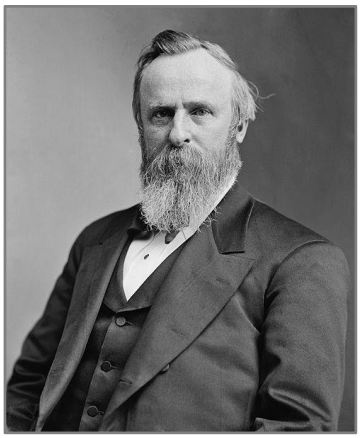


Ticket for "Chicago Day" at 1893 World's Columbian Exposition of 1893

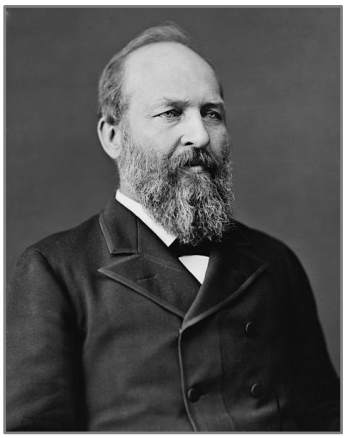
Lesson One

History Overview and Assignments
Hayes, Garfield, and Arthur

PRESIDENT RUTHERFORD B. HAYES worked to continue correcting the state of government after the Civil War, but he did not seek a second term. Then America mourned once again with the assassination of President James A. Garfield. Vice President Chester Arthur took over as president and continued the work of President Hayes in the area of the spoils system and civil reform.



President Rutherford B. Hayes



President James A. Garfield



President Chester A. Arthur

Reading and Assignments

- Read the article: *Hayes, Garfield, and Arthur*.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. Describe some of the accomplishments of President Rutherford B. Hayes.
2. What was the "spoils system"?
3. Describe the death of President Garfield.
4. Who became president after President Garfield was assassinated?

Vocabulary

barge

Key People, Places, and Events

Rutherford B. Hayes
James Garfield
Charles Guiteau
Chester A. Arthur
Civil service reform

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Hayes, Garfield, and Arthur

In 1877 **Rutherford B. Hayes** became president. Ever since the Civil War a great part of the South had been in constant turmoil. Soldiers were still stationed in the capitals of the various states, and the carpet-bag government still continued. But Hayes wished to put an end to this. So he convinced the leaders in the South to promise to help to keep law and order. Then he withdrew all the troops. Without their aid the carpet-bag government could not stand, and the local leaders once more began to govern in the South.

President Hayes also tried to lessen the evil of the "spoils system," by which people were placed in government positions because of their relationships with those in charge. In this he met a good deal of opposition. But the system of needing to pass examinations was established to get some government positions.

After the troublesome times that had gone before, this was a time of peace, in which for the first time since the war North and South seemed once more united.

In 1881 **James Garfield** became president. Like other presidents before him, his boyhood had been one of poverty and hard work. But from doing odd laboring jobs or tending **barge** horses on the Ohio Canal, he had gradually worked upward. He had been barge-boy, farmer, carpenter, schoolteacher, lawyer, and soldier, having reached the rank of general during the Civil War. At thirty-two he entered Congress, and there he soon made his mark.

Now he was president, and as soon as he took up his office he was besieged by office seekers. They thronged his house, they stopped him in the street, and button-holed him in railway carriages. They flattered, coaxed, threatened, and made his life a burden.

But in spite of all this worrying the new president determined to do what he could to end the spoils system and appoint people only for the sake of the public good. Accordingly, he made many enemies.

Among the many office-seekers whom the President was forced to disappoint was a weak-minded, bad young man named **Charles Julius Guiteau**. Garfield saw plainly that he was quite unfit to fill any government post, and he refused to employ him. Thereupon Guiteau's heart was filled with hate toward the President. He brooded over his bitterness till his hate became madness, and in this madness he determined to kill his enemy.

Since he took up office the President had been hard at work. Now in July he determined to take a short holiday in New

England and visit Mrs. Garfield, who had been ill and had gone away for a change of air.

On Saturday, the 2nd of July, the morning on which he was going to set out, he awoke in excellent spirits. Before he got up, one of his sons came into his room. The boy took a flying leap over his father's bed.

"There," he said with a laugh, "you are the President of the United States, but you can't do that."

"Can't I?" said the President. And he got up and did it. In the same good spirits, he drove to the station.

As he walked along the platform, a man with an evil look on his face followed him. Suddenly a pistol shot was heard, and a bullet passed through the President's sleeve but did no harm. It was quickly followed, however, by a second, which hit the President full in the back, and he fell to the ground.

The gunman was Charles Guiteau. The President was sorely wounded, but not killed. A mattress was quickly brought, and he was gently carried to the White House.



President James A. Garfield with Secretary of State James G. Blaine after being shot by Guiteau, as depicted in a period engraving from Frank Leslie's Illustrated Newspaper

A message was sent to Mrs. Garfield, telling her what had happened and bidding her to come home. She and her daughter had been happily awaiting the President's coming to them. Now everything was changed, and in sorrow and haste they went to him.

For nearly three months President Garfield lingered on. At times he seemed much stronger, and those who loved him believed he would recover. But by degrees their hopes faded, and in September he died.

Once again the sorrowing nation followed their President to the grave, and once again the Vice President took office as president.

The new President was named **Chester A. Arthur**, and on taking office he was less known to the country than any president before him. He came to office in a time of peace and prosperity, and although nothing very exciting happened during his presidency, he showed himself both wise and patriotic.

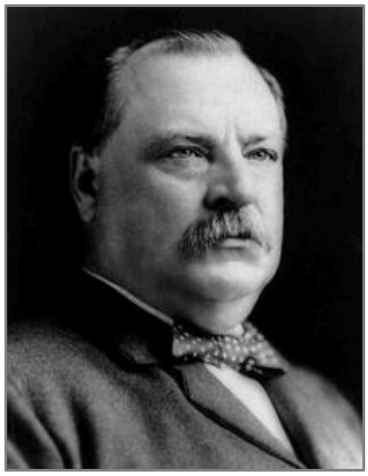
The best thing to remember him for is his fight against the spoils system. Ever since Grant had been president, men who loved their country and wanted to see it well served had fought for **civil service reform**.

Garfield's sad death made many people who had not thought of it before see that the spoils system was bad. For it was a disappointed seeker of spoils who had killed him. So at last in 1883 a law was passed which provided that certain appointments should be made by competitive examinations and not given haphazardly. At first this law applied only to a few classes of appointments. But by degrees its scope was enlarged until now nearly all civil service appointments are made through examinations.

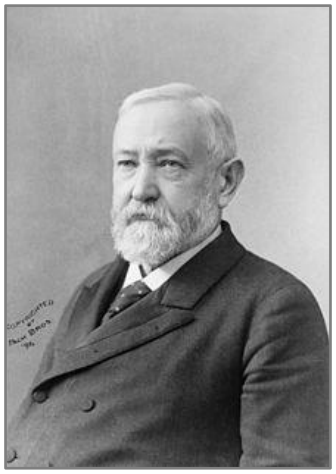
Lesson Two

History Overview and Assignments
Cleveland, Harrison, Cleveland

CIVIL SERVICE REFORM continued throughout the Cleveland administration, and when Benjamin Harrison took the oath of the presidency seven new states were positioned to enter the Union: North Dakota, South Dakota, Montana, Idaho, Washington, Wyoming, and Utah.



President Grover Cleveland



President Benjamin Harrison

Reading and Assignments

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

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to have a map of the United States available while reading today's unit. On the map, locate each of the six new states discussed in today's article.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- Visit their **HCS Class pages** for additional resources.

Key People, Places, and Events

Grover Cleveland
Benjamin Harrison
North Dakota
South Dakota
Montana
Washington
Idaho
Wyoming
Chicago World's Fair
Utah

Vocabulary

suffrage

Discussion Questions

1. How many times did President Grover Cleveland use his power of veto, and why?
2. What did Cleveland say the people of the United States should be able to expect of their civil employees?
3. Who was Benjamin Harrison's grandfather?
4. What new states were accepted into the Union during President Harrison's presidency?
5. The states of North and South Dakota were formed from what?
6. The state of Montana was formed from what?
7. The state of Washington was formed from what?
8. The state of Idaho was formed from what?
9. Which was the first state allowing women's suffrage?
10. What is women's suffrage?
11. What caused a large increase in people moving to the new states?
12. What was historically significant about the 1892 presidential election?
13. Describe the first world's fair.

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Cleveland, Harrison, Cleveland

In 1885 Arthur's term of office came to an end, and **Grover Cleveland** became president. He was the son of a clergyman, and it was intended that he should have a college education. But his father died when he was only sixteen, and he had to begin at once to earn his own living.

Grover Cleveland, however, determined to be a lawyer, and with twenty-five dollars in his pocket he set out from home to seek his fortune. He did two or three odd jobs, but soon got a place as clerk in a lawyer's office in Buffalo, NY.

His foot was thus on the first rung of the ladder he wished to climb. And he climbed steadily, until 26 years later he was chosen mayor of Buffalo. As mayor he soon made a name for himself by his fearless honesty and businesslike ways. He would not permit unlawful or unwise spending of public money, and he stopped so many extravagant acts of the city council that he became known as the "Veto Mayor" and saved the town taxpayers thousands of dollars a year.

Next he became governor of New York State. As governor he continued his same fearless path, vetoing everything which he considered dishonest or in any way harmful.

And as president, Cleveland was just as fearless and honest as before. During the four years of his presidency, he used his power of veto more than three hundred times.

As one would expect from such a man, Cleveland stood firm on the question of civil service reform. "The people pay for the government," he said, "and it is only right that government work should be well done. Posts should be given to those who are fit to

fill them, and not merely to those who have friends to push them into notice."

President Cleveland also tried to get tariffs reduced on imported goods. He discovered that there was more money in the Treasury than the country required. During the war, duties had been made high because the government required a great deal of money. But after the war was over and there was no need for so much money, these high duties had been maintained. The consequence was that millions of dollars were being heaped up in the Treasury and were lying idle. The President therefore thought that the tariffs should be reduced, and he said so. But so many people in the country thought that a high tariff was good that when in the next presidency a new tariff bill was introduced, the duties were made higher than ever.

In 1889 President Cleveland's presidency came to an end, and **Benjamin Harrison** became president. He was the grandson of that William Henry Harrison who died after he had been president for a few weeks.

During President Harrison's term of office, six new states were admitted into the Union. The two first of these were **North** and **South Dakota**, named for the Native American word meaning "allies." This was the name the allied northwestern tribes gave themselves. But their neighbors called them a different name which means "enemies." Non-natives, however, shortened this to Sioux, and North Dakota is sometimes called the Sioux State.

Both North and South Dakota were formed out of the Louisiana Purchase. In 1861 they had been organized as the Territory of Dakota. Seventeen years or so later they were divided into North and South Dakota and were admitted as states in November 1889.

Two or three days later **Montana** was admitted. This state was formed partly out of the Louisiana Purchase and partly out of the Oregon country. The Rocky Mountains cross the state, and its name comes from a Spanish word meaning "mountainous."

After Lewis and Clark explored the country, many fur traders were attracted to it. But it was not until gold was discovered there that settlers came in large numbers. In spite of terrible conflict between the settlers and the natives, causing much bloodshed, year by year the settlers increased until the territory was admitted as a state in 1889.

A few days after Montana the state of **Washington** was admitted to the Union. It was part of the Oregon country, and was of course named after the great "Father of his country," George Washington.

In the following year **Idaho** became a state. Its name is Native American, meaning "gem of the mountains." This state, like Washington, was formed out of the Oregon country. The first non-natives who are known to have passed through it were Lewis and Clark. But, as in Montana, it was not until gold was discovered that settlers in any great numbers were attracted there. One very interesting thing about Idaho is that it was the second state to introduce women's **suffrage**. That is, women within the state were granted the same right to vote as men.

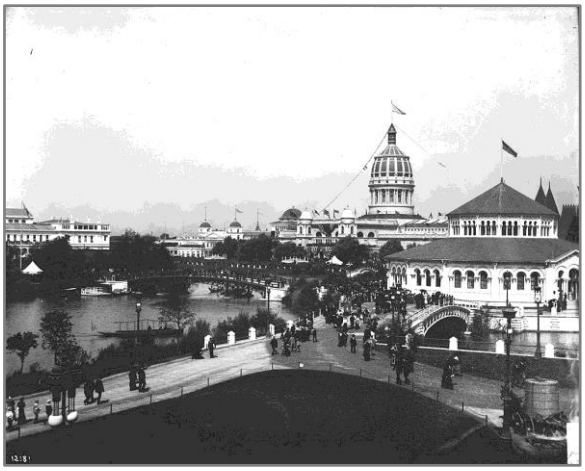
But the first state to introduce women's suffrage was **Wyoming**, which was admitted to the Union a few days after Idaho. This state was formed out of parts of all three of the great territories which had been added to the United States. The east was part of the Louisiana Purchase, the west was part of the Oregon country, and the

south part of the Mexican cession. It has much fine pasture land and its Native American name means "broad valley."

In 1893 Harrison's term of office came to an end, and for the second time Grover Cleveland became president. This is the only time in the history of the United States that an ex-president has again come to office after an interval of years.

The Chicago World's Fair

Four hundred years had now passed since Columbus discovered America, and it was decided to celebrate the occasion by holding a great world's fair at Chicago. It was not possible, however, to get everything ready in time to hold the celebration in 1892, which was the actual anniversary of the discovery, so the exhibition, officially called the World's Columbian Exhibition, was opened the following year instead.



Chicago World's Columbian Exposition, 1893

There had been other exhibitions in America of the same kind, but none so splendid as the **Chicago World's Fair**. It was fitting that it should be splendid, as it commemorated the first act in the life of a great nation. What wonders had been performed over those four hundred years! Since Columbus first showed the way across the Sea of Darkness, millions had followed in his track and the vast wilderness of the continent, previously unknown in Europe, had been peopled from shore to shore.



The original Ferris wheel

Millions of people from all over the world came to visit the "White City," as the area at the Court of Honor came to be called, and visitors from every nation wandered through its stately halls and among its fair lawns and gardens, where things of art and beauty were gathered from every clime.

But most interesting of all were the exhibits which showed the progress that had been made over four hundred years.

There one might see copies of the frail little vessels in which Columbus braved the unknown horrors of the Sea of Darkness, as well as models of the ocean-going leviathans of the late nineteenth century.

The 45th State

During Cleveland's second term of office still another state entered the Union. This was **Utah**, the state founded by the Mormons. Once polygamy (the Mormon practice of marriage to more than one spouse) was forbidden by law, it was admitted in 1896 as the forty-fifth state.

Unit 10: Another Age of Invention

Teacher Overview

WE'VE ALREADY SEEN that as man explores creation and even creates his own inventions, God's character is revealed to the world (Romans 1:20). In this unit we to explore scientific investigators and inventors such as Joseph Henry, James Smithson, Moses G. Farmer, Charles F. Brush, Thomas Alva Edison, Elihu Thomson, and George Westinghouse, who all contributed to the understanding of the principles and applications of science and furthered the understanding of God's creation and the development of the modern day world.



A model of the Montgolfier brothers' "fire balloon," used for the first tethered, manned flight on September 11, 1783. London Science Museum

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **the fathers of electricity** and **air travel**.
- Create biography notebook pages on **Thomas Alva Edison** and **the Wright brothers**.
- As they read or listen to today's article, they will make a chart. On one side of the chart they will list the inventors or investigators. On the other side of the chart they will list what they invented or investigated.
- Use the websites listed for this unit on your **HCS Class pages** to conduct experiments on at least three of these inventions.
- Define vocabulary words and inventions.
- Be sure to visit your **HCS Class pages** for additional resources.

Leading Ideas

Scripture addresses the Christian's responsibility to government–to submit in all ways that do not violate Biblical principles.

Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment . . . . Therefore one must be in subjection, not only to avoid God's wrath but also for the sake of conscience. For because of this you also pay taxes, for the authorities are ministers of God, attending to this very thing. Pay to all what is owed to them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed.

– Romans 13:1-7

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

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

– Galatians 3:28

Vocabulary and Inventions

Lesson 1:

lodestone
amber
jet
Leyden jar
"quantity" magnet
"intensity" magnet
induction
armature
diminution
galvanic
electric car
arc light
stock ticker
quadruplex telegraphy
incandescent lamp
central power station
electric railway line
elevator
alternating current
turbine
hydroelectric power

Lesson 2:

digression
aeronaut
rarified
locomotion
aerostat
dirigible
internal combustion
deportment
aerodynamics
inimitable
biplane
equilibrium
aviator
transverse control
seaplane
hydro-aeroplane
maneuver
intervene
alight
transatlantic
transcontinental
prospect

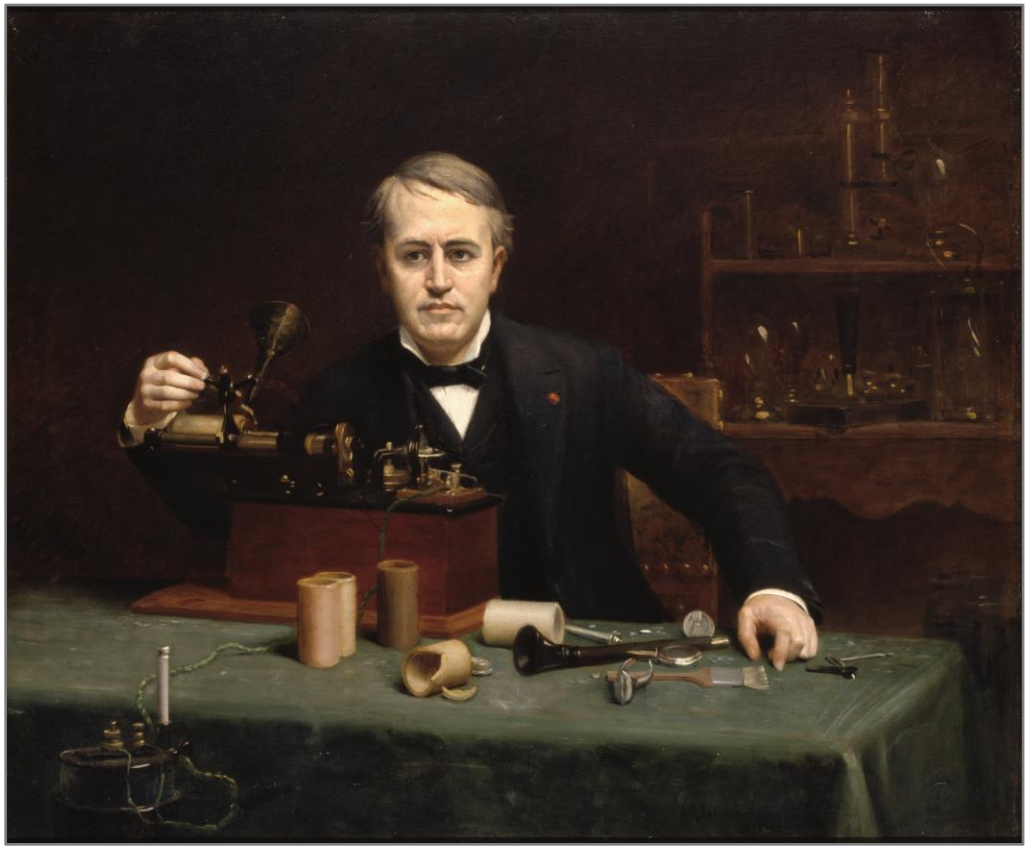
Key People, Places, and Events

William Gilbert
Benjamin Franklin
Alessandro Volta
Hans Christian Oersted
André-Marie Ampère
Georg Simon Ohm
Michael Faraday
William Sturgeon
Joseph Henry
James Smithson
Smithsonian Institute
Thomas Davenport
Moses G. Farmer
Charles Grafton Page
Charles F. Brush
Thomas A. Edison
Pope, Edison, & Company
Western Union Telegraph Company
International Exposition of Electricity
General Electric Company
Frank J. Sprague
Elihu Thomson
George Westinghouse
Nicola Tesla
Charles S. Bradley
Pilatre de Rozier
Marquis D'Arlandes
Montgolfier brothers
Roger Bacon
Leonardo da Vinci
Bartolomeu de Gusmão
Samuel Pierpont Langley
Wright brothers
Glenn Hammond Curtiss
Aerial Experimental Assoc.
DH fighting planes
Albert Cushing Read

Lesson One

History Overview and Assignments
The Fathers of Electricity

GILBERT, VOLTA, OERSTED, Ampère, Ohm, Faraday, Henry, Davenport, and the famous Thomas Alva Edison all contributed to the development and use of electricity. Some of these men were investigators of the ways and principles of science. Others took their findings and created inventions that were useful to mankind.



Thomas Alva Edison, by Abraham Archibald Anderson (1932)

Reading and Assignments

- Read the article: *The Fathers of Electricity*.
- Define each vocabulary word/invention in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

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

- As you read or listen to today's article, make a chart. On one side of the chart list the inventors or investigators. On the other side of the chart list what they invented or investigated.
- Create a biography notebook page on **Thomas Alva Edison**.
- Use the websites listed for this unit on your **HCS Class pages** to conduct experiments on at least three of these inventions.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary and Inventions

lodestone
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electric car
arc light
stock ticker
quadruplex telegraphy
incandescent lamp
central power station
electric railway line
elevator
alternating current
turbine
hydroelectric power

Key People, Places, and Events

William Gilbert
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James Smithson
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Pope, Edison, & Company
Western Union Telegraph Company
International Exposition of Electricity
General Electric Company
Frank J. Sprague
Elihu Thomson
George Westinghouse
Nicola Tesla
Charles S. Bradley

Adapted for Elementary School from the book:

The Age of Invention, a Chronicle of Mechanical Conquest

by Holland Thompson

The Fathers of Electricity

It may startle some readers to be told that the foundations of modern electrical science were established in the Elizabethan Age. The England of Queen Elizabeth, of Shakespeare, of Drake and the sea-dogs, is seldom thought of as the cradle of the science of electricity. Nevertheless, it was; just as surely as it was the birthplace of the Shakespearean drama, of the King James Version of the Bible, or of that maritime adventure and colonial enterprise which finally grew and blossomed into the United States of America.

The accredited father of the science of

electricity and magnetism is **William Gilbert**, who was a physician and man of learning at the court of Elizabeth. Prior to him, all that was known of these phenomena was what the ancients knew, that **lodestone** possessed magnetic properties and that **amber** and **jet**, when rubbed, would attract bits of paper or other substances of small specific gravity. Gilbert's great treatise *On the Magnet*, printed in Latin in 1600, containing the fruits of his research and experiments for many years, indeed provided the basis for a new science.



William Gilbert M.D. demonstrating his experiments before queen Elizabeth, painting by A. Auckland Hunt

On foundations well and truly laid by Gilbert several Europeans, like Otto von Guericke of Germany, Du Fay of France, and Stephen Gray of England, worked before **Benjamin Franklin** and added to the structure of electrical knowledge. The **Leyden jar**, in which the mysterious force could be stored, was invented in Holland in 1745 and in Germany almost simultaneously.

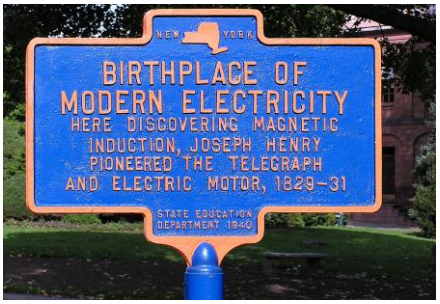
Benjamin Franklin found out, as we have seen earlier, that electricity and lightning are one and the same, and in the lightning rod he made the first practical application of electricity. Afterwards Cavendish of England, Coulomb of France, and Galvani of Italy all brought new bricks to the pile. Following them came a group of master builders, among whom may be mentioned: **Alessandro Volta** of Italy, **Hans Christian Oersted** of Denmark, **André-Marie Ampère** of France, **George Simon Ohm** of Germany, **Michael Faraday** and **William Sturgeon** of England, and **Joseph Henry** of America.

Joseph Henry

Among these men, who were, it should be noted, theoretical investigators, rather than practical inventors like Morse, or Bell, or Edison, the American Joseph Henry ranks high. Henry was born in Albany, NY in 1799 and was educated at the Albany Academy. Intending to practice medicine, he studied the natural sciences. He was poor and earned his daily bread by private tutoring. He was an industrious and brilliant student and soon gave evidence of being endowed with a powerful mind. He was appointed in 1824 to the position of assistant engineer for the survey of a route for a state road, three hundred miles long, between the Hudson River and Lake Erie. The experience he gained in this work changed the course of his career; he decided to follow civil and mechanical engineering instead of medicine. In 1826 he became teacher of mathematics and natural philosophy in the Albany Academy.

It was at the Albany Academy that he began that wide series of experiments and investigations which touched so many phases of the great problem of electricity. His first discovery was that a magnet's force could be immensely strengthened by winding it with insulated, electrified wire. He was the first to employ insulated wire

wound as on a spool and was able finally to make a magnet which would lift thirty-five hundred pounds. He first showed the difference between "**quantity**" **magnet**s composed of short lengths of wire connected in parallel, excited by a few large cells, and "**intensity**" **magnet**s wound with a single long wire and excited by a battery composed of cells in series. This was an original discovery which greatly increased both the immediate usefulness of the magnet and its possibilities for future experiments.



Historical marker in Academy Park (Albany, New York) commemorating Henry's work with electricity

The learned men of Europe—Faraday, Sturgeon, and the rest—were quick to recognize the value of the discoveries of the young Albany schoolmaster. Sturgeon magnanimously wrote: "Professor Henry has been enabled to produce a magnetic force which totally eclipses every other in the whole annals of magnetism; and no parallel is to be found since the miraculous suspension of the celebrated Oriental imposter in his iron coffin."[1]

Henry also discovered the phenomena of self-**induction** and mutual induction. A current sent through a wire in the second story of the building induced currents through a similar wire in the cellar two floors below. In this discovery Henry preceded Faraday's discovery of electromagnetic induction, though Henry's results were not published until he had heard rumors of Faraday's discovery, which he thought to be something different.

The attempt to send signals by electricity had been made many times before Henry became interested in the problem. With the invention of Sturgeon's U-shaped iron-core magnet there had been hopes in England of a successful solution, but in the experiments that followed the current became so weak after a few hundred feet that the idea was pronounced impracticable. Henry strung a mile of fine wire in the Academy, placed an "intensity" battery at one end, and made the **armature** strike a bell at the other. Thus he discovered the essential principle of the electric telegraph. This discovery was made in 1831, a year before the idea of a working electric telegraph flashed on the mind of Morse.

There was no occasion for the controversy which took place later as to who invented the telegraph. That was Morse's achievement, but the discovery of the great fact which startled Morse into activity was Henry's achievement. In Henry's own words: "This was the first discovery of the fact that a galvanic current could be transmitted to a great distance with so little a **diminution** of force as to produce mechanical effects, and of the means by which the transmission could be accomplished. I saw that the electric telegraph was now practicable." He says further, however: "I had not in mind any particular form of telegraph, but referred only to the general fact that it was now demonstrated that a **galvanic** current could be transmitted to great distances, with sufficient power to produce mechanical effects adequate to the desired object."

Henry next turned to the possibility of a magnetic engine for the production of power and succeeded in making a reciprocating-bar motor, on which he installed the first automatic pole changer, or commutator, used with an electric battery. He did not succeed in producing direct rotary motion. His bar oscillated like the walking beam of a steamboat.

In 1839 Henry was appointed professor of natural philosophy in the College of New Jersey, better known today as Princeton University. There he repeated his old experiments on a larger scale, confirmed Steinheil's experiment of using the earth as return conductor, showed how a feeble current would be strengthened, and how a small magnet could be used as a circuit maker and breaker. Here were the principles of the telegraph relay and the dynamo.

Why, then, if the work of Henry was so important, is his name almost forgotten, except by men of science, and not given to any one of the practical applications of electricity? The answer is plain. Henry was an investigator, not an inventor. He states his position very clearly: "I never myself attempted to reduce the principles to practice, or to apply any of my discoveries to processes in the arts. My whole attention, exclusive of my duties to the College, was devoted to original scientific investigations, and I left to others what I considered in a scientific view of subordinate importance—the application of my discoveries to useful purposes in the arts. Besides this I partook of the feeling common to men of science which disinclines them to secure to themselves the advantages of their discoveries by a patent."

Then, too, his talents were soon turned to a wider field. The bequest of **James Smithson**, that farsighted Englishman who left his fortune to the United States to found "the **Smithsonian Institution**, for the increase and diffusion of knowledge among men," was responsible for the diffusion of Henry's activities. The Smithsonian Institution was founded in Washington D.C. in 1846, and Henry was fittingly chosen its secretary, that is, its chief executive officer. And from that time until his death in 1878, over thirty years, he devoted himself to science in general.



1896 marble grave marker for James Smithson in the crypt of the Smithsonian Institution Building, Washington, D.C.

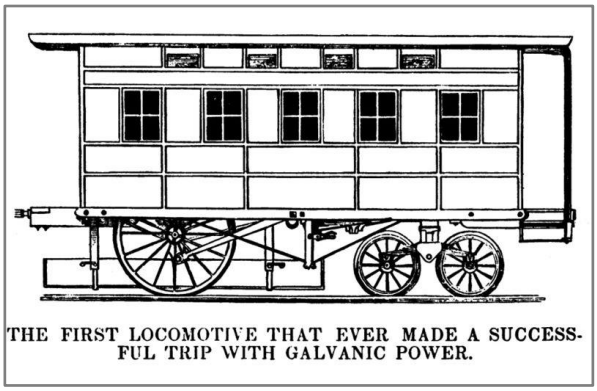
He studied terrestrial magnetism and building materials. He reduced meteorology to a science, collecting reports by telegraph, made the first weather map, and issued forecasts of the weather based upon definite knowledge rather than upon signs. He became a member of the Lighthouse Board in 1852 and was the head after 1871. The

excellence of marine illuminants and fog signals today is largely due to his efforts. Though he was later drawn into a controversy with Morse over the credit for the invention of the telegraph, he used his influence to procure the renewal of Morse's patent. He listened with attention to Alexander Graham Bell, who had the idea that electric wires might be made to carry the human voice, and encouraged him to proceed with his experiments. "He said," Bell writes, "that he thought it was the germ of a great invention and advised me to work at it without publishing. I said that I recognized the fact that there were mechanical difficulties in the way that rendered the plan impracticable at the present time. I added that I felt that I had not the electrical knowledge necessary to overcome the difficulties. His laconic answer was, 'Get it!' I cannot tell you how much these two words have encouraged me."

Davenport, Farmer, and Page

Henry had blazed the way for others to work out the principles of the electric motor, and a few experimenters attempted to follow his lead. **Thomas Davenport**, a blacksmith of Brandon, Vermont, constructed the first American direct-current electric motor in 1834 and used it to build a small model **electric car** in 1835, which he was able to drive on the road, and so made himself the pioneer of the automobile in America. Twelve years later **Moses G. Farmer** exhibited at various places in New England an electric-driven locomotive, and in 1851 **Charles Grafton Page** drove an electric train car, on the tracks of the Baltimore and Ohio Railroad, from Washington to Bladensburg, at the rate of nineteen miles an hour. But the cost of batteries was too great and the use of the electric motor in transportation not yet practicable.

The great principle of the dynamo, or electric generator, was discovered by Faraday and Henry but the process of its development into an agency of practical power consumed many years; and without the dynamo for the generation of power the electric motor had to stand still and there could be no practicable application of electricity to transportation, or manufacturing, or lighting. So it was that, except for the telegraph, there was little more American achievement in electricity until after the Civil War.

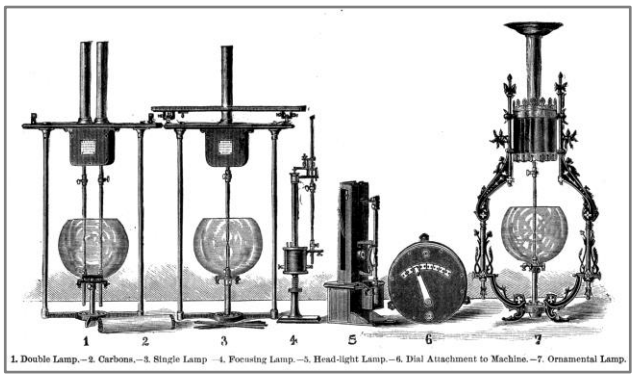

THE FIRST LOCOMOTIVE THAT EVER MADE A SUCCESSFUL TRIP WITH GALVANIC POWER.

Electric locomotive built in 1851 by Charles Grafton Page

Charles F. Brush

The **arc light** as a practical illuminating device came in 1878. It was introduced by **Charles F. Brush**, a young Ohio engineer and graduate of the University of Michigan. Others before him had attacked the problem of electric lighting, but lack of suitable carbons stood in the way of their success. Brush overcame the chief difficulties and made several lamps burn in series from one dynamo. The first Brush lights used for street illumination were erected in Cleveland, Ohio, and soon the use of arc

lights became common. Other inventors improved the apparatus, but still there were drawbacks. For outdoor lighting and for large halls they served the purpose, but they could not be used in small rooms. Besides, they were in series, that is, the current passed through every lamp in turn, and an accident to one threw the whole series out of action. The whole problem of indoor lighting was to be solved by one of America's most famous inventors.



Arc lamps developed by Charles F. Brush

Thomas Edison

The antecedents of **Thomas Alva Edison** in America may be traced back to the time when Franklin was beginning his career as a printer in Philadelphia. The first American Edisons appear to have come from Holland about 1730 and settled on the Passaic River in New Jersey. Edison's grandfather, John Edison, was a Loyalist in the Revolution who found refuge in Nova Scotia and subsequently moved to Upper Canada. His son, Samuel Edison, thought he saw a moral in the old man's exile. His father had taken the king's side and had lost his home; Samuel would make no such error. So, when the Canadian Rebellion of 1837 broke out, Samuel Edison, aged thirty-three, arrayed himself on the side of the insurgents. This time, however, the insurgents lost and Samuel was obliged to flee to the United States, just as his father had fled to Canada. He finally settled at Milan, Ohio, and there, in 1847, in a little brick house, which is still standing, Thomas Alva Edison was born.

When the boy was seven, the family moved to Port Huron, Michigan. The fact that he attended school only three months and soon became self-supporting was not due to poverty. His mother, an educated woman of Scotch extraction, taught him at home after the schoolmaster reported that he was "addled." His desire for money to spend on chemicals for a laboratory which he had fitted up in the cellar led to his first venture in business. "By a great amount of persistence," he says, "I got permission to go on the local train as newsboy. The local train from Port Huron to Detroit, a distance of sixty-three miles, left at 7 a.m. and arrived again at 9.30 p.m. After being on the train for several months I started two stores in Port Huron—one for periodicals, and the other for vegetables, butter, and berries in the season. They were attended by two boys who shared in the profits." Moreover, young Edison bought produce from the farmers' wives along the line, which he sold at a profit. He had several newsboys working for him on other trains, spent hours in the public library in Detroit, fitted up a laboratory in an unused compartment of one of the coaches, and then bought a small printing press which he installed in the car and began to issue a newspaper which he printed on the train. All before he was fifteen years old.

But one day Edison's career as a traveling newsboy came to a sudden end. He was at work in his moving laboratory when a lurch of the train jarred a stick of burning phosphorus to the floor and set the car on

fire. The irate conductor ejected him at the next station, giving him a violent box on the ear, which permanently injured his hearing, and dumped his chemicals and printing apparatus on the platform.

Having lost his position, young Edison soon began to dabble in telegraphy, in which he had already become interested, "probably," as he says, "from visiting telegraph offices with a chum who had tastes similar to mine." He and this chum strung a line between their houses and learned the rudiments of writing by wire. Then a station master on the railroad, whose child Edison had saved from danger, took Edison under his wing and taught him the mysteries of railway telegraphy. The boy of sixteen held positions with small stations near home for a few months and then began a period of five years of apparently purposeless wandering as a tramp telegrapher. Toledo, Cincinnati, Indianapolis, Memphis, Louisville, Detroit, were some of the cities in which he worked, studied, experimented, and played practical jokes on his associates. He was eager to learn something of the principles of electricity but found few from whom he could learn.

Edison arrived in Boston in 1868, practically penniless, and applied for a position as night operator. "The manager asked me when I was ready to go to work. 'Now,' I replied." In Boston he found men who knew something of electricity, and, as he worked at night and cut short his sleeping hours, he found time for study. He bought and studied Faraday's works. Presently came the first of his many inventions, an automatic vote recorder, for which he received a patent in 1868. This necessitated a trip to Washington, which he made on borrowed money, but he was unable to arouse any interest in the device. "After the vote recorder," he says, "I invented a **stock ticker**, and started a ticker service in Boston; had thirty or forty subscribers and operated from a room over the Gold Exchange." This machine Edison attempted to sell in New York, but he returned to Boston without having succeeded. He then invented a duplex telegraph by which two messages might be sent simultaneously, but at a test the machine failed because of the incompetence of the assistant.

Penniless and in debt, Edison arrived again in New York in 1869. But now fortune favored him. The Gold Indicator Company furnished the Stock Exchange prices of gold to its subscribers by telegraph. The company's instrument was out of order. By a lucky chance Edison was on the spot to repair it, which he did successfully, and this led to his appointment as superintendent at a salary of three hundred dollars a month. When a change in the ownership of the company threw him out of the position he formed, with Franklin L. Pope, the partnership of **Pope, Edison, & Company**, the first firm of electrical engineers in the United States.

Not long afterward Edison brought out the invention which set him on the high road to great achievement. This was the improved stock ticker, for which the Gold and Stock Telegraph Company paid him forty thousand dollars. It was much more than he had expected. "I had made up my mind," he says, "that, taking into consideration the time and killing pace I was working at, I should be entitled to $5,000, but could get along with $3,000." The money, of course, was paid by check.

Edison had never received a check before and he had to be told how to cash it.

Edison immediately set up a shop in Newark and threw himself into many and various activities. He remade the prevailing system of automatic telegraphy and introduced it into England. He experimented with submarine cables and worked out a system of **quadruplex telegraphy** by which one wire was made to do the work of four. These two inventions were bought by Jay Gould for his Atlantic and Pacific Telegraph Company. Gould paid for the quadruplex system thirty thousand dollars, but for the automatic telegraph he paid nothing. Gould presently acquired control of the **Western Union Telegraph Company**; and, having thus removed competition from his path, *"he then,"* says Edison, *"repudiated his contract with the automatic telegraph people and they never received a cent for their wires or patents, and I lost three years of very hard labor. But I never had any grudge against him because he was so able in his line, and as long as my part was successful the money with me was a secondary consideration. When Gould got the Western Union I knew no further progress in telegraphy was possible, and I went into other lines."*

In fact, however, the need of money forced Edison later on to resume his work for the Western Union Telegraph Company, both in telegraphy and telephony. He invented a carbon transmitter and sold it to the Western Union for one hundred thousand dollars, payable in seventeen annual installments of six thousand dollars. He made a similar agreement for the same sum offered him for the patent of the electro-motograph. He did not realize that these installments were only simple interest upon the sums due him. These agreements are typical of Edison's commercial sense in the early years of his career as an inventor. He worked only upon inventions for which there was a possible commercial demand and sold them for a trifle to get the money to meet the payrolls of his different shops. Later the inventor learned wisdom and associated with himself keen businessmen to their common profit.

Edison set up his laboratories and factories at Menlo Park, New Jersey in 1876, and it was there that he invented the phonograph, for which he received the first patent in 1878. It was there, too, that he began that wonderful series of experiments which gave to the world the **incandescent lamp**. He had noticed the growing importance of open arc lighting, but was convinced that his mission was to produce an electric lamp for use within doors. Forsaking for the moment his newborn phonograph, Edison applied himself in earnest to the problem of the lamp. His first search was for a durable filament which would burn in a vacuum. A series of experiments with platinum wire and with various refractory metals led to no satisfactory results. Many other substances were tried, even human hair. Edison concluded that carbon of some sort was the solution rather than a metal. Almost coincidently, Swan, an Englishman, who had also been wrestling with this problem, came to the same conclusion. Finally, one day in October 1879, after fourteen months of hard work and the expenditure of forty thousand dollars, a carbonized cotton thread sealed in one of Edison's globes lasted forty hours. "If it will burn forty hours now," said Edison, "I know I can make it burn a hundred." And so he did. A better

filament was needed. Edison found it in carbonized strips of bamboo.

Edison developed his own type of dynamo, the largest ever made up to that time, and, along with the Edison incandescent lamps, it was one of the wonders of the **International Exposition of Electricity**, held in Paris in 1881. The installation in Europe and America of plants for service followed. Edison's first great central station, supplying power for three thousand lamps, was erected at Holborn Viaduct, London, in 1882, and in September of that year the Pearl Street Station in New York City, the first central station in America, was put into operation.



Thomas Edison's first successful light bulb model, used in public demonstration at Menlo Park, December 1879

The incandescent lamp and the **central power station**, considered together, may be regarded as one of the most fruitful conceptions in the history of applied electricity. It comprised a complete generating, distributing, and utilizing system, from the dynamo to the very lamp at the fixture, ready for use. It even included a meter to determine the amount of current actually consumed. The success of the system was complete, and as fast as lamps and generators could be produced they were installed to give a service at once recognized as superior to any other form of lighting. By 1885 the Edison lighting system was commercially developed in all its essentials, though still subject to many improvements and capable of great enlargement, and soon Edison sold out his interests in it and turned his great mind to other inventions.

The inventive ingenuity of others brought in time better and more economical incandescent lamps. From the filaments of bamboo fiber the next step was to filaments of cellulose in the form of cotton, duly prepared and carbonized. Later (1905) came the metalized carbon filament and finally the employment of tantalum or tungsten. The tungsten lamps first made were very delicate, and it was not until W. D. Coolidge, in the research laboratories of the **General Electric Company** at Schenectady, invented a process for producing ductile tungsten that they became available for general use.

The dynamo and the central power station brought the electric motor into action. The dynamo and the motor do precisely opposite things. The dynamo converts mechanical energy into electric energy. The motor transforms electric energy into mechanical energy. But the two work in partnership and without the dynamo to manufacture the power the motor could not thrive. Moreover, the central station was needed to distribute the power for transportation as well as for lighting.

The first motors to use Edison station current were designed by **Frank J. Sprague**, a graduate of the Naval Academy, who had worked with Edison, as did many of the early electrical engineers of America and Europe. These small motors possessed several advantages over the big steam engine. They ran smoothly and noiselessly on account of the absence of reciprocating parts. They consumed current only when in use. They could be installed and connected with a minimum of trouble and expense. They emitted neither smell nor smoke. Edison built an experimental **electric railway line** at Menlo Park in 1880 and proved its practicability. Meanwhile, however, as he worked on his motors and dynamos, he was anticipated by others in some of his inventions. It would not be fair to say that Edison and Sprague alone developed the electric railway, for there were several others who made important contributions. Stephen D. Field of Stockbridge, Massachusetts, had a patent which the Edison interests found it necessary to acquire; C. J. Van Depoele and Leo Daft made important contributions to the trolley system. In Cleveland in 1884 an electric railway on a small scale was opened to the public. But Sprague's first electric railway, built at Richmond, Virginia, in 1887, as a complete system, is generally hailed as the true pioneer of electric transportation in the United States. Thereafter the electric railway spread quickly over the land, obliterating the old horsecars and greatly enlarging the circumference of the city. Moreover, on the steam roads, at all the great terminals, and wherever there were tunnels to be passed through, the old giant steam engine in time yielded place to the electric motor.

The application of the electric motor to the "vertical railway," or **elevator**, made possible the steel skyscraper. The elevator, of course, is an old device. It was improved and developed in America by Elisha Graves Otis, an inventor who lived and died before the Civil War and whose sons afterward erected a great business on foundations laid by him. The first Otis elevators were moved by steam or hydraulic power. They were slow, noisy, and difficult of control. After the electric motor came in; the elevator soon changed its character and adapted itself to the imperative demands of the towering, skeleton-framed buildings which were rising in every city.



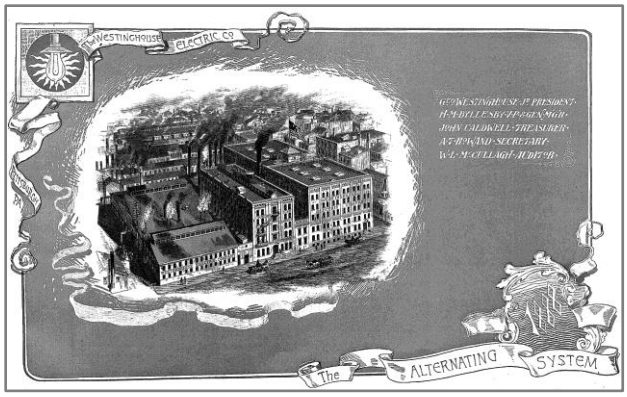
Edison's Menlo Park Laboratory, reconstructed at Greenfield Village at Henry Ford Museum in Dearborn, Michigan (Note the organ against the back wall.)

Edison, already famous as "the Wizard of Menlo Park," established his factories and laboratories at West Orange, New Jersey, in 1887, from where he sent forth a constant stream of inventions, some new and startling, others improvements on old devices. The achievements of several other inventors in the electrical field have been only less noteworthy than his. The new profession of electrical engineering called to its service great numbers of able men.

Manufacturers of electrical machinery established research departments and employed inventors. The times had indeed changed since the day when Morse, as a student at Yale College, chose art instead of electricity as his calling because electricity afforded him no means of livelihood.

From Edison's plant in 1903 came a new type of storage battery, which he afterwards improved. The storage battery, as everyone knows, is used in the propulsion of electric vehicles and boats, in the operation of block-signals, in the lighting of trains, and in the ignition and starting of gasoline engines. As an adjunct of the gas-driven automobile, it renders the starting of the engine independent of muscle and so made possible the general use of the automobile by women as well as men.

The dynamo brought into service not only light and power but heat; and the electric furnace in turn gave rise to several great metallurgical and chemical industries. **Elihu Thomson**'s process of welding by means of the arc furnace found wide and varied applications. The commercial production of aluminum is due to the electric furnace and dates from 1886. It was in that year that H.Y. Castner of New York and C.M. Hall of Pittsburgh both invented the methods of manufacture which gave to the world the new metal, malleable and ductile, exceedingly light, and capable of a thousand uses. Carborundum is another product of the electric furnace. It was the invention of Edward B. Acheson, a graduate of the Edison laboratories. Acheson, in 1891, was trying to make artificial diamonds and produced instead the more useful carborundum, as well as the Acheson graphite, which at once found its place in industry. Another valuable product of the electric furnace was the calcium carbide first produced in 1892 by Thomas L. Wilson of Spray, North Carolina. This calcium carbide is the basis of acetylene gas, a powerful illuminant, and it is widely used in metallurgy, for welding and other purposes.



Westinghouse Electric Company 1888 catalog advertising their "Alternating System"

Alternating Current

At the same time with these developments the value of the **alternating current** came to be recognized. The transformer, an instrument developed on foundations laid by Henry and Faraday, made it possible to transmit electrical energy over great distances with little loss of power. Alternating currents were transformed by means of this instrument at the source, and were again converted at the point of use to a lower and convenient potential for local distribution and consumption. The first extensive use of the alternating current was in arc lighting, where the higher potentials could be employed on series lamps. Perhaps the chief American inventor in the domain of the alternating current is Elihu Thomson, who began his useful career as professor of chemistry and mechanics in the Central High School of Philadelphia. Another great protagonist of the alternating current was **George Westinghouse**, who was quite as

much an improver and inventor as a manufacturer of machinery. Two other inventors, at least, should not be forgotten in this connection: **Nicola Tesla** and **Charles S. Bradley**. Both of them had worked for Edison.

The **turbine** (from the Latin turbo, meaning a whirlwind) is the name of the motor which drives the great dynamos for the generation of electric energy. It may be either a steam turbine or a water turbine. The steam turbine of Curtis or Parsons became the prevailing engine. But the development of **hydroelectric power** has gone far.

The first commercial hydro-station for the transmission of power in America was established in 1891 at Telluride, Colorado. It was practically duplicated in the following year at Brodie, Colorado. The motors and generators for these stations came from the Westinghouse plant in Pittsburgh, and Westinghouse also supplied the turbo-generators which inaugurated, in 1895, the delivery of power from Niagara Falls.

1. *Philosophical Magazine*, vol. XI, p. 199 (March 1832).



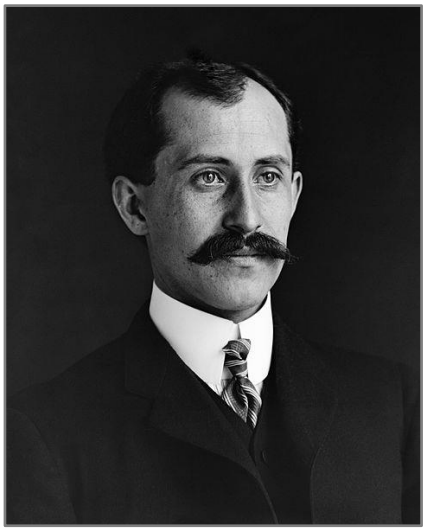
The "Castle" (1847), the Smithsonian Institution's first building and still its headquarters

Lesson Two

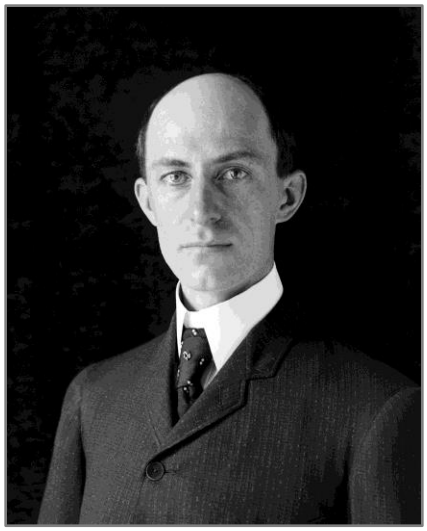
History Overview and Assignments

Conquest of the Air

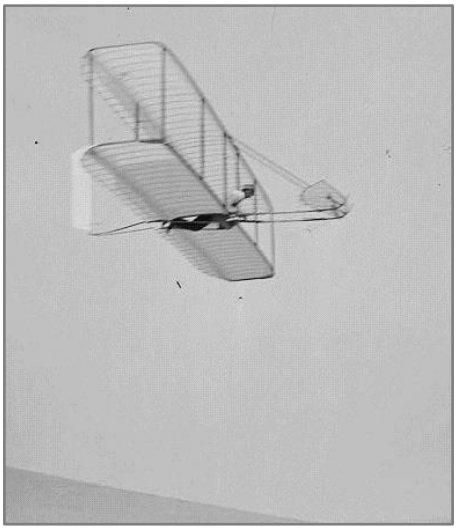
MAN HAS ALWAYS DREAMED of flight, but when did men first actually fly? From the ancient legend of Daedalus and Icarus, who made themselves wings, to today's modern fighter jets, the development of air travel and the conquest of the air has been a long and interesting one.



Orville Wright, 1905



Wilbur Wright, 1905



Wilbur pilots the glider.

Reading and Assignments

- Read the article: *Conquest of the Air*.
- Define each vocabulary word/invention in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include an overview of key people, dates, and events in your summary.
- As you read or listen to today's article, continue to add to the chart you started yesterday. On one side of the chart list the inventor or investigator. On the other side of the chart list what he invented or investigated.
- Create a biography notebook page on the **Wright brothers**.
- Use the websites listed for this unit on your **HCS Class pages** to conduct experiments on at least three of these inventions.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary and Inventions

digression
aeronaut
rarified
locomotion
aerostat
dirigible
internal combustion
deportment
aerodynamics
inimitable
biplane
equilibrium
aviator
transverse control
seaplane
hydro-aeroplane
maneuver
intervene
alight
transatlantic
transcontinental
prospect

Key People, Places, and Events

Benjamin Franklin
Pilatre de Rozier
Marquis D'Arlandes
Montgolfier brothers
Roger Bacon
Leonardo da Vinci
Bartolomeu de Gusmão
Samuel Pierpont Langley
Wright brothers
Glenn Hammond Curtiss
Aerial Experimental Association
DH fighting planes
Albert Cushing Read

Adapted for Elementary School from the book:

The Age of Invention, a Chronicle of Mechanical Conquest

by Holland Thompson

Conquest of the Air

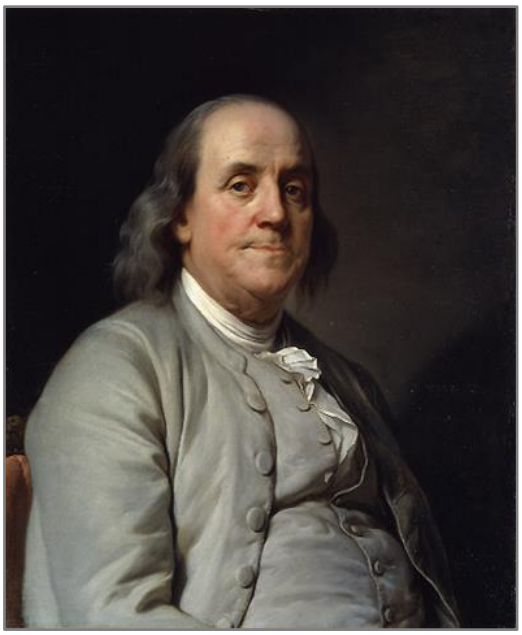
Early Airships

The most popular man in Europe in the year 1783 was the United States minister to France. The figure of plain **Benjamin Franklin**, his broad head, with the calm, shrewd eyes peering through the bifocals of his own invention, invested with a halo of great learning and fame, entirely captivated the people's imagination.

As one of the American Commissioners busy with the extraordinary problems of peace, Franklin might have been supposed too occupied for excursions into the paths of science and philosophy. But the spaciousness and orderly furnishing of his mind provided that no pursuit of knowledge should be a **digression** for him. So we find him, naturally, leaving his desk on several days of that summer and autumn and posting off to watch the trials of a new invention—nothing less indeed than a ship to ride the air. He found time also to describe the new invention in letters to his friends in different parts of the world.

On the 21st of November Franklin set out for the gardens of the king's hunting lodge in the Bois de Boulogne, on the outskirts of Paris, with a quickened interest, a thrill of excitement which made him yearn to be young again with another long life to live

that he might see what should come after him on the earth. What bold things men would attempt! Today two daring Frenchmen, **Jean-François Pilatre de Rozier** of the Royal Academy and his friend **François Laurent le Vieux d'Arlandes**, the marquis, would ascend in a balloon freed from the earth—the first men in history to adventure thus upon the wind. The crowds who had gathered to witness the event opened a lane for Franklin to pass through.



Benjamin Franklin

At six minutes to two the **aeronaut**s entered the car of their balloon. Upon reaching a height of two hundred and seventy feet, the men doffed their hats and saluted the applauding spectators. Then the wind carried them away toward Paris. Over Passy, about half a mile from the starting point, the balloon began to descend, and the River Seine seemed rising to engulf them; but when they fed the fire under their sack of hot air with chopped straw they rose to the elevation of five hundred feet. Safe across the river they dampened the fire with a sponge and made a gentle descent beyond the old ramparts of Paris.

At five o'clock that afternoon, at the King's Chateau in the Bois de Boulogne, the members of the Royal Academy signed a memorial of the event. One of the spectators accosted Franklin.

"What does Dr. Franklin conceive to be the use of this new invention?"

"What is the use of a newborn child?" was his retort.

A newborn child, a newborn republic, a new invention—all dim beginnings of development which none could foretell. The year that saw the world acknowledge a new nation, freed of its ancient political bonds, saw also the first successful attempt to break the supposed bonds that held men down to the ground. Though the invention of the balloon was only five months old, there were already two types on exhibition: the original **Montgolfier brothers**' "fire balloon," inflated with hot air, and a modification by Jacques Alexandre César Charles, inflated with hydrogen gas.

The mass of the French people did not regard these balloons with Franklin's serenity, however. Some weeks earlier the danger of attack had necessitated the balloon's removal from the place of its first moorings to the Champ de Mars at dead of night. Preceded by flaming torches, with soldiers marching on either side and guards in front and rear, the great ball was borne through the darkened streets. A midnight cabby along the route stopped his nag, or tumbled from sleep on his box, and knelt upon the pavement, crossing himself against the evil that might be in that strange monster. The fear of the people was so great that the government saw fit to issue a proclamation explaining the invention.

Anyone seeing such a globe, like the moon in an eclipse, so read the proclamation, should be aware that it is only a bag made of taffeta or light canvas covered with paper and "cannot possibly cause any harm and which will someday prove serviceable to the wants of society."

Franklin wrote a description of the Montgolfier balloon to Sir Joseph Banks, president of the Royal Society of London:

"Its bottom was open and in the middle of the opening was fixed a kind of basket grate, in which faggots and sheaves of straw were burnt. The air, **rarefied** *in passing through this flame, rose in the balloon, swelled out its sides, and filled it. The persons, who were placed in the gallery made of wicker and attached to the outside near the bottom, had each of them a port through which they could pass sheaves of straw into the grate to keep up the flame and thereby keep the balloon full. . . . One of these courageous philosophers, the Marquis d'Arlandes, did me the honor to call upon me in the evening after the experiment, with Mr. Montgolfier, the very ingenious inventor. I was happy to see him safe. He informed me that they lit gently, without the least shock, and the balloon was very little damaged."*

Franklin writes that the competition between Montgolfier and Charles had already resulted in progress in the construction and management of the balloon. He saw it as a discovery of great importance, one that "may possibly give a new turn to human affairs. Convincing sovereigns of the folly of war may perhaps be one effect of it, since it will be impracticable for the most potent of them to guard his dominions." The prophecy may yet be fulfilled. Franklin remarks that a short while ago the idea of "witches riding through the air upon a broomstick and that of philosophers upon a bag of smoke would have appeared equally impossible and ridiculous." Yet in the space of a few months he had seen the philosopher on his smoke bag, if not the witch on her broom. He wished that one of these very ingenious inventors would immediately devise means of direction for the balloon, a rudder to steer it; because a malady from which he suffered was always aggravated by a jolting drive in a four-wheeler and he would gladly have availed himself of an easier way of **locomotion**.

Early Visions of Human Flight

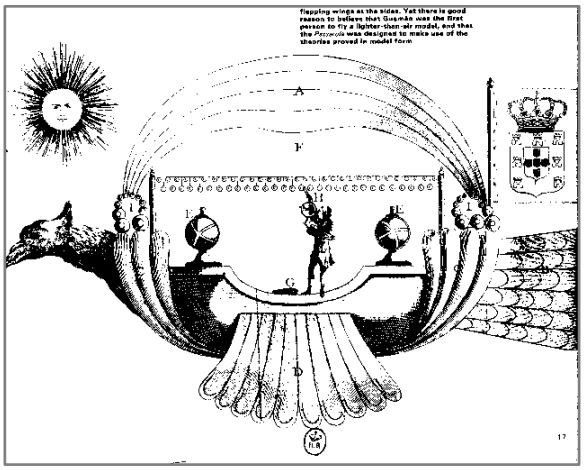
The vision of man on the wing did not, of course, begin with the invention of the balloon. Perhaps the dream of flying man came first to some primitive poet of the Stone Age, as he watched, fearfully, the gyrations of the winged creatures of the air; even as in a later age it came those who studied the wing motions of birds and insects, not in fear but in the light and confidence of advancing science.

Crudely outlined by some ancient Egyptian sculptor, a winged human figure broods upon the tomb of Ramesses III. In the Hebrew book of Genesis winged cherubim guarded the gates of Paradise against the man and woman who had stifled aspiration with sin. Fairies, witches, and magicians ride the wind in the legends and folklore of all peoples. The Greeks had gods and goddesses many, and Greek art represents one of these as moving earthward on great spreading pinions. Victory came by the air. When Demetrius, King of Macedonia, set up the Winged Victory of Samothrace to commemorate the

naval triumph of the Greeks over the ships of Egypt, Greek art poetically foreshadowed the relation of the air service to the fleet in our own day.

Man has always dreamed of flight; but when did men first actually fly? We smile at the story of Daedalus, the Greek architect, and his son, Icarus, who made themselves wings and flew from the realm of their foes; and the tale of Simon the magician, who pestered the early Christian Church by exhibitions of flight into the air amid smoke and flame in mockery of the ascension. But do the many tales of sorcerers in the Middle Ages, who rose from the ground with their cloaks apparently filled with wind to awe the rabble, suggest that they had deduced the principle of the **aerostat**, or lighter-than-air craft, from watching the action of smoke as did the Montgolfiers hundreds of years later? At all events one of these alleged exhibitions about the year 800 inspired the good Bishop Agobard of Lyons to write a book against superstition, in which he proved conclusively that it was impossible for human beings to rise through the air. Later, **Roger Bacon** and **Leonardo da Vinci**, each in his turn ruminated in manuscript upon the subject of flight. Bacon, the scientist, put forward a theory of thin copper globes filled with liquid fire, which would soar. Leonardo,the artist, studied the wings of birds. The Jesuit Francisco Lana, in 1670 working on Bacon's theory, sketched an airship made of four copper balls with a skiff attached; this machine was to soar by means of the lighter-than-air globes and to be navigated aloft by oars and sails.

But while philosophers in their libraries were designing airships on paper and propounding their theories, venturesome men, "crawling, but pestered with the thought of wings," were making pinions of various fabrics and trying them upon the wind. Four years after Lana suggested his airship with balls and oars, Besnier, a French locksmith, made a flying machine of four collapsible planes like book covers suspended on rods. With a rod over each shoulder, and moving the two front planes with his arms and the two back ones by his feet, Besnier gave exhibitions of gliding from a height to the earth. But his machine could not soar.



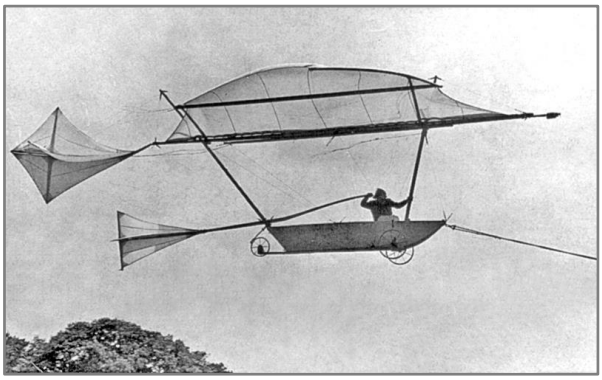
Bartolomeu de Gusmão's airship, the *Passarola*

The First Flying Machines

What may be called the first patent on a flying machine was recorded in 1709 when **Bartolomeo de Gusmão**, a friar, appeared before the King of Portugal to announce that he had invented a flying machine and to request an order prohibiting other men from making anything of the sort. The King decreed pain of death to all infringers; and to assist the enterprising monk in improving his machine, he appointed him first professor of mathematics in the University of Coimbra with a generous stipend. Then the Portuguese Inquisition stepped in. The inventor's suave reply, to the effect that to

show men how to soar to Heaven was an essentially religious act, availed him nothing. He was pronounced a sorcerer, his machine was destroyed, and he was imprisoned till his death. Many other men fashioned unto themselves wings; but, though some of them might glide earthward, none could rise upon the wind.

While the principle by which the balloon, father of the **dirigible** (sometimes called a blimp), soars and floats could be deduced by men of natural powers of observation and little science from the action of clouds and smoke, the airplane waited upon two things—the scientific analysis of the anatomy of bird wings and the **internal combustion** engine.



A replica of Cayley's glider being flown by Derek Piggott in 1973

These two things necessary to convert man into a rival of the albatross did not come at once and together. Not the dream of flying but the need for quantity and speed in production to take care of the wants of a modern civilization compelled the invention of the internal combustion engine. Before it appeared in the realm of mechanics, experimenters were applying in the construction of flying models with knowledge supplied in 1796 by Sir George Cayley, who made an instrument of whalebone, corks, and feathers, which by the action of two screws of quill feathers, rotating in opposite directions, would rise to the ceiling; and the full revelation of the structure and action of bird wings set forth by J. Bell Pettigrew in 1867.

"The wing, both when at rest and when in motion," Pettigrew declared, "may not inaptly be compared to the blade of an ordinary screw propeller as employed in navigation. Thus the general outline of the wing corresponds closely with the outline of the propeller, and the track described by the wing in space *is twisted upon itself* propeller fashion." Numerous attempts to apply the newly discovered principles to artificial birds failed, yet came so close to success that they fed instead of killing the hope that a solution of the problem would one day ere long be reached.

"Nature has solved it, and why not man?"

Samuel Pierpont Langley

From his boyhood days **Samuel Pierpont Langley**, so he tells us, had asked himself that question, which he was later to answer. Langley, born in Roxbury, Massachusetts, in 1834, was another link in the chain of distinguished inventors who first saw the light of day in Puritan New England. And, like many of those other inventors, he numbered among his ancestors for generations two types of men—on the one hand a line of skilled artisans and mechanics, on the other the most intellectual men of their time such as clergymen and schoolmasters, one of them being Increase Mather. We see in Langley, as in some of his brother New England inventors, the later flowering of the Puritan ideal—a high sense of duty and of integrity, an intense conviction that the reason for a

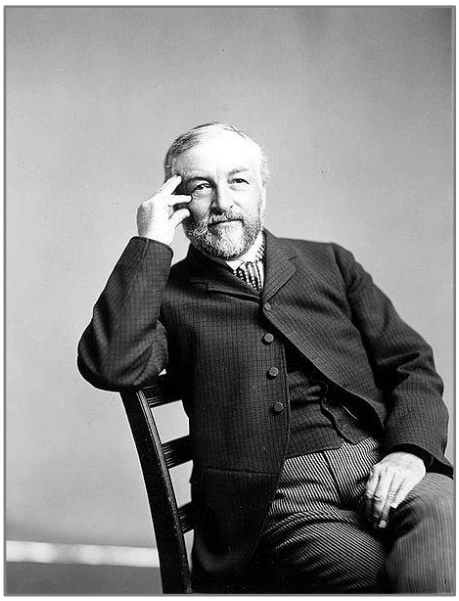
man's life here is that he may give service, a reserved **deportment** which did not mask from discerning eyes the man's gentle qualities of heart and his keen love of beauty in art and nature.

Langley first chose as his profession civil engineering and architecture, and the years between 1857 and 1864 were chiefly spent in fulfilling these callings in St. Louis and Chicago. Then he abandoned them, for the bent of his mind was definitely towards scientific inquiry. In 1867 he was appointed director of the Allegheny Observatory at Pittsburgh. Here he remained until 1887, when, having made for himself a world-wide reputation as an astronomer, he became secretary of the Smithsonian Institution at Washington.

It was about this time that he began his experiments in **aerodynamics**. But the problem of flight had long been a subject of interested speculation with him. Ten years later he wrote:

"Nature has made her flying-machine in the bird, which is nearly a thousand times as heavy as the air its bulk displaces, and only those who have tried to rival it know how **inimitable** *her work is, for the "way of a bird in the air" remains as wonderful to us as it was to Solomon, and the sight of the bird has constantly held this wonder before men's minds and kept the flame of hope from utter extinction, in spite of long disappointment. I well remember how, as a child, when lying in a New England pasture, I watched a hawk soaring far up in the blue, and sailing for a long time without any motion of its wings, as though it needed no work to sustain it, but was kept up there by some miracle. But, however sustained, I saw it sweep in a few seconds of its leisurely flight over a distance that to me was encumbered with every sort of obstacle, which did not exist for it. . . . How wonderfully easy, too, was its flight! There was not a flutter of its pinions as it swept over the field, in a motion which seemed as effortless as that of its shadow. After many years and in mature life, I was brought to think of these things again, and to ask myself whether the problem of artificial flight was as hopeless and as absurd as it was then thought to be."*

In three or four years Langley made nearly forty models. *"The primary difficulty lay in making the model light enough and sufficiently strong to support its power,"* he says. By 1891 Langley had a model light enough to fly, but proper balancing had not been attained.



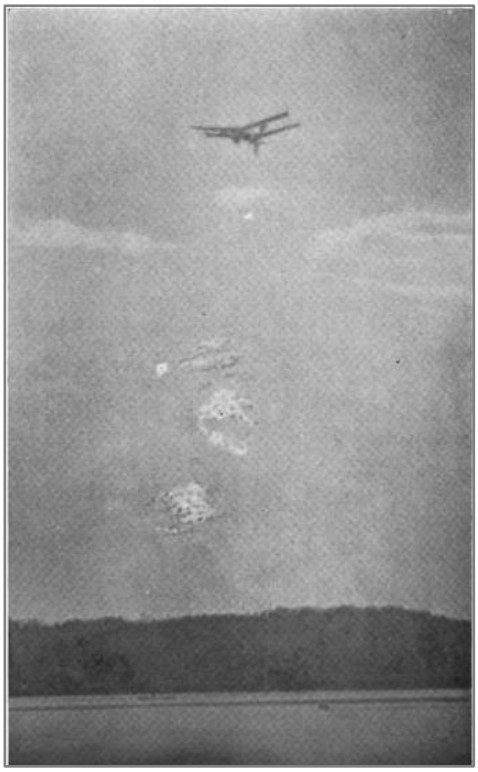
Samuel Pierpont Langley

After many experiments with new models Langley at length fashioned a steam-driven machine which would fly horizontally. It weighed about thirty pounds; it was some sixteen feet in length, with two sets of wings, the pair in front measuring forty feet from tip to tip. On May 6, 1896, this model was launched over

the Potomac River. It flew half a mile in a minute and a half. When its fuel and water gave out, it descended gently to the river's surface. In November Langley launched another model which flew for three-quarters of a mile at a speed of thirty miles an hour. These tests demonstrated the practicability of artificial flight.

The Spanish-American War found the military observation balloon doing the limited work which it had done ever since the days of Franklin. President McKinley was keenly interested in Langley's design to build a power-driven flying machine which would have innumerable advantages over the balloon. The government provided the funds and Langley took up the problem of a flying machine large enough to carry a man. His initial difficulty was the engine. It was plain at once that new principles of engine construction must be adopted before a motor could be designed of high power yet light enough to be borne in the slender body of an airplane. The internal combustion engine had now come into use. Langley went to Europe in 1900 seeking his motor, only to be told that what he sought was impossible.

His assistant, Charles M. Manly, meanwhile found a builder of engines in America who was willing to make the attempt. But, after two years of waiting for it, the engine proved a failure. Manly then had the several parts of it, which he deemed hopeful, transported to Washington, and there at the Smithsonian Institution he labored and experimented until he evolved a light and powerful gasoline motor. In October 1903, the test was made, with Manly aboard the machine. The failure which resulted was due solely to the clumsy launching apparatus. The airplane was damaged as it rushed forward before beginning to soar; and, as it rose, it turned over and plunged into the river. The loyal and enthusiastic Manly, who was fortunately a good diver and swimmer, hastily dried himself and gave out a reassuring statement to the representatives of the press and to the officers of the Board of Ordnance gathered to witness the flight.



Langley's steam-powered *Aërodrome No. 5* in flight, May 6, 1896. Photo by Alexander Graham Bell

A second failure in December convinced spectators that man was never intended to fly. The newspapers let loose such a storm of ridicule upon Langley and his machine, with charges as to the waste of public funds, that the government refused to assist him further. Langley, at that time 69 years of age, took this defeat so keenly to heart that it hastened his death, which occurred three years later. "Failure in the aerodrome itself," he wrote, "or its engines there has been none; and it is believed that it is at the

moment of success, and when the engineering problems have been solved, that a lack of means has prevented a continuance of the work."

Wilbur and Orville Wright

It was truly "at the moment of success" that Langley's work was stopped. On December 17, 1903, the **Wright brothers** made the first successful experiment in which a machine carrying a man rose by its own power, flew naturally and at even speed, and descended without damage. These brothers, Wilbur and Orville, who at last opened the long sought lanes of the air, were born in Dayton, Ohio. Their father, a clergyman and later a bishop, spent his leisure in scientific reading and in the invention of a typewriter which, however, he never perfected. He inspired an interest in scientific principles in his boys' minds by giving them toys which would stimulate their curiosity. One of these toys was a helicopter, or Cayley's Top, which would rise and flutter for a while in the air.

After several helicopters of their own, the brothers made original models of kites, and Orville, the younger, attained an exceptional skill in flying them. Presently Orville and Wilbur were making their own bicycles and astonishing their neighbors by public appearances on a specially designed tandem (a two-person bicycle). The first accounts which they read of experiments with flying machines turned their inventive genius into the new field. In particular the newspaper accounts at that time of Otto Lilienthal's exhibitions with his glider stirred their interest and set them on to search the libraries for literature on the subject of flying. As they read of the work of Langley and others they concluded that the secret of flying could not be mastered in a laboratory; it must be learned in the air. It struck these young men, trained by necessity to count pennies at their full value, as "wasteful extravagance" to mount delicate and costly machinery on wings which no one knew how to manage. They turned from the records of other inventors' models to study the one perfect model, the bird. Said Wilbur Wright, speaking before the Society of Western Engineers, at Chicago:

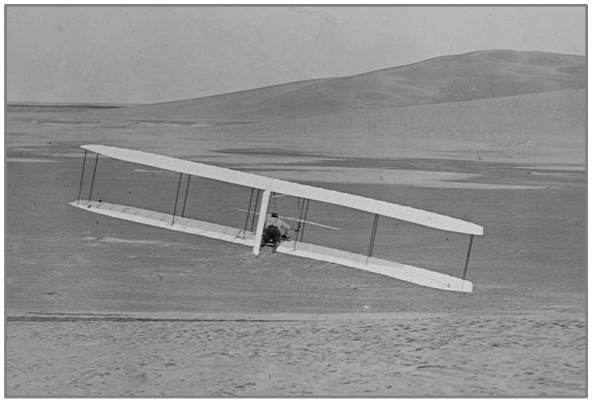
"The bird's wings are undoubtedly very well designed indeed, but it is not any extraordinary efficiency that strikes with astonishment, but rather the marvelous skill with which they are used. It is true that I have seen birds perform soaring feats of almost incredible nature in positions where it was not possible to measure the speed and trend of the wind, but whenever it was possible to determine by actual measurements the conditions under which the soaring was performed it was easy to account for it on the basis of the results obtained with artificial wings. The soaring problem is apparently not so much one of better wings as of better operators."

By the time the Wrights determined to fly, two problems which had beset earlier experimenters had been partially solved. Experience had brought out certain facts regarding the wings; and invention had supplied an engine. But the laws governing the balancing and steering of the machine were unknown. The way of a man in the air had yet to be discovered.

The starting point of their theory of flight seems to have been that man was endowed with an intelligence at least equal to that of the bird, and that with practice he could learn to balance himself in the air as

naturally and instinctively as on the ground. He must and could be, like the bird, the controlling intelligence of his machine. To quote Wilbur Wright again:

"It seemed to us that the main reason why the problem had remained so long unsolved was that no one had been able to obtain any adequate practice. Lilienthal in five years of time had spent only five hours in actual gliding through the air. The wonder was not that he had done so little but that he had accomplished so much. It would not be considered at all safe for a bicycle rider to attempt to ride through a crowded city street after only five hours' practice spread out in bits of ten seconds each over a period of five years, yet Lilienthal with his brief practice was remarkably successful in meeting the fluctuations and eddies of wind gusts. We thought that if some method could be found by which it would be possible to practice by the hour instead of by the second, there would be a hope of advancing the solution of a very difficult problem."



Wilbur Wright makes a turn using wing-warping and the movable rudder, October 24, 1902.

The brothers found that winds of the velocity they desired for their experiments were common on the coast of North Carolina. They pitched their camp at Kitty Hawk in October 1900, and made a brief and successful trial of their gliding machine. Next year, they returned with a much larger machine; and in 1902 they continued their experiments with a model still further improved from their first design. Having tested their theories and become convinced that they were definitely on the right track, they were no longer satisfied merely to glide. They set about constructing a power machine. Here a new problem met them. They had decided on two screw propellers rotating in opposite directions on the principle of wings in flight; but the proper diameter, pitch, and area of blade were not easily arrived at.

On December 17, 1903, the first Wright **biplane** was ready to navigate the air and made four brief successful flights. Subsequent flights in 1904 demonstrated that the problem of **equilibrium** had not been fully solved; but the experiments of 1905 banished this difficulty.

The responsibility which the Wrights placed upon the **aviator** for maintaining his equilibrium, and the tailless design of their machine, caused much headshaking among foreign flying men when Wilbur Wright appeared at the great aviation meet in France in 1908. But he won the Michelin Prize by beating previous records for speed and for the time which any machine had remained in the air. He gave exhibitions also in Germany and Italy and instructed Italian army officers in the flying of Wright machines. At this time Orville was giving similar demonstrations in America. **Transverse control**, the warping device invented by the Wright brothers for the preservation of balance and for making turns, has been employed in a similar or modified form in most airplanes since constructed.

There was no "mine" or "thine" in the diction of the Wright brothers; only "we" and "ours." They were joint inventors; they shared their fame equally, and all their honors and prizes also until the death of Wilbur in 1912. They were the first inventors to make the ancient dream of flying man a reality and to demonstrate that reality to the practical world.



Wright brothers at the
Belmont Park Aviation Meet in 1910

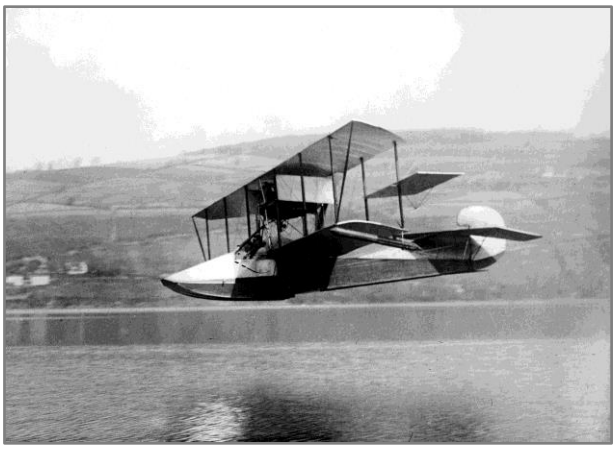
Seaplanes

When the NC flying boats of the United States navy lined up at Trepassey on the coast of Canada in May 1919, for their Atlantic venture and the press was full of pictures of them, how many hasty readers, eager only for news of the start, stopped to think what the initials NC stood for?

The **seaplane** is the chief contribution of **Glenn Hammond Curtiss** to aviation, and the Navy Curtiss Number Four (NC-4), which made the first transatlantic flight in history, was designed by him. The spirit of cooperation, expressed in pooling ideas and fame, which the Wright brothers exemplified, is seen again in the association of Curtiss with the Navy during World War I. NC became a badge signifying equal honors.

Curtiss, in 1900, was—like the Wrights—the owner of a small bicycle shop. It was at Hammondsport, New York. He was an enthusiastic cyclist, and speed was a mania with him. He evolved a motor cycle with which he broke all records for speed over the ground. He started a factory and achieved a reputation for excellent motors. He designed and made the engine for the dirigible of Captain Thomas S. Baldwin; and for the first United States army dirigible in 1905.

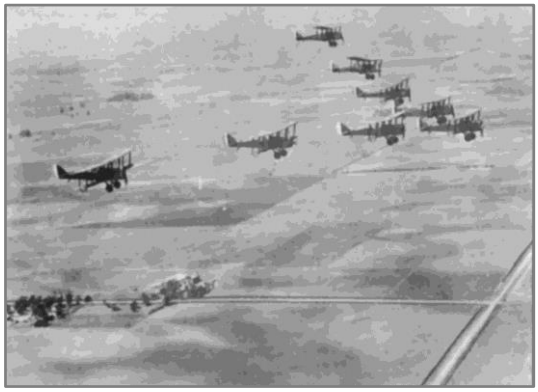
Curtiss carried on some of his experiments in association with Alexander Graham Bell, who was trying to develop a stable flying machine on the principle of the cellular kite—a kite that is not flat but has a shape, often that of a box. Bell and Curtiss, with three others, formed in 1907, the **Aerial Experimental Association** at Bell's country house in Canada, which was fruitful with results, and Curtiss scored several notable triumphs with the craft they designed. But the idea of a machine which could descend and propel itself on water possessed his mind, and in 1911 he exhibited at the aviation meet in Chicago the **hydro-aeroplane**. An incident there set him dreaming of the life-saving systems on great waters. His hydro-aeroplane had just returned to its hangar, after a series of **maneuver**s, when a monoplane in flight broke out of control and plunged into Lake Michigan. The Curtiss machine left its hangar within the minute, covered the **intervening** mile, and **alight**ed on the water to offer aid. The presence of boats made the good offices of the hydro-aeroplane unnecessary on that occasion; but the incident opened up to the mind of Curtiss new possibilities.



Marshall Earle Reid at Keuka Lake in his Curtiss seaplane, circa 1912

Transatlantic Flights

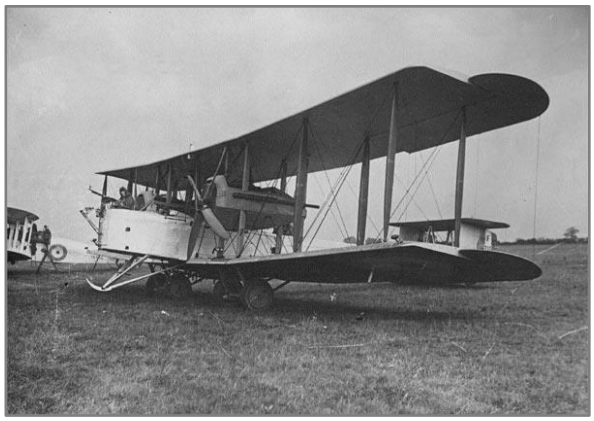
In the first years of World War I, Curtiss built airplanes and flying boats for the Allies. The United States entered the arena and called for his services. The Navy Department called for the big flying boat and the NC type was evolved, which, equipped with four Liberty Motors, crossed the Atlantic after the close of the war.



A formation of De Havilland DH-4s, British-designed, American-built bombers of World War I

The First World War, of course, brought about the magical development of all kinds of aircraft. Necessity not only mothered invention but forced it to cover a normal half century of progress in four years. While Curtiss worked with the Navy, the Dayton-Wright factory turned out the famous **DH fighting planes** under the supervision of Orville Wright. The second initial here stands for Havilland, as the DH was designed by Geoffrey de Havilland, a British inventor.

The year 1919 saw the first **transatlantic** flights. The NC-4, with Lieutenant Commander **Albert Cushing Read** and crew, left Trepassey, Newfoundland, on the 16th of May and in twelve hours arrived at Horta, the Azores, more than a thousand miles away. All along the course the Navy had strung a chain of destroyers, with signaling apparatus and searchlights to guide the aviators. On the twenty-seventh, NC-4 took off from San Miguel, Azores, and in nine hours made Lisbon—Lisbon, capital of Portugal, which had sent out the first bold mariners to explore the Sea of Darkness, prior to Columbus. On the thirtieth, NC4 took off for Plymouth, England, and arrived in ten hours and twenty minutes.



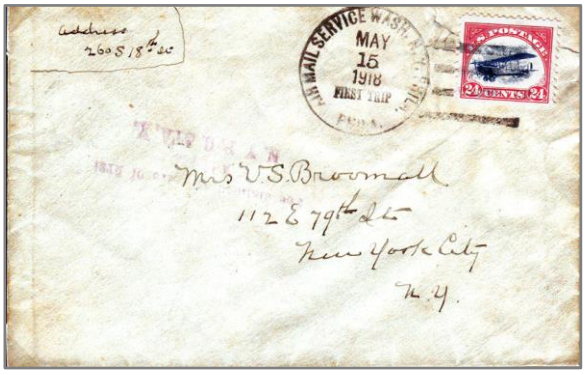
The *Vickers Vimy*

On the 14th of June the Vickers-Vimy Rolls-Royce biplane, piloted by John Alcock and with Arthur Whitten Brown as observer-navigator, left St. John's, Newfoundland, and arrived at Clifden, Ireland, in sixteen hours twelve minutes, having made the first non-stop transatlantic flight.

Hawker and Grieve meanwhile had made the same gallant attempt in a single-engine Sopwith machine and had come down in mid-ocean, after flying fourteen and a half hours, owing to the failure of their water circulation. Their rescue by slow Danish Mary completed a fascinating tale of heroic adventure. The British dirigible R34, with Major G. H. Scott in command, left East Fortune, Scotland, on the 2nd of July, and arrived at Mineola, New York, on the sixth. The R34 made the return voyage in seventy-five hours. In November 1919, Captain Sir Ross Smith set off from England in a biplane to win a prize of ten thousand pounds offered by the Australian Commonwealth to the first Australian aviator to fly from England to Australia in thirty days.

Over France, Italy, Greece, over the Holy Land, perhaps over the Garden of Eden, from which the winged cherubim drove Adam and Eve, over Persia, India, Siam, the Dutch East Indies to Port Darwin in northern Australia; and then southeastward across Australia itself to Sydney, the biplane flew without mishap. The time from Hounslow, England, to Port Darwin was twenty-seven days, twenty hours, and twenty minutes. Early in 1920 the Boer airman Captain van Ryneveld made the flight from Cairo to the Cape.

Commercial development of the airplane and the airship commenced after the war. The first air service for United States mails was, in fact, inaugurated during World War I, between New York and Washington. The **transcontinental** service was established soon afterwards, and a regular line between Key West, Florida and Havana, Cuba. French and British companies began to operate daily between London and Paris carrying passengers and mail. Airship companies were formed in Australia, South Africa, and India. In Canada airplanes were soon being used in **prospect**ing the Labrador timber regions, in making photographs and maps of the northern wilderness, and by the Northwest Mounted Police.



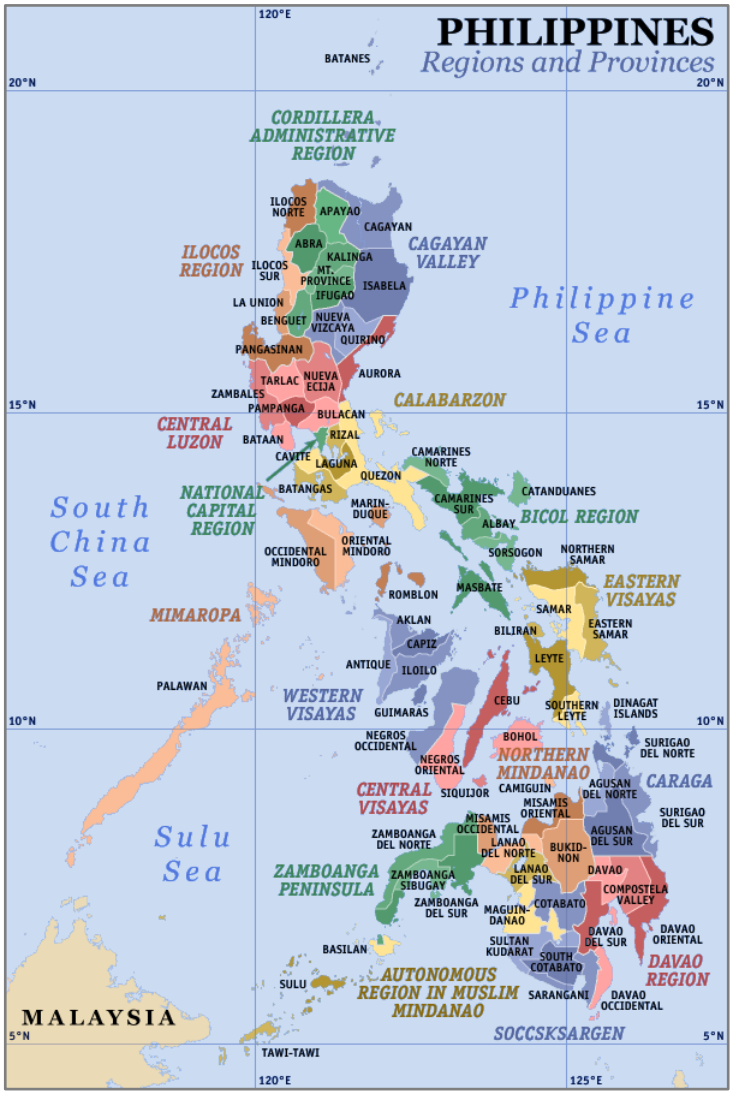
Cover flown on the first day of scheduled Air Mail Service in the US and franked with the first US Air Mail stamp, the 24 Cent "Jenny" (C-3). Cancel: "AIR MAIL SERVICE - WASH. N.Y. PHILA. MAY 15, 1918 - FIRST TRIP PHILA." (CDS)

It is not for history to prophesy. "Emblem of much, and of our Age of Hope itself," the Scottish writer Thomas Carlyle called the balloon of his time, born to mount majestically but "unguidably" only to tumble "whither Fate will." But the aircraft of our day is guidable, and our Age of Hope is neither rudderless nor at the mercy of Fate.

Unit 11: America - A World Power

Teacher Overview

A WAR BETWEEN CUBA AND SPAIN brought America back into conflict outside of her borders. Eventually, this led to both the Philippines and the Hawaiian Islands becoming US territories—but not without much discussion and debate. Although President Harrison was in favor of annexing Hawaii, he left office before that was accomplished, and Grover Cleveland was elected for a second time. The new president did not feel at all pleased with how Hawaii was being treated. So for several years the Hawaiian Islands remained a small, independent republic. However, when William McKinley came into power, the US was again asked to take the Hawaiian Islands under protection.



The Philippines – regions and provinces

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **President McKinley**, **the Spanish-American War**, and **challenges of growth**.
- Choose one of the following topics mentioned in this unit's reading: the **Philippines**, the **West Indies**, or the **Hawaiian Islands**. Do some research on the history of that region's relationship with the US, and prepare either a short written composition or a poster describing that relationship . Be prepared to share this project with others.
- Define vocabulary words.
- Be sure to visit your **HCS Class pages** for additional resources.

Leading Ideas

God honors integrity and despises corruption.

A good name is to be chosen rather than great riches, and favor is better than silver or gold. The rich and the poor meet together; the Lord is the Maker of them all. The prudent sees danger and hides himself, but the simple go on and suffer for it. The reward for humility and fear of the Lord is riches and honor and life. Thorns and snares are in the way of the crooked; whoever guards his soul will keep far from them.

– Proverbs 22:1-5

God's plan is for God-fearing representatives to lead the people according to His laws.

"Now obey my voice; I will give you advice, and God be with you! You shall represent the people before God and bring their cases to God, and you shall warn them about the statutes and the laws, and make them know the way in which they must walk and what they must do. Moreover, look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens."

– Exodus 18:10-21

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

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

– Galatians 3:28

Key People, Places, and Events

William McKinley
McKinley Tariff Act
Cuba
USS *Maine*
Spanish American War
Philippine Islands
West Indies
Hawaiian Islands
Queen Liliuokalani
Sanford B. Dole

Vocabulary

Lesson 1:
protectionist
indignant
anarchist

Lesson 2:
none



Artist's conception of the shooting of McKinley, by T. Dart Walker (c.1905)

Lesson One

History Overview and Assignments
War and Sudden Death

PRESIDENT WILLIAM McKINLEY was highly esteemed by the American people. At the end of his first four years in office he was loved even more than he had been at the beginning, and he was easily elected a second time. There was a shining goodness and honesty about President McKinley that all who came near him loved and respected. Then, slain by an anarchist who believed it was a good deed to kill any ruler, McKinley went to his last resting place, mourned not only by his own people but by Great Britain and nearly every country in Europe as well.



Engraved BEP portrait of
U.S. President William McKinley

Reading and Assignments

- Read the article:
  McKinley – War and Sudden Death.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

protectionist
indignant
anarchist

Key People, Places, and Events

William McKinley
McKinley Tariff Act
Cuba
USS *Maine*
Spanish American War
Philippine Islands
West Indies
Hawaiian Islands
Queen Liliuokalani
Sanford B. Dole

Discussion Questions

1. Describe William McKinley.
2. What was McKinley's original position on the war between Cuba and Spain?
3. What caused America to enter that war?

4. What was the initial reaction of the people of the Philippines to being occupied by the United States?
5. What was the form of government found in Hawaii?
6. Describe how that form of government was changed.
7. Who became President of Hawaii?
8. How did President McKinley die?

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

McKinley – War and Sudden Death

In 1897 **William McKinley** became president. Like some other presidents before him, he came of very humble people and had by his own efforts raised himself until at length he held the highest office in the land.

McKinley was a keen **protectionist**. That is, he believed in putting a heavy tariff on foreign goods coming into the country, not in order to gain revenue or income for the needs of the government, but in order to protect the home manufacturer. He wanted to put such a high duty on foreign goods that the home manufacturer could sell his goods at a high price and still undersell the foreigner. In President Harrison's time McKinley, then a member of Congress, had succeeded in getting the tariff made higher than ever before, and the act then passed was known as the **McKinley Tariff Act**. And just as President Monroe is known outside America chiefly because of the Monroe Doctrine, so President McKinley is known because of the McKinley Tariff Act.

For many years now the United States had been at peace. But the year after McKinley came into office, the country was once more plunged into war.

The Spanish-American War

In days long ago when Englishmen were struggling to found a colony in Virginia, Spain was a great and powerful nation, and her dominions in the New World were vast. But because of her pride and her cruelty Spain lost these dominions one by one, until at length there remained in the Western Hemisphere only a few islands, the largest of which was **Cuba**. But even these were not secure, and again and again the Cubans rose in rebellion against their Spanish oppressors.

The Spaniards waged war against their subjects in most cruel fashion, and the people of the United States looked on with sorrow and indignation at the barbarous deeds which were done at their very doors.

McKinley had been a soldier in the Civil War, and had fought well and gallantly for the flag. But like other soldier presidents he loved peace more than war. Like Cleveland before him he felt unwilling to plunge the country into war. So he shut his ears and turned away his eyes from the misery of Cuba.

But there were many Americans in Cuba. They as well as the Cubans were being

starved. So private merchant ships were sent to Cuba with food for them, and in this way not only they but many Cubans were saved from starvation. Then a United States battleship called the ***Maine*** was sent to Cuba and anchored in the harbor of Havana, to be ready in case of need to help the Americans.

For three weeks the *Maine* lay rocking at anchor. Then on the night of February 15, 1898, while everyone on board was peacefully sleeping, the vessel was blown up and 266 men and officers were killed.



USS *Maine*

When the people of the United States heard the news, a wave of anger passed over the land. But the President remained calm.

"Wait," he said, "wait till we know how it happened."

So grimly the people waited until experts completed an investigation. What they found made them believe that the *Maine* had been attacked from outside. There seemed no doubt that the Spaniards had blown up the vessel, although they **indignant**ly denied having had anything to do with it.

Now there was no holding the people, and very shortly the **Spanish-American War** began. It was short and sharp. In less than four months it was all over. On land and sea the Spaniards were hopelessly beaten, while in the whole campaign the Americans lost scarcely five hundred men in battle, although more than twice that number died of disease.

The war was fought not only in the West Indies but also in the Pacific. For there Spain possessed the **Philippine Islands**. These islands had been in the possession of Spain ever since their discovery by Magellan more than three hundred and fifty years before, and they had been called the Philippines after King Philip II of Spain. Now the long rule of Spain came to an end.

The first battle of the war was fought in the Bay of Manila, the capital of the Philippine Islands. Here the Spanish fleet was shattered while not an American was killed. A month or two later the town of Manila was taken, and the Philippines were in the power of the Americans.

In the **West Indies** too the Spaniards were beaten on land and sea and on August 2, 1898, Spain sued for peace.

By the treaty of peace Cuba became a free republic, while Puerto Rico and all the other Spanish islands in the West Indies were given to the United States, as well as the Philippines.

But no sooner was the treaty signed than the Filipinos (as the residents of the Philippines are called) rose in rebellion against American rule. For three years a kind of irregular war went on. Then the leader of the rebellion was captured. After that the Filipinos gradually laid down their arms. And when they found that the Americans did not mean to oppress them as the Spaniards had done, they became more content under their governance.

The winning of these foreign possessions brought something new into the life and history of America. For now America began to own colonies, a thing

quite unlooked for, and not altogether welcome to many.

Hawaii

At this time, also, besides those won in the Spanish War another group of islands came under American rule. These were the **Hawaiian Islands**, also like the Philippines in the Pacific Ocean.

Hawaii was a monarchy, but for a long time the people had been discontented, and **Queen Liliuokalani** was the last royal ruler of Hawaii. She wanted to be an absolute monarch and do what she liked. But when she tried to change the constitution to her liking, there was a revolution.



Crown Princess Liliuokalani of Hawaii photographed in London during Queen Victoria's Golden Jubilee (1887)

It was a peaceful revolution, and not a shot was fired on either side. It was brought about chiefly by the Americans who lived in the islands. A company of Marines was landed from the United States cruiser *Boston*, which happened to be in the harbor at the time. The Queen was deposed and a provisional government set up.

Sanford B. Dole, an American, was chosen head of this new government. Dole sent word to Washington asking the United States to annex Hawaii. Meanwhile the stars and stripes were hoisted over the government buildings at Honolulu, the capital of Hawaii.

All this had happened just at the end of Harrison's presidency. He and his advisors were quite willing to annex Hawaii. But before the matter could be settled his term of office ended, and Cleveland took his place.

President Cleveland did not feel at all pleased with what had been done, and he sent a commissioner to Honolulu to find out exactly what had happened and whether the people really wanted to be annexed to the United States.

This commissioner came to the conclusion that the Hawaiians did not want to be annexed, and that "a great wrong had been done to a feeble but independent state."

Cleveland therefore refused to annex the islands. He even offered to restore the Queen to her throne if she would promise to forgive all those who had helped to dethrone her. At first she would not promise this, but declared that the leaders of the revolution must be beheaded. In the end, however, she gave way.

"I must not feel vengeful toward any of my people," she said. "If I am restored by the United States, I must forget myself and remember only my dear people and my country. I must forgive and forget the past, permitting no punishment of anyone."

But when Dole was asked to give up the islands, he refused. He and his party were ready to fight rather than allow the Queen to be set again upon the throne. And seeing him thus determined President Cleveland gave up his efforts on behalf of the Queen.

So for several years Hawaii remained a little independent republic with Dole as president. Then when William McKinley came into power, the United States was again asked to take the islands under protection. And in July 1898, while the Spanish-American War was being fought, the Hawaiian Islands were annexed, and with solemn ceremony the US flag was once more hoisted in Honolulu.

A few years later the islands were made a territory. So, the people became citizens of the United States and sent representatives to Congress.

No president perhaps grew in the love of the people as McKinley did. At the end of his four years office he was loved far more than he had been at the beginning, and he was easily elected a second time. And but a few months of his second term had passed when people began to talk of electing him a third time.

But when McKinley heard of this, he was vexed. He told the people that they must put such an idea out of their heads, for he would not be a candidate for a third term on any consideration.

"All I want," he said, "is to serve through my second term in a way acceptable to my countrymen, and then go on doing my duty as a private citizen."

But alas! He was not to be allowed even to serve out his second term. Only six months of it had gone when he went to visit the great Pan-American Exhibition in Buffalo, NY. Here he made a speech which seemed to show that he was changing his ideas about high tariffs, and that it was time now, he thought, to lower them.

The next day, he held a great reception in one of the buildings of the Exhibition. Crowds of all sorts of people streamed into the hall, eager to see the President and shake hands with him. Among these came a well-dressed young man who seemed to have hurt his hand, for it was covered with a handkerchief.

The man came quite close to the President who held out his hand with a smile. Then quickly the man fired two shots. Not an injured hand but a pistol had been hidden under the handkerchief.

The President did not fall. He walked steadily to a chair and leaned his head upon his hand.

"You are wounded," said his secretary.

"Ho, I think not. I am not much hurt," replied the President. But his face was white and drawn with pain; blood flowed from his wounds. Yet in his pain he thought only of others.

His first thought was for his wife, who was disabled. "Don't let her know," he said. But he thought too of the wretched man who had shot him. "Don't hurt him," he murmured.

At first it was thought that the wounds were not fatal and that the President would recover. But just as everyone believed that the danger was over his strength seemed to fail him, and in little more than a week he died.

There was such a shining goodness and honesty about President McKinley that all who came near him loved and respected him. Now he went to his last resting place mourned not only by his own people but by Great Britain and nearly every country in Europe besides. Even his murderer had no special hatred of McKinley. He was an **anarchist** who believed it was a good deed to kill any ruler.

So, in the midst of his usefulness, a good man was ruthlessly slain.

Lesson Two

History Overview and Assignments

Challenges of Growth

DURING THE ADMINISTRATIONS of Presidents McKinley and Cleveland, the United States added the territories of the Hawaiian Islands, the West Indies, and the Philippines. These annexations brought new challenges and questions to the people of the United States.



Satellite view of the Hawaiian Islands

Reading and Assignments

- Choose one of the following topics mentioned in this unit's reading: the **Philippines**, the **West Indies**, or the **Hawaiian Islands**. Do some research on the history of that region's relationship with the US, and prepare either a short written composition or a poster describing that relationship . Be prepared to share your project with others.
- Be sure to visit your **HCS Class pages** for additional resources.



The West Indies

Unit 12: The Roosevelt and Taft Administrations

Teacher Overview

UPON THE DEATH OF William McKinley, Theodore Roosevelt became President of the United States. The youngest president the nation had ever had, "Teddy" Roosevelt brought great energy and vitality to the office, and he set about to find ways to help America prosper. The most significant thing he did was to oversee the construction of the Panama Canal. Oklahoma also became a state during his presidency. William Howard Taft became president after Roosevelt, and two states—Arizona and New Mexico—were added to the Union during his administration.



Location of Panama between the Pacific Ocean and the Caribbean Sea

Reading and Assignments

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

In this unit, students will:

- Complete one lesson in which they will learn about **President Theodore Roosevelt**, **the Panama Canal**, and **President William H. Taft**.
- Create a biography notebook page on **Theodore Roosevelt**.
- Define a vocabulary word.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

God honors integrity and despises corruption.

A good name is to be chosen rather than great riches, and favor is better than silver or gold. The rich and the poor meet together; the Lord is the Maker of them all. The prudent sees danger and hides himself, but the simple go on and suffer for it. The reward for humility and fear of the Lord is riches and honor and life. Thorns and snares are in the way of the crooked; whoever guards his soul will keep far from them.

– Proverbs 22:1-5

God's plan is for God-fearing representatives to lead the people according to His laws.

"Now obey my voice; I will give you advice, and God be with you! You shall represent the people before God and bring their cases to God, and you shall warn them about the statutes and the laws, and make them know the way in which they must walk and what they must do. Moreover, look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens."

– Exodus 18:10-21

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

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

– Galatians 3:28

Vocabulary

Lesson 1:
isthmus

Key People, Places, and Events

Theodore Roosevelt
Panama Canal
Gulf of Darién
Oklahoma
William H. Taft
New Mexico
Arizona



The first ship to transit the canal, the SS *Ancon*, passes through on 15 August 1914.

Lesson One

History Overview and Assignments
Presidents Roosevelt and Taft

"As Mr. Roosevelt was the youngest of all presidents, he brought to the White House a youthful energy and "hustle" such as no president had before. He had strong opinions to which he never hesitated to give voice, and perhaps since Lincoln no president had been such a forceful leader. Perhaps the most interesting thing in Roosevelt's presidency was the beginning of the Panama Canal."

– from the adapted article below



President Theodore Roosevelt



President William H. Taft

Key People, Places, and Events

Theodore Roosevelt
Panama Canal
Gulf of Darién
Oklahoma
William H. Taft
New Mexico
Arizona

Vocabulary

isthmus

Reading and Assignments

- Read the article: *Presidents Roosevelt and Taft*.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include an overview of key people, dates, and events in your summary.
- Instead of answering discussion questions, complete a biography notebook page on **President Theodore Roosevelt**. Include the events and accomplishments during his time as president.
- Be sure to visit your **HCS Class pages** for additional resources.

Upon McKinley's death **Theodore Roosevelt**, the Vice President, became president. He was the youngest of all the presidents, being only forty-two when he came into office. Mr. Roosevelt was in the mountains with his wife and children when the news was brought to him that the President was dying. At nine o'clock at night he started off on a long drive of thirty-five miles to the railway station. The road was narrow, steep, and full of mud holes, and the drive through the darkness was one of danger.

A little after five in the morning the station was reached. Here a special train was waiting which carried the Vice President to Buffalo as fast as might be. But he was too late to see his president in life. For while he was still on his wild drive through the night, President McKinley had passed peacefully to his last rest.

As Mr. Roosevelt was the youngest of all presidents, he brought to the White House a youthful energy and "hustle" such as no president had before. He had strong opinions to which he never hesitated to give voice, and perhaps since Lincoln no president had been such a forceful leader.

Perhaps the most interesting thing in Roosevelt's presidency was the beginning of the **Panama Canal**.

You remember that when Columbus set forth upon the Atlantic, his idea was to reach the east by sailing west. And to the day of his death he imagined that he had reached India by sailing westward. But soon men found out the mistake and began the search for northwest passages by which they might sail past the great continent, and so reach India.

The Northwest Passage, however, proved a delusion. The men turned their attention to the narrow **isthmus** by which the two vast continents of North and South America are joined. And soon the idea of cutting a canal through this narrow barrier began to be talked of. But time went on, and the Spaniards who held sway over the isthmus did no more than talk. Then an adventurous Scotsman was seized with the idea of founding a colony on the **Gulf of Darién**, which is the southernmost portion of the Caribbean Sea, lying next to the border between Colombia and Panama**.** He meant to build a great harbor where all the ships of the world would come. Merchandise was to be carried overland across the isthmus by camels, and soon his colony would be the key to all the commerce of the world.

Such was his golden dream, but it ended in utter failure.

Still, the idea grew. Men of many nations began to discuss the possibility of building the canal. And at length the French got leave from the government of Colombia, and work on a canal was begun. But after working for many years the French gave up the undertaking, which was far more difficult and had cost far more money than they had expected. Meanwhile the Americans had become much interested in the scheme, and they had begun to think of cutting a canal through the isthmus at

Nicaragua. Then when the French company went bankrupt, they offered to sell all their rights to the canal to the United States. There was a good deal of discussion over the matter, for some people thought that the Nicaragua route would be better. But in the end it was agreed to take over the canal already begun, and go with it.

Everything was arranged when the Colombian Senate refused to sign the treaty. By this treaty they were to receive ten million dollars, besides a yearly rent for the land through which the canal ran. But that sum seemed to them now too small, and they refused to sign the treaty unless the money to be paid down should be increased to twenty-five million dollars.

This the United States was unwilling to give. Everything came to a standstill, and it seemed as if the Panama scheme would have to be given up, when suddenly a new turn was given to affairs. For the people of Panama rose in rebellion against Colombia and declared themselves a republic.

The United States at once recognized the new republic, and before a month had passed a treaty between the United States and the Republic of Panama was drawn up and signed, and the work on the great canal was begun.

A good many people, however, were not very pleased at the manner in which the struggle had been ended. They thought that the United States ought not to have taken the part of rebels in such haste. But the President was quite satisfied that he had done the right thing, and that it would have been dishonorable not to help the new republic.

In 1902 Mr. Roosevelt had become president "by accident." If it had not been for the tragedy of President McKinley's death he would not have come into power, and the thought grieved him somewhat. So when he was actually elected president, he was quite pleased. For now he felt that he held his great office because the people wanted him, and not because they could not help having him.

Few presidents have grown so much in popularity after coming into office as Mr. Roosevelt. People felt he was a jolly good fellow, and throughout the length and breadth of the land he was known as "Teddy."

"Who is the head of the government?" a little girl was asked.

"Mr. Roosevelt," was the reply.

"Yes, but what is his official title?"

"Teddy," answered the little one.

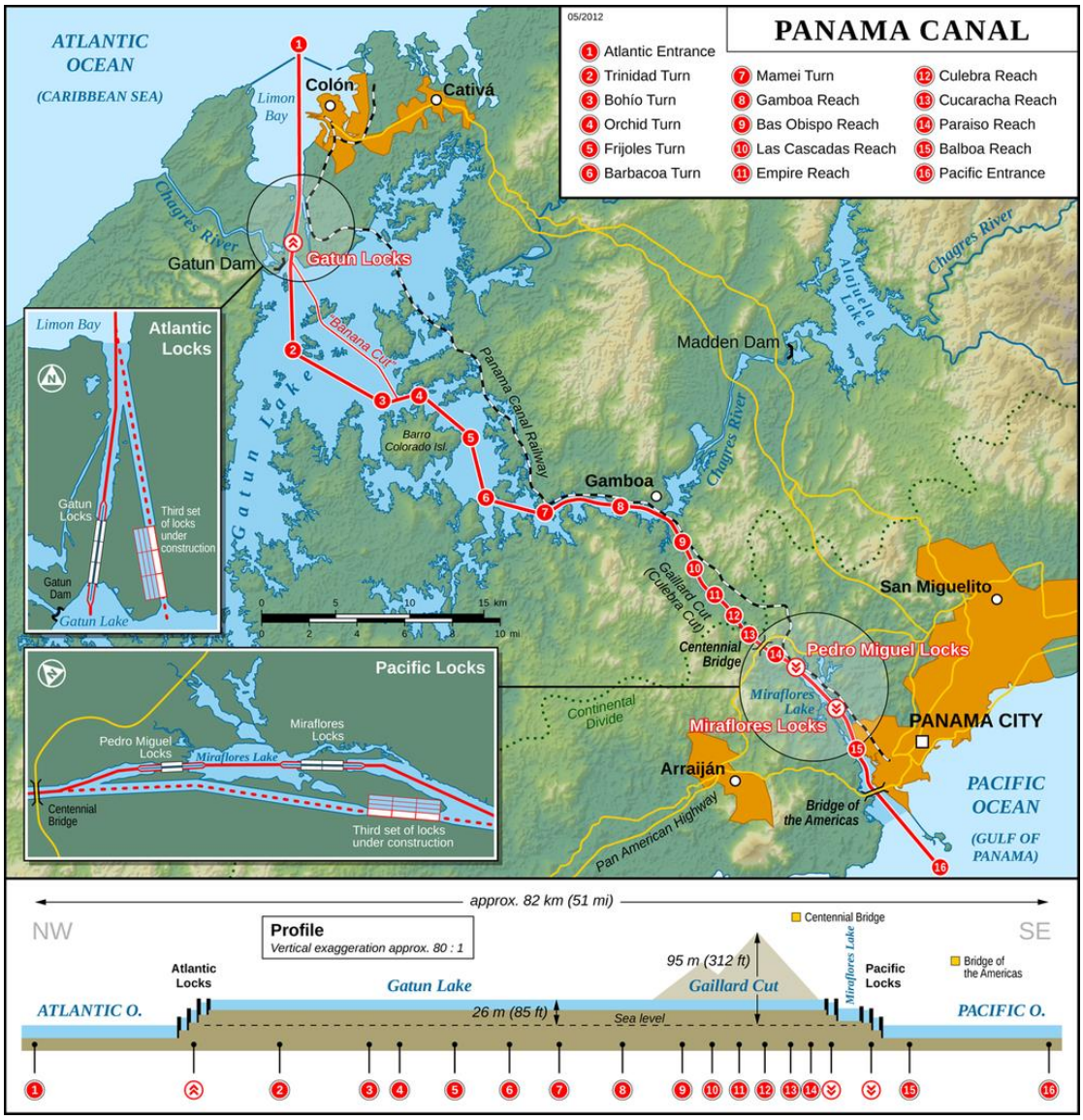
During this presidency **Oklahoma** was admitted to the Union as the forty-sixth state. Oklahoma is a Native American word meaning "red people." It was part of the Louisiana Purchase and had been set aside as a Native American reservation. All the land, however, was not occupied, and as some of it was exceedingly fertile, the non-natives began to agitate to have it opened to them. So at length the Native Americans had given up their claim to part of this territory in return for a sum of money.

This was in 1889, and President Harrison proclaimed that at twelve o'clock noon on the 22nd of April the land would be opened for settlement. Long before that day, people had set out in all directions to the borders of Oklahoma. On the morning of the 22nd of April, at least twenty thousand people had gathered on the borders. And as soon as the blowing of a bugle announced that the hour of noon had struck, there was a wild rush over the border. Before darkness fell whole towns were staked out. Yet there

was not enough land for all, and many had to return home disappointed. The population of Oklahoma increased with a bound, but it was not until eighteen years later, in September of 1907 when Theodore Roosevelt was president, that it was admitted to the Union as a state.

In 1909 **William H. Taft** became president. Mr. Taft had been governor of the Philippines, and had shown great tact and firmness in that post. He and President Roosevelt were friends, and Roosevelt did all he could to further his election.

During Mr. Taft's presidency, two states were admitted to the Union—the last two for nearly 50 years. Ever since the Civil War **New Mexico** had been seeking admission as a state, and at one time it was proposed to call this state Lincoln. That suggestion, however, came to nothing, and some years later it was proposed to admit New Mexico and **Arizona** as one state. To this Arizona objected, and at length they were admitted as separate states, New Mexico on the 6th of January and Arizona on the 11th of February, 1912. Both these states were made out of the Mexican Concession and the Gadsden Purchase.



A schematic of the Panama Canal, illustrating the sequence of locks and passages

Unit 13: President Woodrow Wilson and Mexico

Teacher Overview

PRESIDENT WOODROW WILSON was elected president during a very trying time in the United States. At home many things needed reform, and there was trouble on the southern border. For two years Mexico, which had always been a troublesome neighbor, had been in a constant state of anarchy. One revolution followed another, and battles and bloodshed became common events. But President Wilson could do little, because the Mexicans made it plain that any interference on the part of America would mean war.



Satellite view of Mexico from Earth orbit

Reading and Assignments

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

In this unit, students will:

- Complete one lesson in which they will learn about **President Wilson** and **troubles with Mexico**.
- Create a biography notebook page for **Woodrow Wilson**.
- Visit their **HCS Class pages** for additional resources.

Key People, Places, and Events

Woodrow Wilson
McKinley Tariff
Federal Reserve Act
Child Labor Act
Francisco Madero
Victoriano Huerta
Mexican Revolution
Venustiano Carranza

Leading Ideas

God honors integrity and despises corruption.

A good name is to be chosen rather than great riches, and favor is better than silver or gold. The rich and the poor meet together; the Lord is the Maker of them all. The prudent sees danger and hides himself, but the simple go on and suffer for it. The reward for humility and fear of the Lord is riches and honor and life. Thorns and snares are in the way of the crooked; whoever guards his soul will keep far from them.

– Proverbs 22:1-5

God's plan is for God-fearing representatives to lead the people according to His laws.

"Now obey my voice; I will give you advice, and God be with you! You shall represent the people before God and bring their cases to God, and you shall warn them about the statutes and the laws, and make them know the way in which they must walk and what they must do. Moreover, look for able men from all the people, men who fear God, who are trustworthy and hate a bribe, and place such men over the people as chiefs of thousands, of hundreds, of fifties, and of tens."

– Exodus 18:10-21

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

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

– Galatians 3:28

Scripture teaches that workers should be appropriately paid.

For Scripture says, "Do not muzzle an ox while it is treading out the grain," and "The worker deserves his wages."

– 1 Timothy 5:18

Lesson One

History Overview and Assignments
Wilson – Troubles With Mexico

"The state of things in Mexico went from bad to worse, and when President Wilson became president a settlement with Mexico was one of the problems he had to face. But first of all, the new president turned his thoughts to home matters."

– from the adapted article below



Woodrow Wilson , official presidential portrait, by Frank Graham Cootes (1913)

Reading and Assignments

- Read the article *Wilson – Troubles With Mexico*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Create a biography notebook page for **President Woodrow Wilson**.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Woodrow Wilson
McKinley Tariff
Federal Reserve Act
Child Labor Act
Francisco Madero
Victoriano Huerta
Mexican Revolution
Venustiano Carranza

Discussion Questions

1. Did the McKinley Tariff had a positive or negative effect on the poorer citizens of the United States?
2. When the McKinley Tariff was repealed, how did the US Treasury make up for the loss?
3. What was the purpose of the Child Labor Act?
4. How did the US conflict with Mexico end?

In 1913 Mr. Taft's term of office came to an end, and Mr. **Woodrow Wilson** was elected president. He came into office at no easy time. At home many things needed reform, and there was trouble on the borders. For two years the republic of Mexico, which had always been a troublesome neighbor, had been in a constant state of anarchy. One revolution followed another, and battles and bloodshed became common events. Many Americans had settled in Mexico, and in the turmoil American lives were lost and American property ruined. While Mr. Taft was in office, he tried to protect the Americans in Mexico.

But he could do little, as the Mexicans made it plain that any interference on the part of America would mean war. Mr. Taft avoided war, but the state of things in Mexico went from bad to worse, and when Mr. Wilson became president a settlement with Mexico was one of the problems he had to face. But first of all, the new president turned his thoughts to home matters.

Ever since the **McKinley Tariff** had been passed, the duties on goods imported into the country had remained high. Many people, however, had come to believe that high tariffs were a mistake, for while they enriched a few they made living more expensive than need be for many. These people wished to have tariffs "for revenue only." That is, they thought duties should only be high enough to produce sufficient income for the needs of the government. They objected to tariffs merely for "protection." That is, they objected to tariffs which "protected" the manufacturer at the expense of the consumer.

President Wilson held these opinions strongly, and during the first year of his presidency a bill was passed by which luxuries, things which only rich people bought, were heavily taxed, while the taxes on foodstuffs and wool, things which the poorest needed, were made much lighter. These changes in the tariff brought in much less income for the government, and to make up for the loss an income tax was levied for the first time, everyone who earned more than $4,000 a year having to pay it. In this way the burden of taxes was shifted from the poor to the rich.

The President next turned his attention to the banks. Little change had been made in their way of doing business since the Civil War, and for some time it had been felt that to meet the growing needs of trade a change was needed. Many people had tried to think out a new system, but it was not easy, and they failed. Mr. Wilson, however, succeeded, and in December 1913, the **Federal Reserve Act** was passed.

It would take too long, and would be rather difficult, to explain just what this act was. In short, it was meant to keep too much money from getting into the hands of a few people, and to give everyone with energy and enterprise a chance to succeed in business.

Other acts connected with the trade of the country followed these, all intended to make the life of the weak and poor easier. Of

these, perhaps the most interesting for us is the **Child Labor Act**. This act was meant to keep people from making young children work too hard, and in order to make child labor less profitable to "exploiters," the act forbids the sending of goods made by children under fourteen from one state to another. If the children were obliged to work at night, or for more than eight hours during the day, the age was raised to sixteen. This act was signed in September 1916, but did not come into force until September 1917. While these things were being done within the country, troubles beyond its borders were increasing. First there was trouble with Mexico.



Lewis Hine's photography exposing child labor in America was among the factors which led to a change in attitudes about labor policy.

Trouble With Mexico

A few days before Mr. Wilson was inaugurated, **Francisco Madero**, the President of Mexico, was deposed and murdered, and a rebel leader named **Victoriano Huerta** at once proclaimed himself president. This was part of the **Mexican Revolution**, which lasted from 1910 to 1920 and resulted in the creation of the Mexican Constitution.

That Huerta had anything to do with the murder of Madero has never been openly proved, but Mr. Wilson, believing that he had, looked upon him as an assassin and refused to acknowledge him as head of the neighboring republic. But beyond that Mr. Wilson hesitated to mix himself or his country in the Mexican quarrel, believing that the Mexicans themselves could best settle their own affairs.

"Shall we deny to Mexico," he asked a little later, "because she is weak, the right to settle her own affairs? No, I say. I am proud to belong to a great nation that says, 'this country which we could crush shall have as much freedom in her own affairs as we have in ours.'"

Whether the President was wise or unwise in his dealings with Mexico we cannot say. But the one thing we can see clearly is that Mr. Wilson loved and desired peace, not only with Mexico but with the whole of America. He wanted to unite the whole of America, both North and South, in bonds of kindness. He wanted to make the small, weak republics of South America feel that the great republic of North America was a watchful friend and not a watchful enemy—eager, and able when she chose, to crush them. Had the United States put forth her strength, Mexico could have been conquered, doubtless, in no long time. But Mr. Wilson took a wider view than those who counseled such a course.

Instead of crushing Mexico and thereby perhaps arousing the jealousy and suspicion of other weak republics, he tried to use the

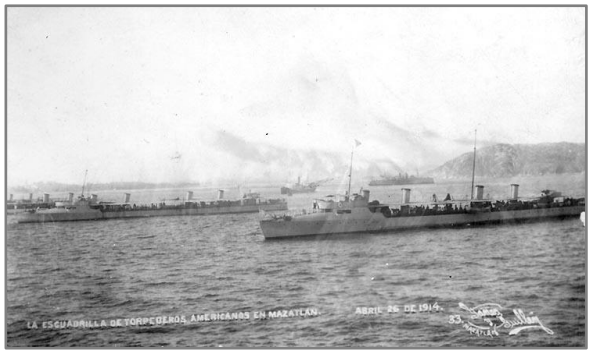
trouble to increase the goodwill of these republics toward the United States. He tried to show them that the United States was one with them and had no desire to enlarge her borders at the expense of another. Whether the means he used were wise or not time will show.

For the most part the country was with the President in his desire to keep out of war with Mexico. This was partly because they believed that America was not prepared for war, and partly because they knew that war must certainly end in the defeat of the Mexicans. Having defeated them the United States would then be forced to annex their territory, and this no one wanted.

But to keep out of war was no easy matter. The wild disorder in Mexico increased daily. Besides Huerta, other claimants for the presidency appeared and the country swarmed with bandit forces under various leaders, all fighting against each other.

At length in April 1914, some United States sailors who had landed at the Mexican port of Tampico were taken prisoner by the Huertists. They were soon set free again, but Huerta refused to apologize in a satisfactory way, and an American squadron was sent to take possession of Veracruz. War now seemed certain. But it was averted, and after holding Veracruz for more than seven months the American troops were withdrawn. "We do not want to fight the Mexicans," said Mr. Wilson at the funeral of the sailors who lost their lives in the attack. "We want to serve them if we can. A war of aggression is not a proud thing in which to die. But a war of service is one in which it is a grand thing to die."

On the invitation of the United States three of the South American republics, Argentina, Brazil, and Chile, known from their names as the A.B.C. Powers, now joined with the United States in trying to settle the Mexican difficulty. In May 1914, they held a Mediation Conference at Niagara Falls in Canada. But nothing came of it, and the disorder in Mexico continued as before.



USS *Truxton* and USS *Whipple* at Mazatlán, April 26, 1914, keeping watch on Mexican gunboat *Morales* (two-funnel ship in background)

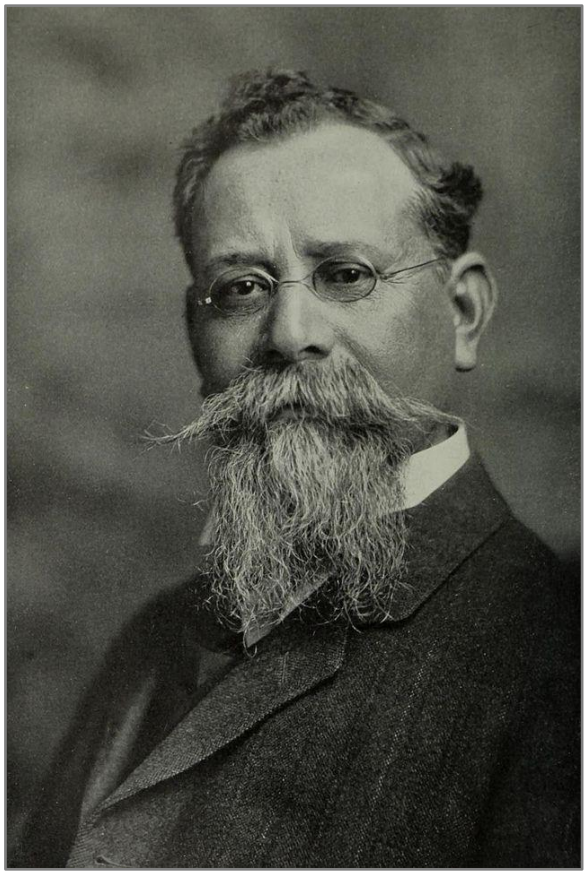
In July, however, there seemed some hope of a settlement. Huerta fled to Europe leaving his friend, Francisco Carbajal, as president. For a month Carbajal kept his post. Then anarchy worse than ever broke loose. Three men, Carranza, Villa, and Zapata, each declaring himself president, filled the land with bloodshed and ruin.

Once again, on the invitation of the United States, South America intervened, delegates from six South American republics meeting at Washington to consider what could be done to bring peace to the troubled country. They decided to give the Mexicans three months in which to settle their quarrels, and warned them that if by that time order was not restored United America would be forced to take action.

Soon after this, however, **Venustiano Carranza** succeeded in subduing his rivals to a certain extent and gained possession of

the greater part of the country. The United States, therefore, recognized him as President of Mexico, and very shortly many of the European powers did the same.

It seemed as if peace might really come at last to Mexico. But although Villa was bested he was by no means crushed, and he and his undisciplined followers still kept the country in a state of unrest, committing many deeds of violence. In January 1916, these marauding troops seized and murdered a party of Americans. A little later they crossed frontiers and were only driven back after a sharp encounter with United States troops.



José Venustiano Carranza Garza was one of the leaders of the Mexican Revolution. He ultimately became President of Mexico following the overthrow of the dictatorial Victoriano Huerta regime in the summer of 1914.

This had to be stopped, and, as Carranza seemed unable to subdue the rebels, five thousand American troops entered Mexico intent on punishing Villa and his bandits. But the task was no easy one. Villa was well suited to be a bandit leader, and he was thoroughly at home in the wild and mountainous country. The Americans, however, pressed him hard, and a battle was fought in which he was believed for a time to have been killed. Soon, however, he was discovered to be alive, and as aggressive as before.

Meanwhile President Carranza had grown restless and suspicious of American interferences, and demanded that the United States troops be withdrawn from Mexican soil. Indeed he became so threatening that Mr. Wilson called out the militia and ordered a squadron of war vessels to Mexican waters.

Scarcely was this done when the news reached Washington that a skirmish had taken place between Mexican and United States troops in which forty had been killed and seventeen taken prisoner.

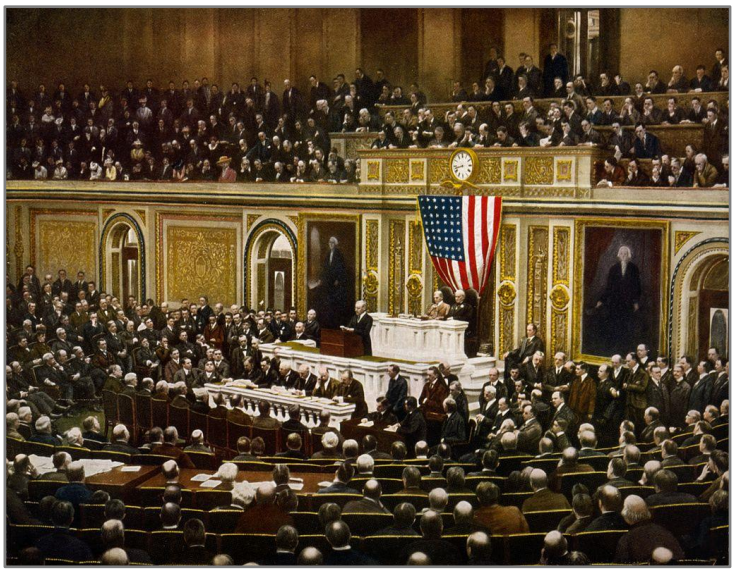
War was now certain. But once more it was averted. Carranza set his prisoners free and proposed that the two republics should settle their differences by arbitration.

To this Mr. Wilson agreed, and in the beginning of September a commission composed of delegates from both countries came together. The Commission suggested that both Mexico and the United States work together to patrol the frontiers and safeguard them from further raids. But to this Carranza would not agree, and in February 1917, the United States troops were withdrawn, and Mexico was once more left “to save herself.”

Unit 14: The "Great War" Begins

Teacher Overview

WORLD WAR I, known at the time as the "Great War," was the biggest war the world had ever known. Open conflict began in 1914 with the assassination of Archduke Franz Ferdinand of Austria. After Austrian demands were not met, Austria declared war on Serbia and suddenly many of the great alliances between various European nations were called into action. The result of centuries of friction between various European countries and people groups, the First World War involved more nations and caused more casualties than any other war before it.



President Wilson asking Congress to declare war on Germany, April 2, 1917

Vocabulary

Lesson 1:
neutral
menace
turbulent
entangle
allay
wanton
imbue
prudence
amuck
gauntlet
rancor

Reading and Assignments

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

In this unit, students will:

- Complete one lesson in which they will learn about **President Wilson and World War I**.
- Research the **history of the song**, "The Battle Hymn of the Republic" and prepare to share what they learned.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Key People, Places, and Events

World War I
Franz Ferdinand
Triple Entente
European Allies
Central Powers
Monroe Doctrine
Woodrow Wilson
Zeppelin airship

Leading Ideas

Evil desires stir up conflict.

What causes quarrels and what causes fights among you? Is it not this, that your passions are at war within you?

– James 4:1

Seek, whenever possible, to live in peace.

If possible, so far as it depends on you, live peaceably with all.

– Romans 12:18

Turn away from evil and do good. Seek peace and pursue it.

– Psalm 34:14

Christians need not be ashamed of protecting peace and punishing wickedness in war when needed by their government to do so.

And I looked and arose and said to the nobles and to the officials and to the rest of the people, "Do not be afraid of them. Remember the Lord, who is great and awesome, and fight for your brothers, your sons, your daughters, your wives, and your homes."

– Nehemiah 4:14



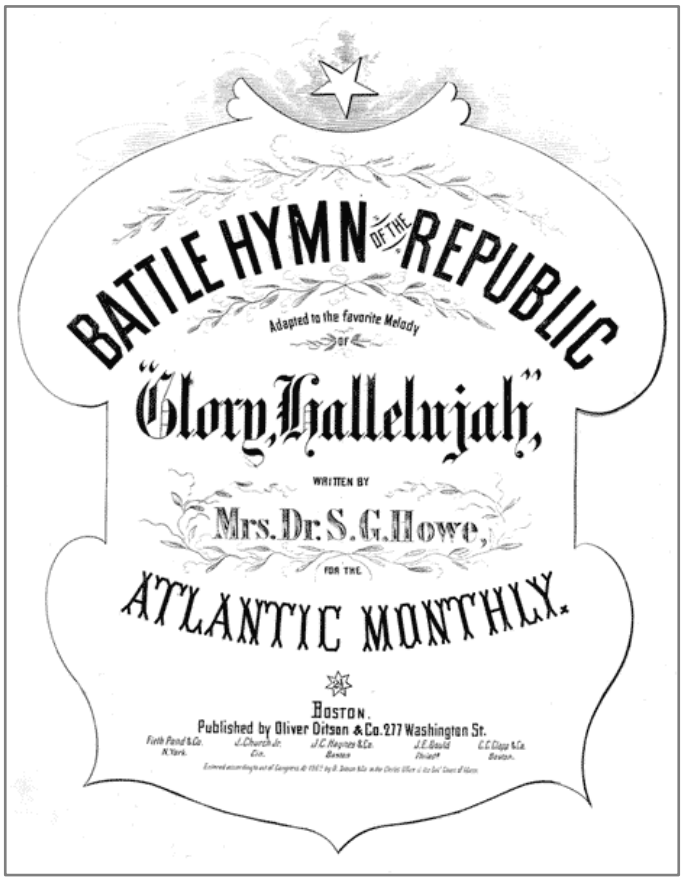
1917 watercolour by Felix Schwormstädt – translated title: ***In the rear engine gondola of a Zeppelin airship during the flight through enemy airspace after a successful attack on England***

Lesson One

History Overview and Assignments
President Wilson and the "Great War"

"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts – for democracy, for the right of those who submit to authority to have a voice in their own government, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations, and make the world itself at last free."

– President Woodrow Wilson



Cover of the 1862 sheet music for "The Battle Hymn of the Republic"

Reading and Assignments

- Read the article: *Wilson – The Great War*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
  - OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Research the **history of the song**, "The Battle Hymn of the Republic." Prepare to share what you learned.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

neutral	entangle	imbue	gauntlet
menace	allay	prudence	rancor
turbulent	wanton	amuck	

Key People, Places, and Events

World War I
Franz Ferdinand
Triple Entente
European Allies
Central Powers
Monroe Doctrine
Woodrow Wilson
Zeppelin airships

Discussion Questions

1. What event prompted the start of World War I?
2. Who was Archduke Franz Ferdinand?
3. What countries were part of the Triple Entente?
4. What countries were part of the Central Powers?
5. Describe the intent of the Monroe Doctrine.
6. With Europe at war, was it possible for America to continue to hold to the Monroe Doctrine?
7. What was President Wilson's position on the war?
8. What did President Wilson do and say as he took the oath of the presidency of the United States?

Adapted for Elementary School from the book:

This Country of Ours

by Henrietta Elizabeth Marshall

Wilson – The Great War

World War I Begins

The disorder in Mexico was distressing to America, and it was disastrous to the Mexicans themselves. But the effect on America as a whole was slight, while the world at large felt it scarcely at all.

In 1914, while the Mexican trouble was still grave, **World War I** broke out in Europe. This, strange to say, was to prove a far greater **menace** to the peace of the United States than the war and bloodshed in the **turbulent** republic on her borders. The war, of course, was not called World War I when it was fought (since no other world wars were expected at that time), but was called the "**Great War**."

The war officially began on June 28, when Archduke **Franz Ferdinand**, the crown prince of Austria-Hungary, was shot and killed by a Yugoslav nationalist whose group sought independence from Austria-Hungary to join with Austria's enemy, Serbia. Austria-Hungary, after issuing several harsh demands, declared war on Serbia.



Archduke Franz Ferdinand with his wife Sophie, Duchess of Hohenberg, and their three children

Great alliances, forged over the previous century to keep peace while the European nations raced against each other to colonize and build wealth, were now called into action. Russia sprang to the defense of Serbia and sent forces to the German border, assuming Germany would side with Austria-Hungary. France mobilized to help Russia, and Britain came to the aid of France. Germany, which had long planned for conflict, declared war on Russia and invaded Belgium and Luxembourg while heading toward France.

Before long a formal alliance called the **Triple Entente** (meaning "triple friendship") formed between Russia, France, and Great Britain. Later this group grew and became the **European Allies**. Meanwhile, another group of nations, which called themselves the **Central Powers**, developed between Germany and Austria-Hungary.



The leaders of the Central Powers: Germany's Kaiser Wilhelm II, Austria's Kaiser and Hungary's King Franz Joseph, the Ottoman Empire's Sultan Mehmed V, Bulgaria's Tsar Ferdinand America's First Response

In the days of the French Revolution more than a hundred years beforehand, when France was warring with a sea of foes, George Washington had declared the United States to be **neutral**. He had refused to draw swords even in aid of the friend who only a few years earlier that had helped Americans so generously in their struggle for freedom. He was wise. For in those days America was weak. She was the youngest of the world's great nations, she had hardly "found herself." Had she mixed herself in the European quarrel she would have suffered greatly, perhaps might even have lost her new-found freedom.

All this President Washington knew. Gratitude was due to France, but not useless sacrifice, which would merely bring ruin on America and help France not at all. So Washington declared for neutrality and maintained it.

Thirty years later President Monroe announced his famous policy called the **Monroe Doctrine**. In the words of Thomas Jefferson, the policy was, "First, never to **entangle** ourselves in the broils of Europe; second, never to suffer Europe to intermeddle with cis-Atlantic affairs" (meaning not to allow Europe to interfere with affairs in the Americas). To that doctrine America had remained faithful.

But in the years which had passed since the Monroe Doctrine was first announced, many changes had taken place. America was no longer weak, but grown to giant's strength, great among the great. The trade of Europe and the trade of America had become interlocked, discoveries and inventions, the wonders of steam and electricity, had made light of the broad Atlantic. Men now traveled from the one continent to the other with greater ease than from Boston to Washington a hundred years before.

By a thousand ties of commerce and of brotherhood the old world was bound to the new. So the war cloud which darkened Europe cast its shadow also over America,

even although at first there was no thought that America would be drawn into the war. Was it possible, men asked, while Europe was in death grips, for America still to keep her "splendid isolation?" Was it not time for her to take a place, "in the Parliament of man, in the Federation of the world?"

The ties which bound America to Europe, however, bound her to no single country but to all; bound her equally, it would seem, to France, Britain, and Germany. The first founders of the Republic were of British stock, but with the passing years millions of Germans had found a home within her hospitable borders, together with natives of every nation involved in the war. How then could America take sides? No matter which side she took it seemed almost certain to lead to civil war at home. So on the 11th of August, 1914, President **Woodrow Wilson** proclaimed the neutrality of the United States.

To the great bulk of the nation this seemed wise, for the nation as a whole loved and desired peace, and realized the madness and uselessness of war. Indeed America more than the nations of the Old World had come to see that war is an old-fashioned, worn-out way of settling quarrels.

But although the United States might proclaim her neutrality, she was nonetheless entangled in the war. Germany declared a blockade of Britain, Britain declared a blockade of Germany, and these declarations had a far greater effect on American trade than the Berlin Decrees and the war orders in the day of Napoleon. Difficulties arose with both countries. But the difficulties which arose with Britain were such as wise statesmanship might **allay**. They were concerned with such things as the censoring of mails and other irritating delays which interfered with and caused loss of trade. With Germany the difficulties were of a far more serious nature, and soon all sane and freedom-loving people found it difficult, if not impossible, to remain neutral in spirit.

The German cause had never been a good one. No danger had threatened the country. No European nation desired to make war upon them. They went to war **wanton**ly, and without just cause. Soon it became plain that they meant to wage war with a ruthlessness and inhumanity the world had never known. They threw to the winds all the laws of "fair play." Treaties became for them mere "scraps of paper," to be torn up if necessity demanded. They marched through Belgium murdering and torturing the people, wantonly destroying the splendid buildings which had been the country's glory and pride. **Zeppelin airships** attacked water reservoirs and fishing villages, ruining peaceful homes, slaying women and children, without reason or profit. Submarines waged ruthless war on the seas, attacking without distinction traders, passenger vessels, or hospital ships, belligerent or neutral.

As outrage followed outrage the whole world was filled with horror, and one by one Germany's friends turned from her, estranged by her deeds of violence. These were days, as Mr. Wilson said, *"to try men's souls,"* and the burden of guiding the ship of state through the sea of difficulties lay heavy upon him.

At home and abroad his critics were many. Some praised him because he kept the nation steadfastly on the difficult path of peace, others blamed him because it seemed

to them he did not sufficiently uphold American honor and submitted to German insults rather than draw the sword. No great man in a difficult hour can escape criticism. Few, in any, can escape mistakes.

Amid the clash of opinions one thing was clear, that Mr. Wilson was a patriot. And, when in 1916 the time came to choose a president, he was reelected for a second term of four years.

In March 1917, the President entered upon his new term of office well aware that a hard road lay before him and his country. As he took the oath he opened and kissed the Bible at the passage "God is our refuge and strength, a very present help in trouble." His address was **imbue**d with a sense of the dread solemnity of the times.

"I stand here, and have taken the high solemn oath," he said, "because the people of the United States have chosen me, and by their gracious judgment have named me their leader in affairs. I know now what the task means.

"I pray God that I be given wisdom and **prudence** to do my duty in the true spirit of this great people. I am their servant, and can succeed only as they sustain and guide me by their confidence and their counsel. . . . The shadows that now lie dark upon our path will soon be dispelled. We shall walk with light all about us if we be but true to ourselves—to ourselves as we have wished to be known in the counsels of the world, in the thought of all those who love liberty, justice, and right exalted."

We cannot here follow in detail all the steps by which Germany forced America at length to declare war. It was in a spirit of service that Mr. Wilson took up his office for a second time, of service not only to his own country but to the world. In the cause of that service he saw himself forced to lead his country into war.

America Enters the War

Germany had filled America with spies, plotting constantly against her peace and her honor. She had run **amuck** upon the seas, and by her submarine warfare endangered the lives and welfare of all mankind. She had become a menace to the world's freedom. President Wilson loved peace even as the soul of America loved peace. But both president and people became at length convinced that the only way to restore peace to the world was to defeat the authors of the war.

Having arrived at this grave conclusion there was no turning back, and on the 2nd of April, 1917, Mr. Wilson announced his decision at a joint session of the two houses of Congress.

It was not lightly undertaken.

"It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations, and make the world itself at last free.

"To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood

and her might for the principles that gave her birth and happiness, and the peace which she has treasured. God helping her, she can do no other."

With these noble words the President of the United States threw down the **gauntlet** of battle. There was in his heart no **rancor** against the German people, but only a righteous wrath against her criminal rulers who for their own selfish ends had plunged the world in misery. Never in the world's history has a great nation gone to war in so chivalrous a spirit, for such unselfish ends.

"We have no selfish ends to serve," said the President. "We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them."

The voice was the voice of the President, but he spoke from the heart of the people. Brought together from the ends of the earth, speaking many tongues, worshiping God in many ways, diverse in character and in custom, the nation which stood behind the President in that day was one in heart. In the fiery trail of battle America found her soul, and the American by adoption proved himself as truly a citizen of the country as the American by birth. Divided by birth and language, by religion and custom, they were one in soul, one in their desire to dedicate themselves to the great unselfish task they had taken in hand, one in the zeal of sacrifice.

"Mine eyes have seen the glory of the coming of the Lord,
He is trampling out the vintage where the grapes of wrath are stored,
He hath loosed the fateful lightning of His terrible swift sword,
His truth is marching on.

He has sounded forth the trumpet that shall never call retreat,
He is sifting out the hearts of men before His judgment seat,
O, be swift, my soul, to answer Him; be jubilant, my feet—
Our God is marching on.

In the beauty of the lilies, Christ was born across the sea,
With a glory in His bosom that transfigures you and me,
As He died to make men holy, let us die to make me free,
While God is marching on."

– "The Battle Hymn of the Republic," by Julia Ward Howe

Unit 15: The War's End and Wilson's Fourteen Points

Teacher Overview

THE "WAR TO END ALL WARS" demanded much of the United States when it joined the fight. American men were drafted into the Army, US farms and factories sped up production, American families were asked to conserve and do with less, and weapons were sent to help Britain and France fend of German attacks.

By the time the war was over, the face of Europe had changed. No one wanted a war like that ever again. President Woodrow Wilson put forth a proposal called the "Fourteen Points." He wanted to make sure a world war never took place again. Much of the Fourteen Points were never approved. However, his idea for a League of Nations, an organization formed to maintain world peace, was included in the Treaty of Versailles. The United States never approved the League of Nations, and ultimately it proved unsuccessful in its efforts to prevent aggression between nations.



Clockwise from top: The aftermath of shelling during the Battle of the Somme, Mark V tanks cross the Hindenburg Line, *HMS Irresistible* sinks after hitting a mine in the Dardanelles, a British Vickers machine gun crew wears gas masks during the Battle of the Somme, and Albatros D.III fighters of Jagdstaffel 11

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **World War I** and **Wilson's Fourteen Points**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Evil desires stir up conflict.

What causes quarrels and what causes fights among you? Is it not this, that your passions are at war within you?
– James 4:1

Seek, whenever possible, to live in peace.

If possible, so far as it depends on you, live peaceably with all.
– Romans 12:18

Turn away from evil and do good. Seek peace and pursue it.
– Psalm 34:14

Christians need not be ashamed of protecting peace and punishing wickedness in war when needed by their government to do so.

And I looked and arose and said to the nobles and to the officials and to the rest of the people, "Do not be afraid of them. Remember the Lord, who is great and awesome, and fight for your brothers, your sons, your daughters, your wives, and your homes."
– Nehemiah 4:14

Vocabulary

Lesson 1:
armistice

Lesson 2:
self-determination

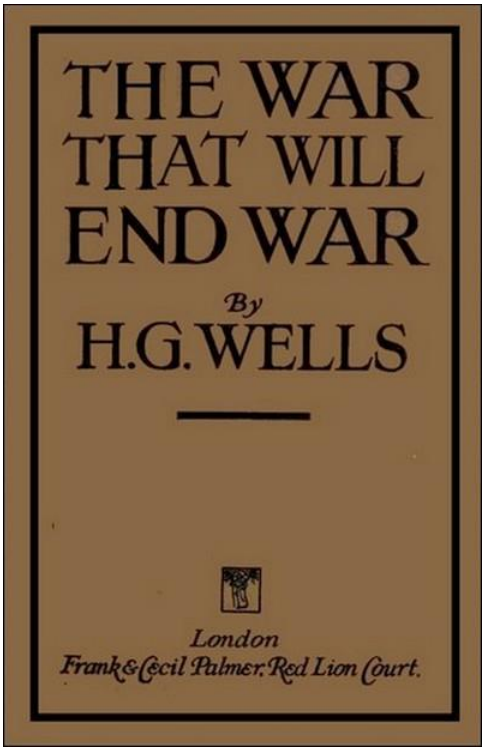
Key People, Places, and Events

Western Front
Eastern Front
Armistice Day
Veterans Day
Treaty of Versailles
Fourteen Points
League of Nations

Lesson One

History Overview and Assignments
"The War to End All Wars"

WHEN WORLD WAR I began, it was not called that because no one ever expected other world wars to occur. Instead it was called the "Great War" and the "War to End All Wars." When the war was over, Europe looked very different from the way it had before the war began. Four empires—German, Austro-Hungarian, Ottoman, and Russian—had ceased to exist, and the lands within their regions were divided into new nations. Some nations had become independent, and many cities and regions had been destroyed.



Cover of *The War That Will End War*, by H.G. Wells. In later years, the term became associated with Woodrow Wilson, despite the fact that Wilson used the phrase only once. Along with the phrase "make the world safe for democracy," it embodied Wilson's conviction that America's entry into the war was necessary to preserve human freedom.

Reading and Assignments

- Read the article:
  The War to End All Wars.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

armistice

Key People, Places, and Events

Western Front
Eastern Front
Armistice Day
Veterans Day
Treaty of Versailles

Discussion Questions

1. What type of warfare was used in World War I?
2. How did the American public participate in the war effort?
3. What is the history of Veterans Day in the United States?
4. How had Europe changed by the time the war was over?
5. What was Germany required to do by the Treaty of Versailles?

"The War to End All Wars"

by Mary Hall, MPA

When America entered **World War I** in 1917, a new chapter opened in her history. Breaking out from her comfortable nest of isolationism, she took a firm stance against the imperialism that was running rampant through Europe, and boldly threw her efforts and resources into the battle.

Called "the war to end all wars," World War I was long, hard, and brutal. Most of the battles were fought along a line of trenches and dugouts called the **Western Front**, which stretched across Europe for 400 miles. In trench warfare like this, soldiers shoot at each other from the trenches, seeking to advance further and further. Despite fierce fighting and advances in battle resources (such as bomber planes and zeppelin airships, as well as poison gas used by the Germans), little ground was gained by either side until the end of the war. Millions of soldiers were killed.

On the **Eastern Front**, the fighting moved from one place to another. Russia, able to mobilize quickly, was successful until Germany stopped its invasion of eastern Prussia in 1914. After this, the Russians were beaten back for the rest of the war. Near the end of the war, Russia's government was overthrown by a revolution.



A German trench in the Western Front occupied by British troops during the Battle of the Somme, 1916.



Royal Air Force *Sopwith Camel*

America Joins the Effort

At first America couldn't do much more than offer funds and equipment. Then, after the army draft multiplied the number of soldiers, the US was able to send large numbers of troops, along with antisubmarine weapons to help Britain and France fend off relentless German attacks on the seas.



Two American soldiers run toward a bunker during World War I.

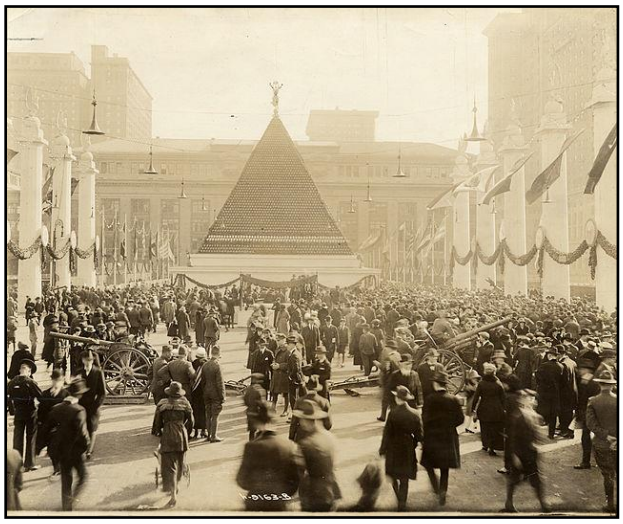
Meanwhile, US farms and factories sped up production while families conserved and made do with less, so large amounts of food and goods could be sent overseas.

Victory to the Allies

Once the US was involved at the Western Front, the Allies began to experience victory. Arriving at the rate of ten thousand a day, American soldiers replaced war-weary Allied troops faster than the Germans could replace theirs. They turned the Germans back in their Spring and Hundred Days offensives, and finally forced them to sign an **armistice** at 11:00 am on November 11, 1918—the "eleventh hour of the eleventh day of the eleventh month," and the war was officially over. This day is now known as **Armistice Day** in much of the world, Remembrance Day in the British Commonwealth, and **Veterans Day** in the US.



The poster *Weapons For Liberty – USA Bonds* called on Boy Scouts to serve just like soldiers did. Poster by J.C. Leyendecker, 1918.



Victory Way at the New York Central Railroad, showing a pyramid of captured German helmets, with Grand Central Terminal in the background. Photo taken in 1918

Aftermath

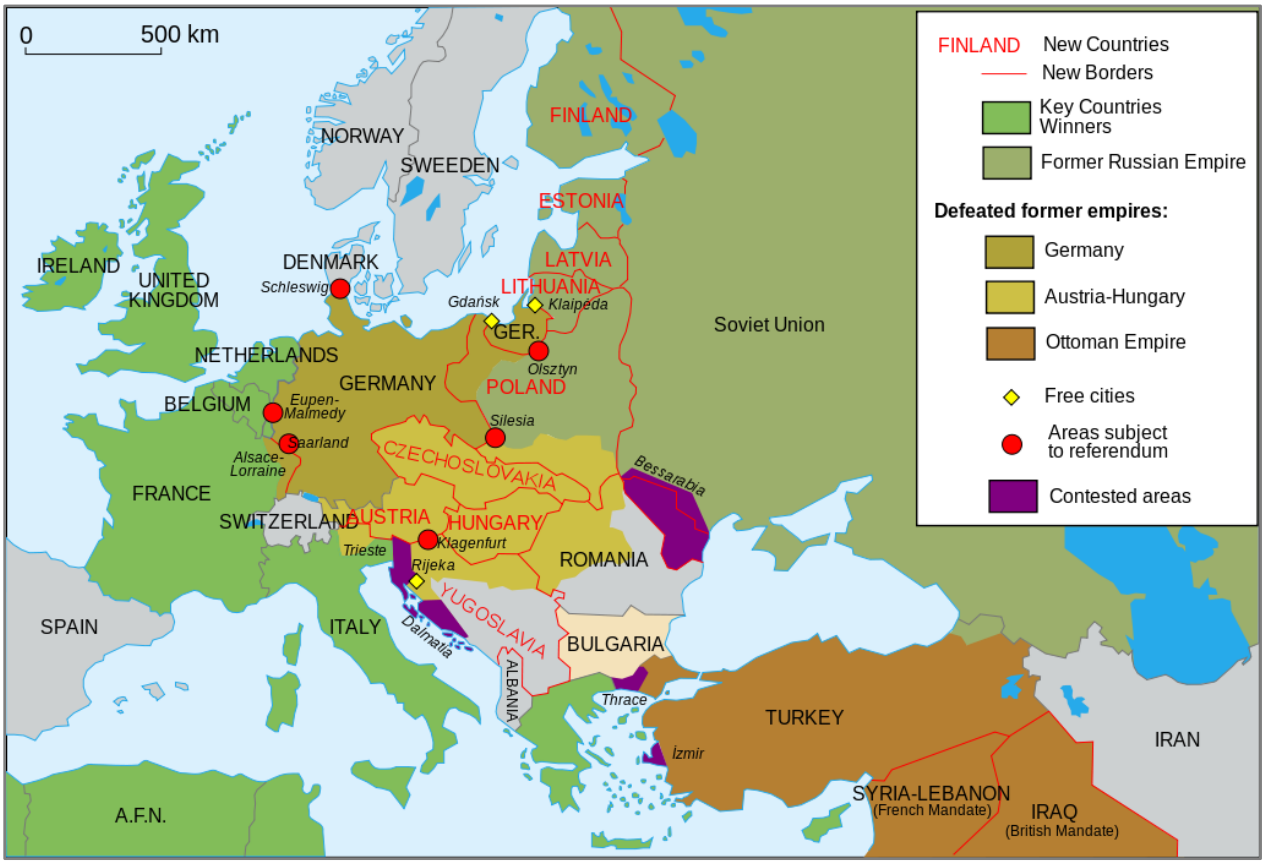
By the end of the war, the map of Europe looked very different from the way it had at

the beginning. Four empires— German, Austro-Hungarian, Ottoman, and Russian—had ceased to exist, and the lands within their regions were divided into new nations. A number of nations had regained independence, and new ones were created. Many cities and regions were devastated by battle, and more than nine million soldiers were dead.

A state of war formally continued to exist between the opposing sides for another seven months, until the **Treaty of Versailles** was signed in Paris in June of 1919. By this treaty, Germany was forced to accept responsibility for the war, and was required to pay reparations and give up a great deal of land.



WWI-era US victory posters like this encouraged families to grow "victory gardens" to produce as much of their own food as possible.



Map of territorial changes in Europe after World War I (as of 1923)

Lesson Two

History Overview and Assignments
Wilson's Fourteen Points

IN HIS FOURTEEN POINTS President Woodrow Wilson hoped to lay a foundation that would prevent any further world wars. However, European powers seemed more intent on punishing Germany for their aggression than on maintaining peace. When the Treaty of Versailles was finally signed, most of Wilson's Fourteen Points were missing, but his League of Nations was included in the agreement.



President Woodrow Wilson, 1912

Reading and Assignments

- Read the article:
  Wilson's Fourteen Points.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. What did President Wilson hope to accomplish with his Fourteen Points?
2. What was to be the purpose of the League of Nations?
3. What concern did Congress have regarding the League of Nations?
4. What was the Treaty of Versailles, and how much of Wilson's Fourteen Points were included in the treaty?
5. Was the League of Nations successful? Why or why not?

Vocabulary

self-determination

Key People, Places, and Events

Woodrow Wilson
Fourteen Points
League of Nations

A New World Order

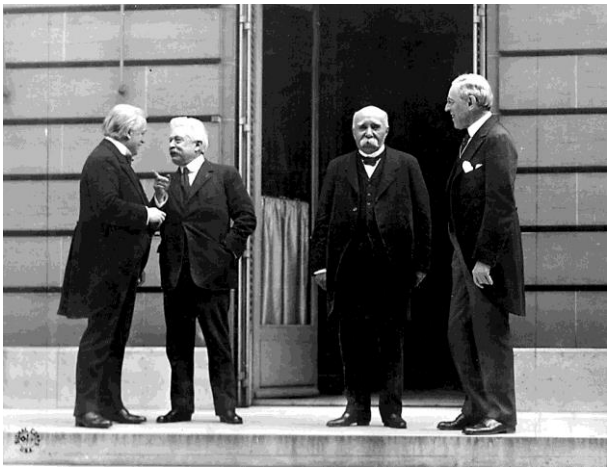
As the world prepared to climb out of the trenches toward the end of the "Great War," President **Woodrow Wilson** put forward some ideas about how to prevent such wars from starting again in the future. In a speech given to Congress in January of 1918, he presented a proposal for a new world order. Called the "**Fourteen Points**," Wilson's plan aimed to eliminate imperialism by adjusting some country borders to return lands that had been conquered, reducing the number and types of weapons each nation kept, and setting up a "**League of Nations**" to settle disputes.

Most importantly, Wilson argued that people groups should be granted the "right of **self-determination**," meaning that each nation should be able to choose whatever form of government it preferred.

Wilson emphasized the need for open rather than secret agreements between nations, free navigation upon the seas (outside of territorial waters), and freedom in trade, without import or export restrictions.

The League of Nations

President Wilson's plan needed the nations of the world to join together in agreement on how they would settle future disputes. His League of Nations would be the first international organization whose purpose was to maintain world peace—the first time nations would work to agree upon a set of rules to live by. It would not be a world government, although some feared it might become so. It would have no army of its own, but called for nations to come to the aid of other nations to punish cases of aggression. It would mainly be a large defense treaty which would depend upon the mutual support of its member nations.



"The Big Four" made all the major decisions at the Paris Peace Conference (from left to right, David Lloyd George of Britain, Vittorio Orlando of Italy, Georges Clemenceau of France, Woodrow Wilson of the US)

The Fourteen Points at the Paris Peace Conference

Once Germany surrendered and World War I ended, leaders of the victorious Allied nations met in Paris to write up their peace agreement. While many of the leaders liked Wilson's Fourteen Points, most of them thought his plan was too idealistic. They were more concerned about punishing Germany. A number of the nations had already worked out secret agreements on how to divide up Germany's land, so they were not in favor of Wilson's demand for open agreements.

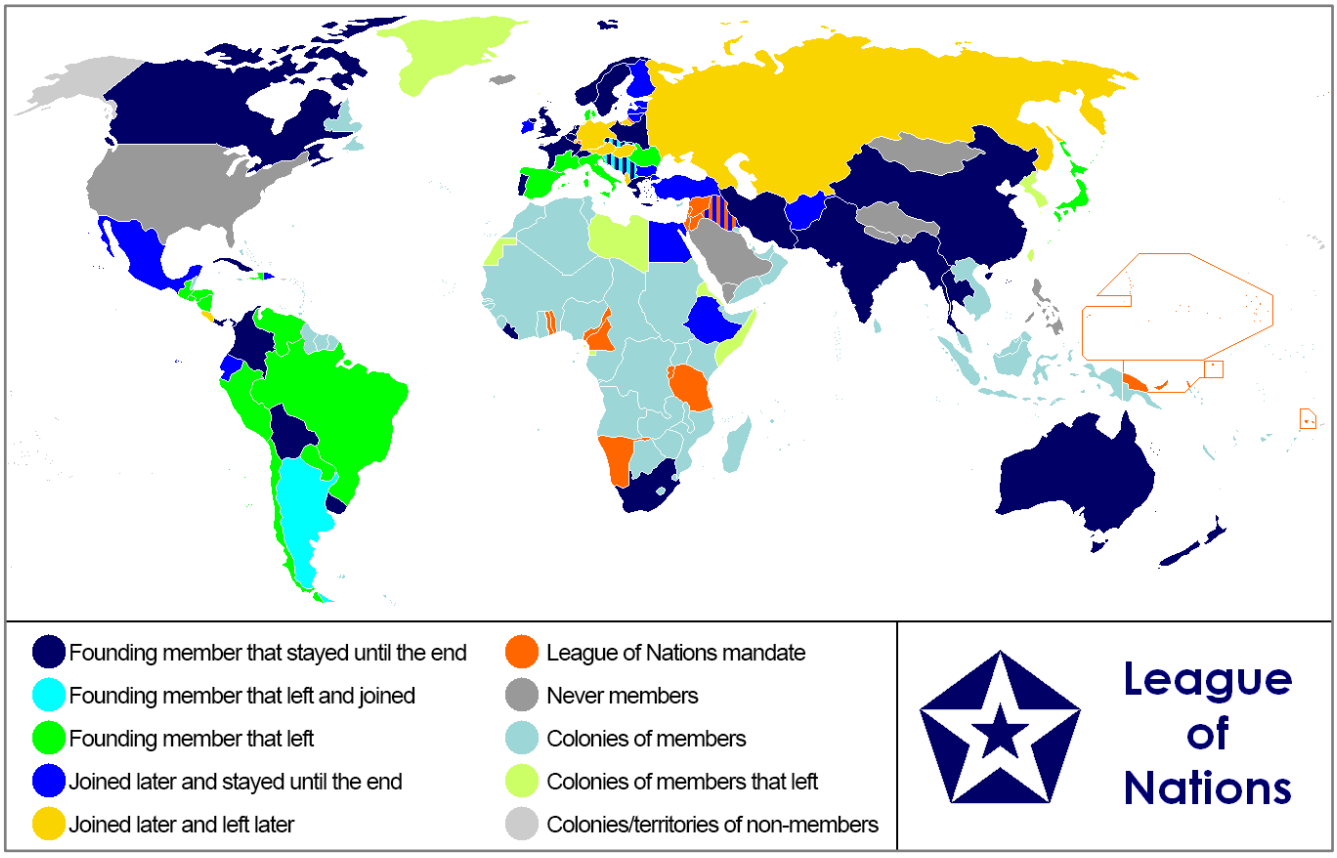
The settlement they finally worked out, the Treaty of Versailles, ended up being based largely on what the nations had agreed upon in secret. Most of Wilson's Fourteen Points were ignored, but the

persuasive American president did succeed in getting the League of Nations included in the agreement. The League lasted for 26 years, until it was replaced by the United Nations.

The Failure of the League of Nations

The rules the League eventually developed were not based on God's Word, and they threatened the sovereignty—the authority to make decisions—of the nations. Although they sounded like good rules, nations didn't always agree on them.

The League of Nations proved unsuccessful in the end, partly because it didn't really have power to force nations to go along with its decisions, and partly because some the world's most powerful countries were not members, such as the United States (because many in Congress disagreed with the President's willingness to allow an organization to force the US into war), along with Germany and Russia (which were not permitted to join). Despite the League's efforts to prevent aggression over the following decades, Japan invaded China in 1933, Italy conquered Ethiopia two years later, and then Germany began invading nations in Europe, which started World War II.



Unit 16: Prohibition

Teacher Overview

BY THE LATER PART of the nineteenth century, drunkenness had become a serious problem throughout the United States. Many people thought that a Constitutional amendment was needed to eliminate all sales of alcohol.

The Eighteenth Amendment was passed, making illegal the manufacture, sale, and transport of alcohol. However, the conflict over Prohibition eventually came to reflect a growing tension between rural and city areas, since cities had large populations of immigrants who had grown up in countries where drinking alcohol was part of their culture. Prohibition did not prove to be successful and the very behaviors it was intended to curb became worse, eventually ending in passing of the Twenty-First Amendment, which overturned the Eighteenth.



The Drunkard's Progress - from a Glass to the Grave,
a lithograph by Nathaniel Currier supporting the Temperance Movement, January, 1846.
Step 1: A glass with a friend. Step 2: A glass to keep the cold out. Step 3: A glass too much. Step 4: Drunk and riotous.
Step 5: The summit attained. Jolly companions. A confirmed drunkard. Step 6: Poverty and disease.
Step 7: Forsaken by friends. Step 8: Desperation and crime. Step 9: Death by suicide.

Reading and Assignments

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

In this unit, students will:

- Complete one lesson in which they will learn about **Prohibition**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Vocabulary

Lesson 1:
tincture
bootlegging
moonshine

Key People, Places, and Events

American Temperance Society
Billy Sunday
Woman's Christian Temperance Union
Anti-Saloon League
Prohibition Party
Prohibition
Sixteenth Amendment
Eighteenth Amendment
Al Capone
"Roaring Twenties"
Twenty-First Amendment



The logo of the WCTU

Leading Ideas

God's people should not live to gratify fleshly desires but to glorify God.

For the time that is past suffices for doing what the Gentiles want to do, living in sensuality, passions, drunkenness, orgies, drinking parties, and lawless idolatry. With respect to this they are surprised when you do not join them in the same flood of debauchery, and they malign you; but they will give account to him who is ready to judge the living and the dead.

– 1 Peter 4:3-5

There are aspects of God's character that we all need to have and use.

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. And those who belong to Christ Jesus have crucified the flesh with its passions and desires.

– Galatians 5:22-24

Man's discoveries and understanding will never outweigh God's ultimate wisdom.

Do not be wise in your own eyes; fear the Lord and shun evil.

– Proverbs 3:7

Children and young people should be teachable and open to instruction.

A wise son heeds his father's instruction, but a mocker does not listen to rebuke.

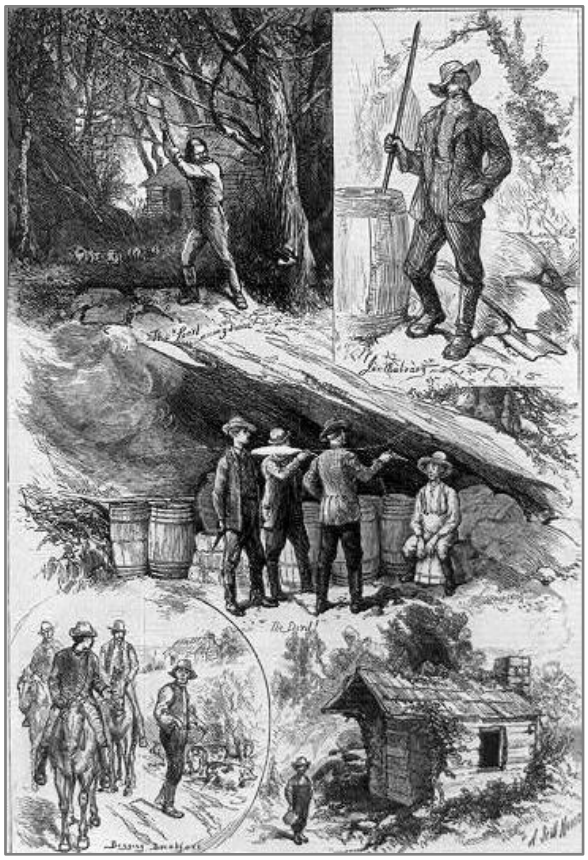
– Proverbs 13:1

Lesson One

History Overview and Assignments
Prohibition

"Disorderliness caused by excessive drinking was an occasional occurrence during America's colonial era, but by the middle of the nineteenth century drunkenness had become such a serious problem throughout the nation that many people came to believe that a Constitutional amendment was needed—to eliminate all production of alcohol."

– from the article below



The Moonshine Man of Kentucky, illustration from *Harper's Weekly*, 1877, showing five scenes from the life of a Kentucky moonshiner

Reading and Assignments

- Read the article: *Prohibition*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

tincture
bootlegging
moonshine

Key People, Places, and Events

American Temperance Society
Billy Sunday
Woman's Christian Temperance Union
Anti-Saloon League
Prohibition Party
Prohibition
Sixteenth Amendment
Eighteenth Amendment
Al Capone
"Roaring Twenties"
Twenty-First Amendment

Discussion Questions

1. What was the conflict over alcohol in the early 20th century?
2. What was the purpose of the American Temperance Society?
3. Which state was the first to outlaw alcoholic beverages in its state constitution?
4. How did the Sixteenth Amendment support the Temperance Movement?
5. How did organized crime benefit from Prohibition?
6. What was a bootlegger?
7. Was Prohibition successful in solving the problems it was meant to address? Why or why not?
8. Did the repeal of Prohibition keep states from banning alcohol?
9. Which state was the last to overturn Prohibition? In what year did this take place?

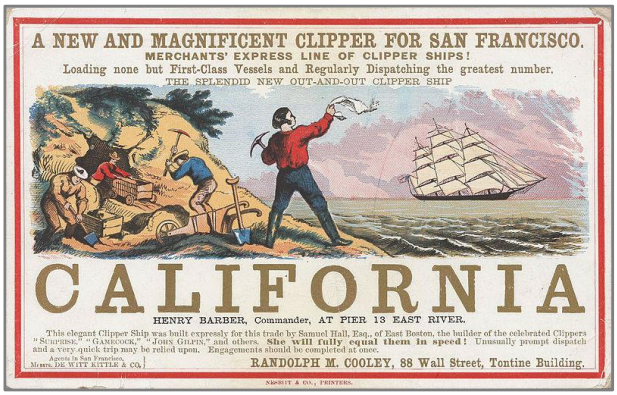
Prohibition

by Mary E. Hall, MPA

The Bible clearly tells us not to eat or drink in excess, and it gives strict warnings against becoming addicted to anything (wanting more and more of something until you can't stop thinking about it). Drinking large amounts of alcohol can make people think and behave in ways they normally wouldn't, and this can lead to serious sin.

Disorderliness caused by excessive drinking was an occasional occurrence during America's colonial era, but by the middle of the nineteenth century drunkenness had become such a serious problem throughout the nation that many people came to believe that a Constitutional amendment was needed—to eliminate all production of alcohol.

Pioneers had founded many new towns out west by this point, and many of them had little in the way of law enforcement. Unofficial "frontier law" often ruled the land, usually with disastrous results when strong drink was involved. When gold was discovered in the hills of California, adventure-seekers swarmed west in greater numbers than ever, and drunkenness became a much bigger problem when many "forty-niners" who failed to strike it rich finding gold turned to rum and other kinds of liquor to "drown their sorrows."

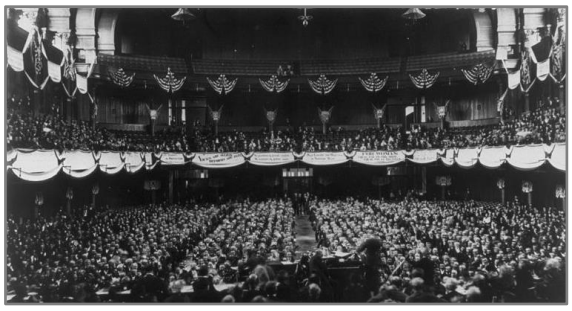


A poster advertising ship passage to California at the beginning of the Gold Rush

A group called the **American Temperance Society** had formed in 1826, mainly made up of women who wanted to ban all drinking of alcohol in order to encourage and preserve *temperance*, or self-restraint, in America's homes and towns. Churches and popular traveling preachers like **Billy Sunday**

warned against the dangers of strong drink, and other organizations sprang up, such as the **Woman's Christian Temperance Union** and the **Anti-Saloon League**.

By 1881, Kansas had outlawed alcoholic beverages in its state constitution, and a national **Prohibition Party** promoted candidates who supported a nationwide ban.



National Prohibition Party Convention, Cincinnati, Ohio, 1892

The conflict over **Prohibition** eventually came to reflect a growing tension between rural and city areas, since cities had large populations of immigrants who had grown up in countries where drinking alcohol was part of their culture. Temperance advocates pointed to high crime rates in the cities and blamed alcohol. Political candidates sought to gain the favor of the immigrants by promising not to outlaw drinking, and this led to corruption as the temptation grew to "buy votes."

The **Sixteenth Amendment** lent support to the Temperance Movement by replacing alcohol taxes that helped fund the government with an income tax. Also, World War I silenced the German American community, which generally opposed alcohol restrictions.

Support continued in favor of a nationwide ban, and Congress finally passed the **Eighteenth Amendment** in 1919, prohibiting the production, transport, and sale of alcohol throughout the United States.

Opposition was voiced by doctors who used alcohol-based **tincture**s and treatments in their practice, and an act was passed by Congress which made exceptions to the ban for certain uses.

While the manufacture and transport of alcohol was made illegal, the actual drinking of alcohol was not outlawed by the amendment. Many Americans had stockpiled wine and liquor before the amendment went into effect, and drinking alcohol became popular in private parties. Also, liquor was smuggled into the US from neighboring nations and nearby islands, creating a booming "black market" in many cities and border towns.



A police raid confiscating illegal alcohol

Alcohol consumption rose dramatically in many places, along with organized crime based upon smuggling. Crime bosses such as **Al Capone** made millions by "**bootlegging**" liquor into Chicago from Canada and charging high prices for it. Capone eventually expanded his smuggling network all the way down to Florida. Murder and robbery rates increased right along with this black market, and the "**Roaring Twenties**" became a time of wild, unbridled behavior among partygoers in cities and other wealthy areas. In poorer,

rural areas "**moonshine**rs" produced their own liquor, brewing it in wooded places by the light of the moon and bottling it in canning jars.

Prohibition did not seem to be working. The very behaviors it was intended to curb were worsening, and many people who had consumed alcohol in moderation during the days before the amendment now drank much stronger illegal liquor. Moonshine was very high in alcohol and was often contaminated. Sometimes it was even made using car radiators in the distilling process, which was especially dangerous.

In addition, bootleggers revealed that they were supplying liquor to many of the very lawmakers who had written the laws against it. As a result, many of these legislators were voted out in the next elections. The replacements the people voted in didn't disapprove of alcohol drinking, and they soon passed the **Twenty-First Amendment**, which overturned the Eighteenth.

The repeal of the Eighteenth Amendment did not prevent states from banning alcohol, and many states, either in whole or in part, continued to do so. Mississippi was the last state to overturn Prohibition in 1966, and many counties within the US still prohibit or restrict alcohol to this day.



Billy Sunday Preaching, by George Bellows, *Metropolitan Magazine*. May, 1915

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Unit 17: The First Red Scare and the "Roaring Twenties"

Teacher Overview

THE RUSSIAN REVOLUTION, and the new Communist government that followed, proved to be far more oppressive to the Russian people than the one that had been overthrown. The rise and expansion of communism brought fear to democratic nations. This led to a nationwide manhunt in the US for individuals suspected of holding undemocratic views. By the beginning of the 1920s, after World War I and the Red Scare, America was ready to return to its earlier policy of isolationism. World War I had ended, industry flourished, and people wanted to celebrate. This resulted in what is now known as the "Roaring Twenties."



Felix the Cat, a popular cartoon character of the "Roaring Twenties,"exhibits his distinctive disgruntled-looking pace.

Reading and Assignments

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

In this unit, students will:

- Complete two lessons in which they will learn about **the first "Red Scare"** and **the Roaring Twenties**.
- Define vocabulary words.
- Create their own assembly line in order to make a product or accomplish a task. Be prepared to demonstrate this.
- Visit their **HCS Class pages** for additional resources.

Vocabulary

Lesson 1:
Abdicate
ethnic
pogrom
dictatorship
domineering
capitalism
anarchist

Lesson 2:
suffrage
ragtime
jazz
Victrola
geometric
inflation
hyperinflation
fascism

Key People, Places, and Events

Nicholas II
Bloody Sunday
Bolshevik
Vladimir Lenin
Communist
Red Army
Karl Marx
Josef Stalin
Red Scare
Union of Soviet Socialist Republics (USSR)
"Roaring Twenties"
Nineteenth Amendment
Douglas Fairbanks
Greta Garbo
Charlie Chaplin
Art Deco
Henry Ford
Weimar Republic

Leading Ideas

All philosophies, values and belief systems should be viewed and judged in light of Scripture and not man's wisdom.

Do not be wise in your own eyes; fear the LORD and shun evil.
– Proverbs 3:7

See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the elemental spiritual forces of this world rather than on Christ.
– Colossians 2:8



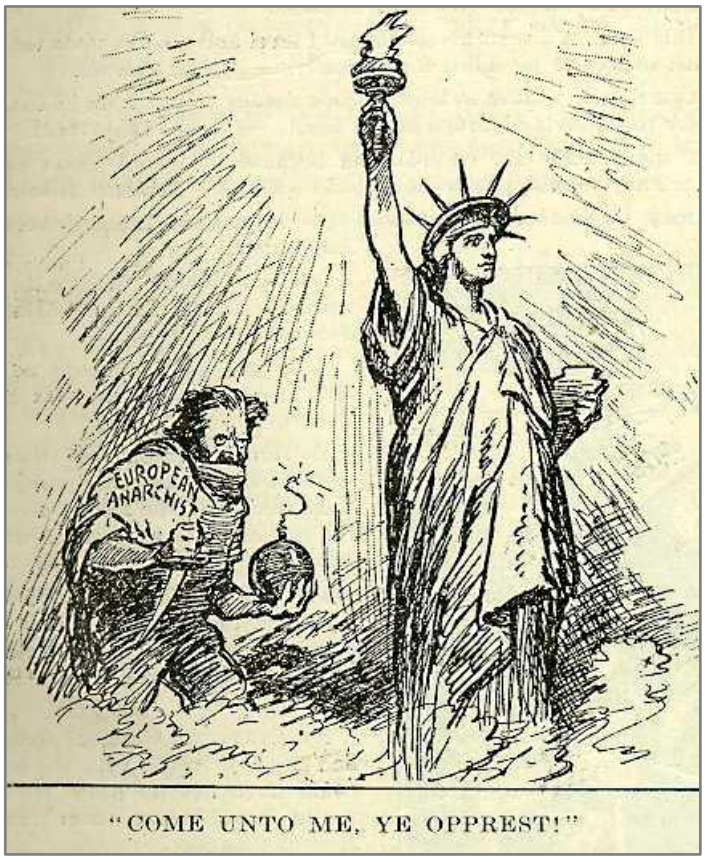
Soldiers blocking Narva Gate on Bloody Sunday

Lesson One

History Overview and Assignments
The First Red Scare

"Unlike the American Revolution, in which the new nation had been carefully guided by the Founding Fathers to uphold Christian values and follow principles of democracy, the Russian Revolution followed no such principles, and the new government proved to be far more oppressive to the people than the one it had overthrown."

– from the article below



A "European Anarchist" attempts to destroy the Statue of Liberty in this 1919 political cartoon.

Reading and Assignments

- Read the article: *The First Red Scare*.
- Define each vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

abdicate
ethnic
pogrom
dictatorship
domineering
capitalism
anarchist

Key People, Places, and Events

Nicholas II
Bloody Sunday
Bolshevik
Vladimir Lenin
Communist
Red Army
Karl Marx
Union of Soviet Socialist Republics (USSR)
Josef Stalin
Red Scare

Discussion Questions

1. What did the 1917 Russian Revolution end?
2. What kind of ruler was Nicholas II?
3. Describe the events of "Bloody Sunday."
4. How did the workers respond to those events?
5. Who were the Bolsheviks, and who was their leader?
6. What did the Bolsheviks call themselves?
7. What does communism claim, and what does it fail to recognize?
8. Compare and contrast the Russian Revolution to the American Revolution.
9. What is capitalism?
10. Who became the leader in Russia after the death of Vladimir Lenin?
11. Describe the rule of Lenin.
12. How did the rise and spread of communism affect America?

The First Red Scare

by Mary E. Hall, MPA

In Russia in the year 1917, a revolution took place in which overthrew Tsar Nicholas II and forced him to **abdicate**. This ended more than three hundred years of rule by his family. The tsar's grandfather, Alexander II, had allowed serfs (peasant farmers) to buy and own land. They pressed for more reforms, but the tsar refused and was assassinated in 1881. His son, Alexander III, returned to the harsh policies of his earlier ancestors by suppressing revolutionary ideas and persecuting certain **ethnic** groups in order to mold Russia into a single nationality. He even killed large groups of Jewish people in massacres called **pogrom**s.

When **Nicholas II** became tsar, he continued his father's severe policies, and unrest stirred among the people. A group of workers marched before his winter palace demanding reforms such as a national, elected assembly to represent their concerns, but they were met by soldiers who opened fire upon them. Many people were killed on that day, which became known as **Bloody Sunday**. Outraged workers organized into groups called *soviets* and rebelled with uprisings and factory strikes. Government soldiers who were supposed to suppress the uprisings joined with the striking workers instead and forced the tsar to abdicate. The following year, Nicholas II was assassinated, along with his family.



Photo taken by A. A. Pasetti of Tsar Nicholas II of Russia, near age 30, at St. Petersburg, Russia, 1898



Vladimir Lenin

A provisional government took over for a while during this time, but radical revolutionaries called **Bolsheviks** opposed this government, claiming that it was ineffective in solving their problems. The Bolsheviks' leader, **Vladimir Lenin**, ordered the takeover of government office buildings in St. Petersburg, the nation's capital. With very little bloodshed, Lenin seized power and instituted a harsh **dictatorship**.

Calling themselves **Communists**, the new government officials organized a military force called the **Red Army**, which quickly crushed all opposition.

The Communist ideas of **Karl Marx** had been known since 1848, but nowhere in the world until now had a successful Communist revolution taken place. Communism claims that class conflict arises because of friction between the material interests of the workers and the higher class that owns the means of production, and that revolution toward a classless state is inevitable, in which the means of production is commonly owned. Unfortunately, communism fails to recognize that man's depravity leads to the rise of new ruling classes that have historically proven to be even more oppressive than the overthrown leaders of the original state.

After Lenin died in 1924, the nation changed its name to the **Union of Soviet Socialist Republics (USSR)**. The new country was made up of fifteen republics, but the **domineering** national government controlled virtually everything, not allowing the people any part in policy making.

Unlike the American Revolution, in which the new nation had been carefully guided by the Founding Fathers to uphold Judeo-Christian values and follow principles of democracy, the Russian Revolution followed no such principles, and the new government proved to be far more oppressive to the people than the one it had overthrown. Rejecting **capitalism** (in which the economy is driven by competition between businesses) along with democracy, the Soviet government "nationalized," or took ownership, of all the nation's industries. People were forced to work for little pay, with no incentives (rewards) for creative or valuable work. Because people received no benefit from hard work, industrial production and product quality plummeted, and the economy soon began to collapse.

Lenin was followed after his death by **Josef Stalin**, whose rule was even harsher than Lenin's. Stalin took state ownership of the nation's farms and set production goals for industry. Some farms and businesses met the government's demands, but many others did not. Inefficient government management of industries left the nation constantly in short supply of needed goods.

Secret police were sent out to force citizens and businesses to comply with the state's demands. Farming peasants resisted this oppression for a time, but they were soon overpowered and forced into submission.

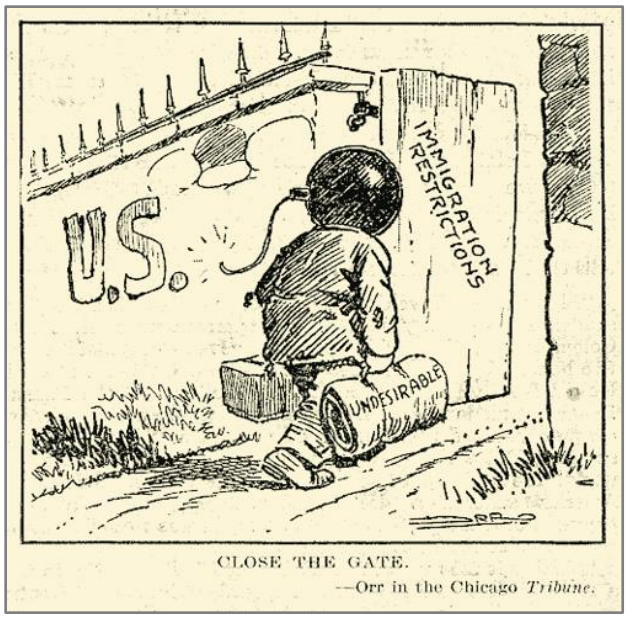


Portrait of Josef Stalin at the Stalin Museum in Batumi, Georgia. Photograph by Ephraim Stillberg

Stalin ruled by fear, instituting purges, or mass executions, of Communist Party members he suspected of holding disloyal views. Many of the Red Army's top officers were executed. Many pastors and priests were also killed, and churches were closed because Christian teachings that honored God-fearing leadership and love for fellow man threatened communistic control.

Soviet leaders sought to expand communism throughout the world by promoting revolution. This prompted fear throughout democratic nations, which recognized that communism disguised itself to look like a way to give governmental power to the people, but actually set up dictators instead. After the German kaiser was defeated in World War I, democratic nations wanted nothing to do with tyrannical government systems.

In the US, labor unions were suspected of spreading revolutionary, communistic ideas—especially ones which sought to end capitalism and abolish the wage system. **Anarchist**s (who oppose all government) mailed package bombs to government officials who had interfered with labor strikes, prompting a nationwide manhunt for immigrants who were suspecting of holding undemocratic views, and these people were then either prosecuted or deported. This was later called the first "**Red Scare**," because it was a time of unjust suspicion, when many people were feared to be Communists simply because of their nationality.



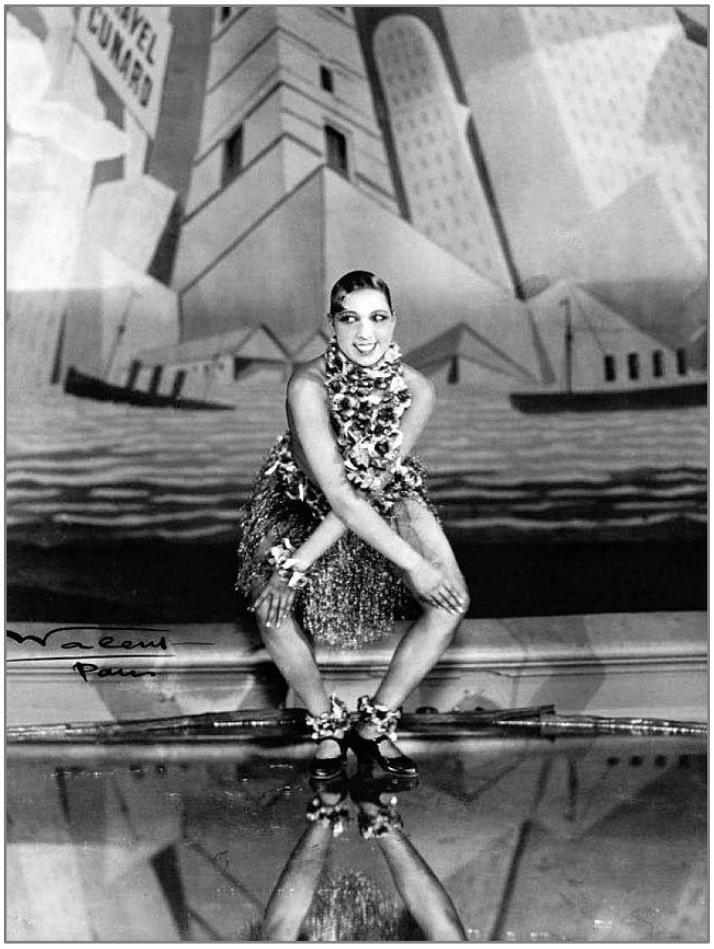
A political cartoon from the First Red Scare advocating restrictions on immigration

By the beginning of the 1920s, after World War I and the Red Scare, America was ready to return to its earlier policy of isolationism, preferring for a time to withdraw rather than keep involving itself in the problems of the rest of the world.

Lesson Two

History Overview and Assignments
The Roaring Twenties

THE 1920s WERE FILLED with new attitudes, new fashion, new music, and new entertainment. Automobiles, radios, silent movies and more made a clash of values and beliefs inevitable. The economy of the United States was booming, and for the first time in American history more people lived in the cities than in rural areas of the states. However, this flourishing economy would soon meet its doom on October 29, 1929 with the crash of the stock market.



Josephine Baker dancing the Charleston at the Folies Bergère, Paris, 1926

Reading and Assignments

- Read the article *The Roaring Twenties*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Create your own assembly line in order to make a product or accomplish a task. Be prepared to demonstrate this.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

suffrage
ragtime
jazz
Victrola
geometric
inflation
hyperinflation
fascism

Key People, Places, and Events

"Roaring Twenties"
Nineteenth Amendment
Douglas Fairbanks
Greta Garbo
Charlie Chaplin
Art Deco
Henry Ford
Weimar Republic

Discussion Questions

1. What did the Nineteenth Amendment do for women?
2. What were some of the new types of music during the 1920s?
3. What was the name of the new "talking machine"?
4. What type of programming was available on the new radios?
5. What were movie theaters called during the 1920s?
6. What was the first color film?
7. What was the new style of art that came to America from France?
8. Describe some of Germany's struggles after World War I.
9. Why did these struggles set the stage for the rise of the Nazi Party?
10. What is fascism?
11. What happened on October 29, 1929?

The Roaring Twenties

by Mary E. Hall, MPA

The 1920s were a time of great cultural upheaval in the US and Europe. World War I had ended, industry flourished, and people wanted to celebrate. Standards of right and wrong were ignored by many who cared more about parties than anything else, especially in the big cities. These parties, which tended to be rather wild during the era of Prohibition, became even wilder after the laws against alcohol were repealed. The French called these years the *années folles*, which means "the crazy years." Americans called them the "**Roaring Twenties**."

After a long struggle, women in the US were finally granted **suffrage**, or the right to vote, in 1920 when the **Nineteenth Amendment** was passed. Expanding industry also provided women with job opportunities, so they could now earn money of their own. Young women rejoiced in their new freedoms by throwing off cultural restrictions and embracing daring new lifestyles. Many called themselves "*flappers*," wearing short, flapping skirts and having their hair cut into short, "bobbed" styles.



Violet Romer in a flapper dress, c.1915

New types of music appeared on the scene, such as **ragtime** and **jazz**, and dances such as the Charleston were all the rage at nightclubs and private parties. Recorded music began to replace live music at gatherings, played on "talking machines" called "**Victrola**s."



In England, artist Francis Barraud painted his brother's dog Nipper listening to the horn of an early phonograph during the winter of 1898. Victor Talking Machine Company began using the symbol in 1900, and Nipper joined the RCA family in 1929.

The first commercial radio station went on the air in 1920, and families gathered around brand new RCA and Philco radios to catch the latest news and tunes, along with dramatized story programs and musicals.



An American girl listens to an early radio.

Silent movies, often shown with music provided by a full orchestra, thrilled packed audiences in "picture palace" theaters with swashbuckling, romantic, and horror films featuring early movie stars such as **Douglas Fairbanks** and **Greta Garbo**, along with comedians like **Charlie Chaplin**. **"**Talkies**"** began to replace silent films during the second half of the decade, and the first color film, *On With the Show*, was released in 1929.



Charlie Chaplin in *A Dog's Life*

A style of art from France called **Art Deco** swept through Europe and the US. Combining streamlined **geometric** forms with sleek, metallic surfaces to appear machine-designed, Art Deco design motifs showed up everwhere, on everything from advertising to architecture.

For the first time in American history, more people now lived in cities than in rural areas. People worked in factories and offices and hurried everywhere along crowded,

busy streets. Department store windows displayed the latest fashions everyone needed to wear to be considered stylish, and new types of technology made it seem as if there was nothing that couldn't be achieved through science and invention.

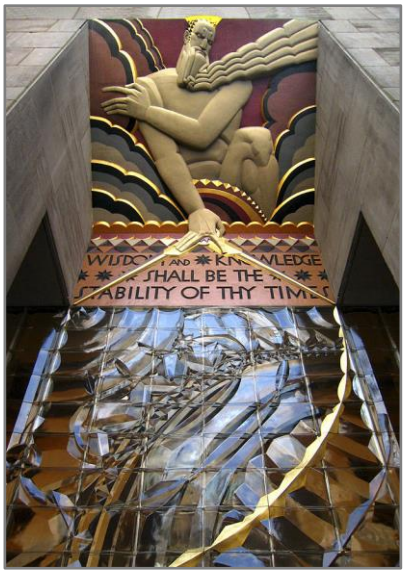
Automobiles, invented a few decades earlier, became available to more people than ever before because of lower prices made possible by mass production. **Henry Ford** is well known for his use of the assembly line process for making the Ford Model T, one of the most popular motorcars of the time.



An early Ford Model T

Not every country experienced a flourishing economy during this time, though. Defeated in World War I, Germany struggled to pay the war debts imposed upon it by peace treaties at the end of the war. Known during the following years as the **Weimar Republic**, the nation experienced an extreme form of **inflation** called **hyperinflation,** where the price of goods increased so fast that the currency couldn't hold any real value. This, combined with tense relations with its neighboring countries, made conditions ripe for the rise of the tyrannical Nazi Party in the decade that followed.



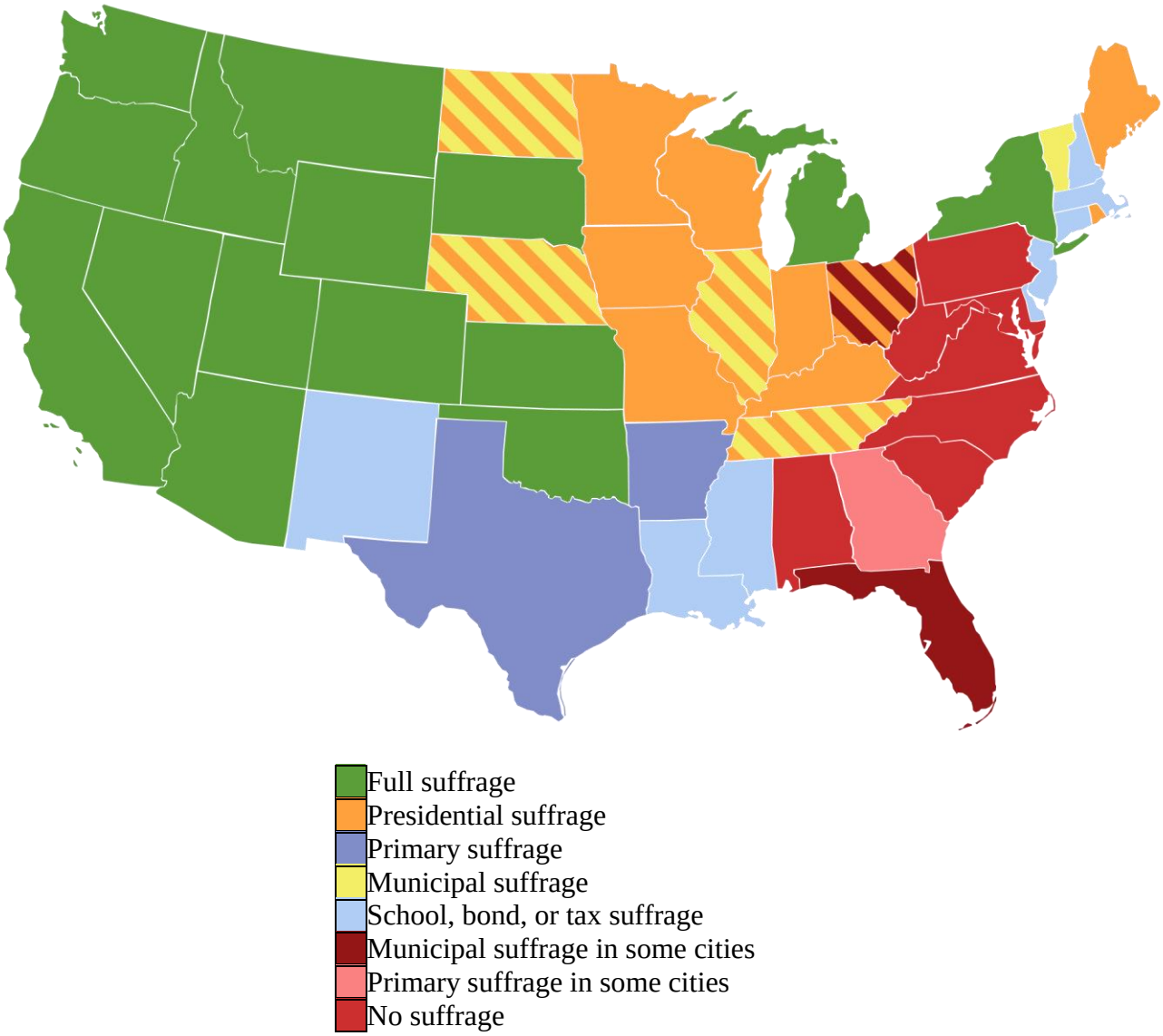




Art Deco examples, from top left: The Chrysler Building, NYC; *Wisdom, With Light and Sound* by Lee Lawrie at Rockefeller Center, NYC; *Where There's Smoke There's Fire* poster by Russell Patterson

At this time, **fascism** arose in other parts of Europe, primarily Italy. Fascism, a radical form of nationalism, exalts a country's nationality above its people and employs harsh, militaristic oppression and conquest to expand its power and identity.

Unfortunately, America's flourishing economy didn't survive beyond the decade either. On October 29, 1929, everything changed when the stock market crashed.

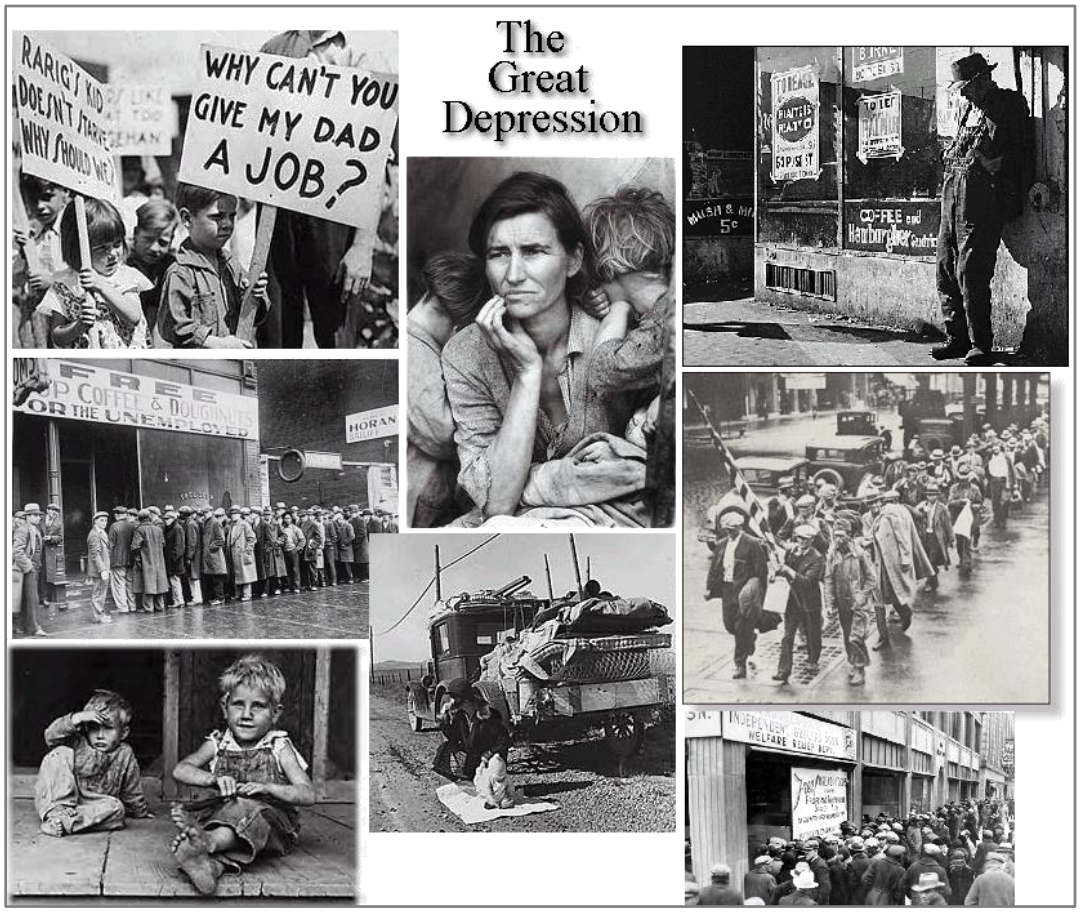


Women's suffrage laws before passage of the Nineteenth Amendment

Unit 18: Down and Out – The Depression

Teacher Overview

THE GREAT DEPRESSION struck Americans at the end of the Roaring Twenties like a bucket of ice-cold water. Banks closed, industries dried up, and jobs disappeared. The formerly proud and prosperous nation suddenly found itself scratching to feed itself and survive from day to day.



Scenes from the Great Depression

Reading and Assignments

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

In this unit, students will:

- Complete one lessons in which they will learn about **the Great Depression**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Happiness and success are not found in the gathering of wealth.

To the man who pleases him, God gives wisdom, knowledge and happiness, but to the sinner He gives the task of gathering and storing up wealth to hand it over to the one who pleases God. This too is meaningless, a chasing after the wind.

– Ecclesiastes 2:26

Just as the world's nations took steps to prepare to enter World War II, Scripture talks about our need to make ourselves ready for spiritual warfare.

Put on the full armor of God, that you may be able to stand firm against the schemes of the devil. For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. Therefore, take up the full armor of God, that you may be able to resist in the evil day, and having done everything, to stand firm. Stand firm therefore, having girded your loins with truth, and having put on the breastplate of righteousness, and having shod your feet with the preparation of the gospel of peace; in addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one. And take the helmet of salvation, and the sword of the Spirit, which is the word of God.

– Ephesians 6:11-17

God's Word acknowledges that there will be times for both war and peace.

A time to love, and a time to hate; a time for war, and a time for peace.

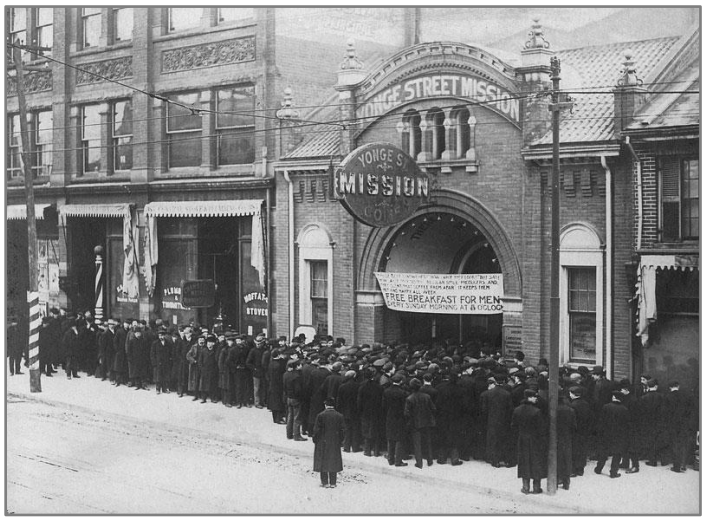
– Ecclesiastes 3:8

Vocabulary

Lesson 1:
fraudulent
stock market
broker
hobo

Key People, Places, and Events

Black Thursday
Black Tuesday
Herbert Hoover
Hoovervilles
Franklin D. Roosevelt
Emergency Banking Act
Federal Deposit Insurance Corporation (FDIC)
New deal
Civilian Conservation Corps (CCC)
Public Works Administration (PWA)
Works Progress Administration (WPA)
"Dust Bowl"



Food line at the Yonge Street Mission in Toronto in the 1930s, during the Great Depression

Lesson One

History Overview and Assignments
The Great Depression

THE PROSPERITY of the Roaring Twenties seemed like it would go on forever. However, in the middle of October 1929, stock values suddenly dropped. As people rushed to their banks to withdraw their savings, the banks ran out of cash and were forced to close. Prices of goods rose, along with unemployment. Masses of hardworking people suddenly found themselves in poverty. The Great Depression had begun.



Crowd at New York's American Union Bank during a bank run early in the Great Depression

Reading and Assignments

- Read the article: *The Great Depression*.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

fraudulent stock market broker hobo

Key People, Places, and Events

Black Thursday
Black Tuesday
Herbert Hoover
Hoovervilles
Franklin D. Roosevelt
Emergency Banking Act
Federal Deposit Insurance Corporation (FDIC)
New Deal
Civilian Conservation Corps (CCC)
Public Works Administration (PWA)
Works Progress Administration (WPA)
"Dust Bowl"

Discussion Questions

1. How did people use their money during the "Roaring Twenties"? Describe this in as much detail as possible.
2. How did people respond when they heard the news of the Stock Market Crash?
3. What do banks do with the money that people deposit into them?
4. In what ways did people try to find work to make ends meet?
5. How did President Hoover believe the American economy would recover? Was he right?
6. How did Hoover finally try to spark economic growth?
7. Who won the 1932 presidential election?
8. What did he promise the American people?
9. What was his campaign song?
10. Why did FDR create all of these various agencies?
11. Describe the Dust Bowl.

The Great Depression

by Mary E. Hall, MPA

The prosperity of the Roaring Twenties seemed like it would go on forever. People bought up modern conveniences, fashionable clothing, and luxury items, persuaded by glamorous advertisements to spend more than they had. They did this using bank credit loans made available when the government expanded its credit policies after World War I ended.

Once people were heavily in debt, they looked for ways to pay back what they owed. Some who lacked integrity turned to the black market to buy and sell illegal goods. Businesses also went into debt, and some of these tried to increase income through **fraudulent** practices, using empty promises to lure clients and customers into poor purchases.

Once people were heavily in debt, they looked for ways to pay back what they owed. Some who lacked integrity turned to the black market to buy and sell illegal goods. Businesses also went into debt, and some of these tried to increase income through fraudulent practices, using empty promises to lure clients and customers into poor purchases.

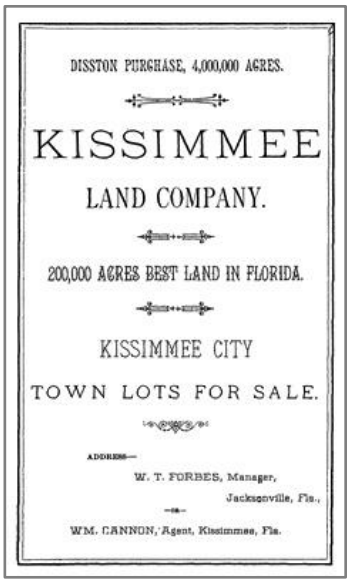


Actress Louise Brooks in 1927, wearing fashionably bobbed hair under a cloche hat



French fashion, 1920s

Investors bought up cheap land in sunny places like Florida. Advertising the dream of a tropical paradise filled with resorts and recreation, they sold parcels to homebuyers and resort builders at higher prices, in what became known as the "Florida land boom." Dazzled by colorful drawings of stunning beaches and grand golf courses, many buyers purchased lots at even higher prices without even seeing in person what they'd bought, and much of it turned out to be low-quality marshland. When a powerful hurricane struck the Miami area in 1926, many lives were lost and homes destroyed. The devastation turned new buyers away, and a good bit of money was lost by those who had risked it on a poor investment.


DISSTON PURCHASE, 4,000,000 ACRES.

KISSIMMEE

LAND COMPANY.

200,000 ACRES BEST LAND IN FLORIDA.

KISSIMMEE CITY

TOWN LOTS FOR SALE.

ADDRESS—

W. T. FORBES, Manager,
Jacksonville, Fla.,

WM. CANNON, Agent, Kissimmee, Fla.

Sale notice advertising land in Florida

Still others, who had learned a bit about investing with war bonds during World War I, invested now in the **stock market**, which allows people to buy stock shares (portions) of corporations, in order to share in their profits. When the market flooded with these new buyers, stock prices rose and investors profited.

When the government made some changes that made credit purchases even easier, middlemen called **broker**s started allowing investors to buy stock on credit. When some of these were unable to pay, stock prices started to go down.

In the middle of October in 1929, investors became alarmed when stock values dropped, and when buyers stop purchasing, prices fell even more. On one particular day which became known as "**Black Thursday**," millions of stock

shares went up for sale. No one bought them. Major investors joined together and bought up stock, trying to halt the price drops. They succeeded for a single day, but then the prices dropped again. On the following Tuesday, October 29, the stock market "crashed." This means that too many stock shares went up for sale, more than the market could handle, and their value became too low to trade. That day became known as "**Black Tuesday**."

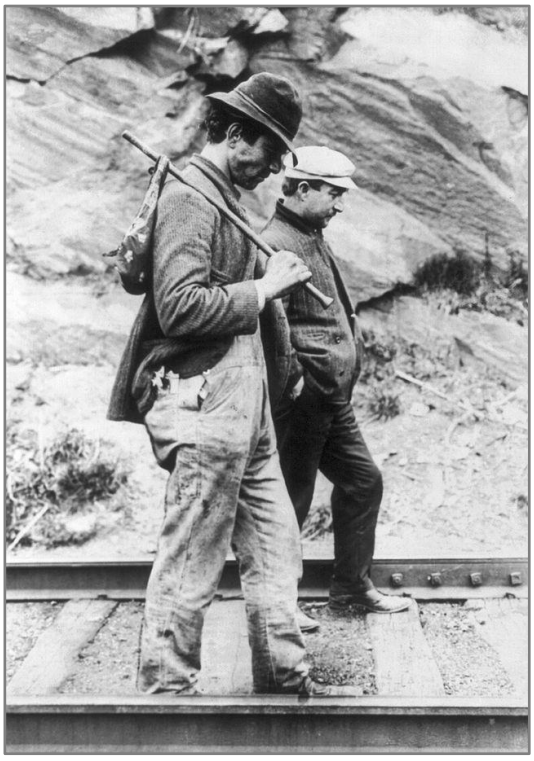
People rushed to their banks to withdraw their savings. The banks, which invest the money people deposit and don't keep it all on hand, ran out of cash and were forced to close. Prices of goods rose, along with unemployment, as businesses struggled to recover their losses. Masses of hardworking people suddenly fell into poverty.



Crowd gathering at the intersection of Wall Street and Broad Street after the 1929 crash

Life During the Great Depression

Men stood on street corners, begging or selling fruit. Women took in laundry and other work and did all they could to cut household expenses. **Hobo**s (traveling homeless men) hopped onto railroad cars in hopes of finding work in other places. Migrant families flocked to farms, hoping to find work and food.



Two hobos walking along railroad tracks, after being put off a train. One is carrying a "bindle," or sack carried on a stick, likely containing all his worldly goods.

Many people blamed the President, **Herbert Hoover**, because he believed the economy needed to recover on its own and would not be improved by government interference. When homeless villages made up of wooden shacks sprang up, people called them "**Hooverville**s." The President recognized that some interference was necessary and took steps to help the economy. He cut taxes for a time and started federal works projects to create jobs. But after a few years, he raised taxes again. He also expanded credit. This sparked a bit of economic growth, but it wasn't based on true recovery. He also signed a tariff bill to help protect American industry, but this backfired by shutting down trade with other countries.

The rest of the world was also suffering during this time. This happened partly because Germany couldn't pay its tremendous war debts, which kept other European countries from repaying theirs, and partly because of other economic issues that affected international trade. The nation of Chile was hit especially hard because the market dried up for its primary export, copper. Other South American industries were affected as well, when they lost their biggest buyers in the US.



A Hooverville near Portland, Oregon



Franklin Delano Roosevelt

In the meantime, the problems in the US were growing worse. Americans responded by replacing Hoover in the 1932 election with **Franklin Delano Roosevelt**, a distant cousin of the former president Theodore Roosevelt. Unlike Hoover, FDR believed the economy needed strong government interference. His campaign promised "a new deal for the American people," and its song was "Happy Days are Here Again."

Soon after his inauguration, Roosevelt took on the economic crisis by launching a huge number of government programs intended to provide "relief, recovery, and reform." He called for Congress to meet in special session, where they passed an **Emergency Banking Act** and established the **Federal Deposit Insurance Corporation** (FDIC) to protect bank accounts. His promised **New Deal** included a **Civilian Conservation Corps** (CCC) to pay men to build roads and parks, a **Public Works Administration** (PWA) to build public buildings, and a **Works Progress Administration** (WPA) to provide other kinds of work.

While these programs and reforms provided some short-term relief, they didn't solve the underlying problems. Crime increased along with homelessness, and "bread lines" formed outside of soup kitchens in cities everywhere.

In the early 1930s, things became even worse when overfarmed land in the southern plains dried up during a severe drought, stirring up huge dust storms and creating what became known as the "**Dust Bowl**." Farmers couldn't raise crops, and many were forced to move west in search of better land.

Hard times give people an opportunity

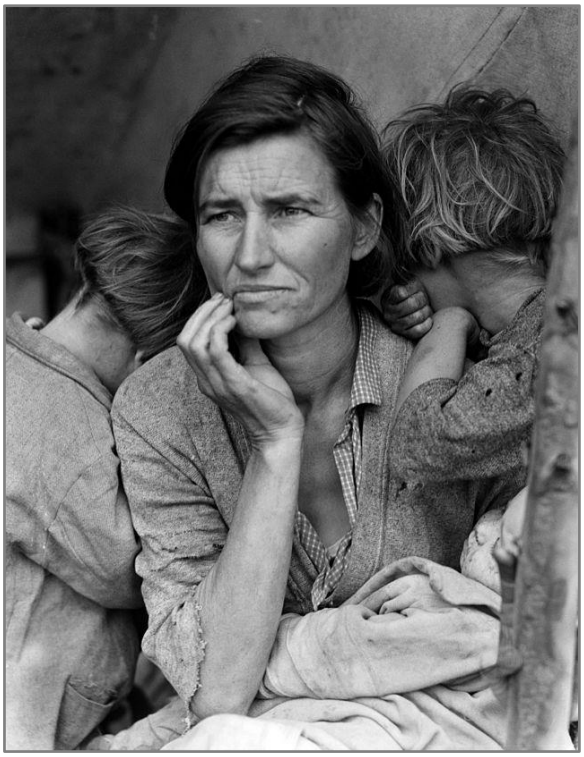
to share and help one another, though, and Americans did a great deal of this during the Great Depression—sharing food and other supplies, along with money-saving ideas and physical help. Stories abounded of teachers buying meals for students out of their meager income, while churches of different types worked together to open soup kitchens and share resources. People also opened orphanages and shelters for the homeless. An anonymous man in Canton, Ohio sent $5 checks to 150 poverty-stricken fellow townspeople—a tremendous amount of money during those years.



**A dust storm approaching Spearman, Texas
April 14, 1935**



**Dust storm approaching Stratford, Texas
April 18, 1935**



Dorothea Lange's *Migrant Mother* depicts destitute pea pickers in California, centering on Florence Owens Thompson, age 32, a mother of seven children, in Nipomo, California, March 1936.

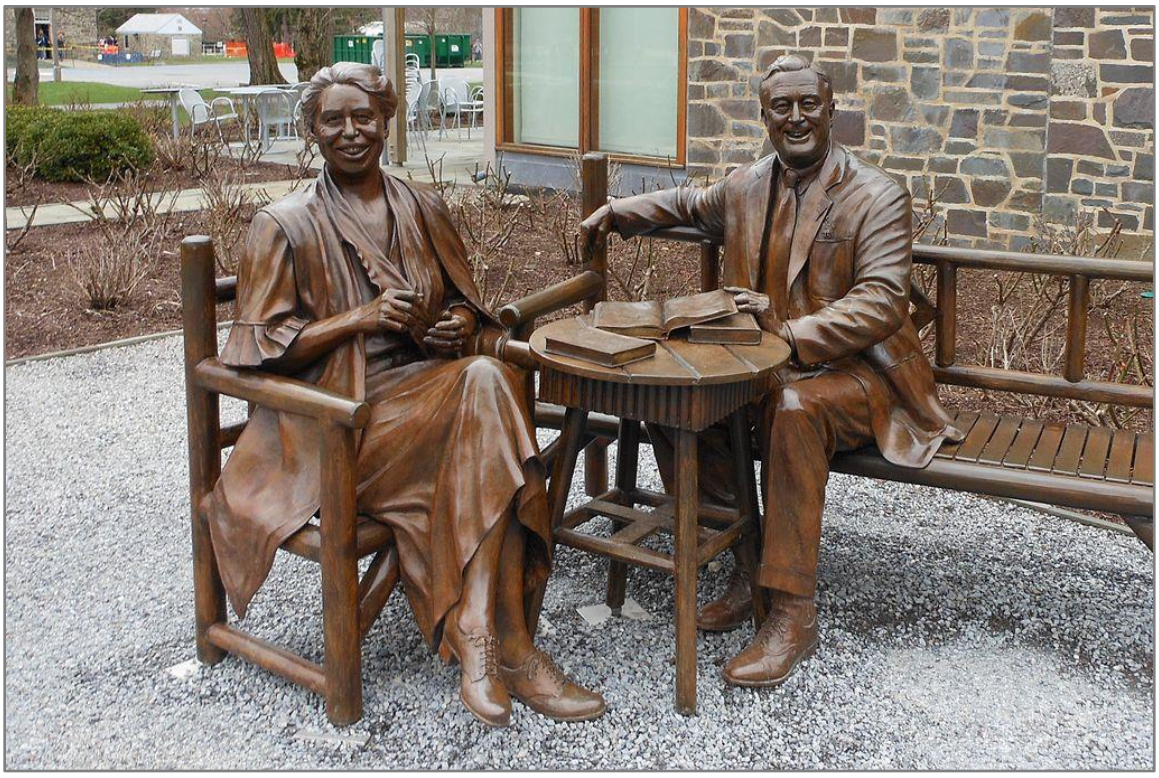


An impoverished American family living in a shanty, 1936. Photo by Dorothea Lange

Unit 19: The Roosevelts

Teacher Overview

FRANKLIN DELANO ROOSEVELT was twice elected governor of New York, and after the nation was hit hard by the Great Depression, he decided to run for the presidency. Campaigning with a message of hopeful optimism, he beat Hoover with a solid victory. Together with his wife Eleanor, FDR had great influence over American politics during the first half of the twentieth century.



Franklin and Eleanor statues at FDR National Historic Site in Hyde Park, NY

Reading and Assignments

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

In this unit, students will:

- Complete one lesson in which they will learn about **Franklin and Eleanor Roosevelt**.
- Define vocabulary words.
- Complete a biography notebook page on Franklin Roosevelt and another for Eleanor Roosevelt. Put these pages in your notebook and be prepared to share.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Happiness and success are not found in the gathering of wealth.

To the man who pleases him, God gives wisdom, knowledge and happiness, but to the sinner He gives the task of gathering and storing up wealth to hand it over to the one who pleases God. This too is meaningless, a chasing after the wind.

– Ecclesiastes 2:26

Just as the world's nations took steps to prepare to enter World War II, Scripture talks about our need to make ourselves ready for spiritual warfare.

Put on the full armor of God, that you may be able to stand firm against the schemes of the devil. For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. Therefore, take up the full armor of God, that you may be able to resist in the evil day, and having done everything, to stand firm. Stand firm therefore, having girded your loins with truth, and having put on the breastplate of righteousness, and having shod your feet with the preparation of the gospel of peace; in addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one. And take the helmet of salvation, and the sword of the Spirit, which is the word of God.

– Ephesians 6:11-17

God's Word acknowledges that there will be times for both war and peace.

A time to love, and a time to hate; a time for war, and a time for peace.

– Ecclesiastes 3:8

Vocabulary

Lesson 1:
pandemic
arduous

Key People, Places, and Events

Franklin D. Roosevelt
Theodore Roosevelt
Eleanor Roosevelt
Civilian Conservation Corps
Social Security Act
Adolf Hitler
Winston Churchill
Pearl Harbor



Springwood, the birthplace of Franklin D. Roosevelt in 1882 at Hyde Park, NY.
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Lesson One

History Overview and Assignments
Franklin and Eleanor Roosevelt

FRANKLIN D. ROOSEVELT and his wife Eleanor had great influence over American politics during the first half of the twentieth century, leading the nation through a time of severe economic distress and tremendous worldwide conflict.



Franklin D. and Eleanor Roosevelt with Anna and baby James, formal portrait in Hyde Park, New York (1908)

Reading and Assignments

- Read the article: *Franklin and Eleanor Roosevelt*
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Complete a biography notebook page on Franklin Roosevelt and another for Eleanor Roosevelt. Put these pages in your notebook and be prepared to share.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

pandemic
arduous

Key People, Places, and Events

Franklin D. Roosevelt
Theodore Roosevelt
Eleanor Roosevelt
Civilian Conservation Corps
Social Security Act
Adolf Hitler
Winston Churchill
Pearl Harbor

Discussion Questions

1. How many terms Franklin Delano Roosevelt serve as president?
2. What other famous Roosevelt was FDR related to?
3. What amendment to the Constitution now prevents presidents from remaining in office as long as FDR did?
4. In what profession was FDR involved?
5. What two illnesses did FDR successfully fight off?
6. What illness left him crippled?
7. Of what state was FDR elected governor?
8. What national position did FDR hold early in his career?
9. FDR said "*The only thing we have to fear is fear itself.*" What do you think he meant by this?
10. Was the "New Deal" within the Constitutional role of government?
11. What was the role of the Civilian Conservation Corps?
12. What was the purpose of the Social Security Act?
13. How did FDR like to speak to the American people?
14. What event brought America into World War II, and why?
15. Describe Eleanor Roosevelt's involvement in politics.



Roosevelt signs the Social Security Act on August 14, 1935



Franklin Delano Roosevelt, by William Timym (1901-1990). Created by the United Kingdom Government

Franklin Roosevelt

America's 32nd president, **Franklin Delano Roosevelt**, was elected four times and held the office longer than any other president in American history. (The Twenty-Second Amendment later prohibited a president from being elected more than twice). FDR and his wife Eleanor had great influence over American politics during the first half of the twentieth century, leading the nation through a time of severe economic distress and tremendous worldwide conflict.

Franklin, a member of the prominent Roosevelt and Delano families of New York, was born in Hyde Park in the Hudson Valley. An only child, he grew up in a wealthy home, was educated in elite private schools, and traveled every year to Europe. He was skilled at many sports and particularly enjoyed sailing and golf.

While he was at Harvard College, his fifth cousin **Theodore Roosevelt** was elected president. Although Franklin admired Theodore's bold style and considered him a role model, he disagreed with his cousin in politics and even campaigned against him.



Eleanor Roosevelt, First Lady of the United States (1932)

Eleanor Roosevelt

During a train ride in 1902, Franklin was introduced to another distant cousin, a young lady named Anna **Eleanor**. Her last name was also **Roosevelt**. She preferred to use her middle name, so Franklin called her Eleanor.

Eleanor's childhood was not a happy one. Although she was born into the affluent Roosevelt family and two of her uncles were tennis champions, she experienced a great deal of sadness because both of her parents and one of her brothers had died before she was even ten years old.

Franklin and Eleanor married in 1905, and he opened a law practice in New York. Becoming active in politics, FDR was elected NY state senator in 1910. Surviving a case of typhoid, he was reelected two years later.



Roosevelt as assistant secretary of the Navy (1913)

Afterward, he was appointed assistant secretary of the navy. He held this position during World War I. Then, after successfully battling the influenza virus he caught during the **pandemic** that killed millions in 1918, he ran for vice president on the ticket with James Cox. The pair were defeated by Warren G. Harding, and Roosevelt returned to his NY law practice.



Franklin and Eleanor Roosevelt
with their children, 1918

While on vacation in Canada with his family in 1921, Roosevelt contracted another disesase, but he didn't recover from this one as easily as he had from typhoid and influenza. This time it was polio, a debilitating virus that attacks the nervous system. It left Roosevelt partially paralyzed from the waist down.

Determined to regain as much mobility as he could, Roosevelt worked with doctors and therapists. After a great deal of **arduous** physical therapy, he was able to stand using leg braces, and even to walk with the help of a cane. For the rest of his life he used a wheelchair in private, but he always tried to walk when he was in public.

Eleanor, who had become quite active in the Democratic Party, persuaded her husband to continue in politics despite his disability. He was twice elected governor of New York, and after the nation was hit hard by the Great Depression, he decided to run for the presidency. Campaigning with a message of hopeful optimism, he beat Hoover with a solid victory.



Roosevelt and Hoover on Inauguration Day, 1933

To the White House

In those days, presidents didn't take office until March, because it often took them a long time for them to travel to the White House. So Franklin Roosevelt didn't begin his first presidential term until March of 1933. By this time, he had gathered a large group of advisors, which became known as his "Brain Trust," and when a bank panic erupted before his inauguration, he famously proclaimed in his speech that "the only thing we have to fear is fear itself."

With the help of his Brain Trust, FDR initiated a number of reforms and programs intended to help the economy recover and put people back to work. His New Deal called upon the government to step far beyond its Constitutional role of administering justice in order to provide financial relief for the needy. Through enforced bank holidays, reducing the gold value of the dollar, and placing heavy regulations on corporations and small businesses, the federal government stimulated some economic growth, but it was short-lived.



Poster promoting the Civilian Conservation Corps made by the Illinois WPA Art Project Chicago (c.1935)

FDR's most popular program, the **Civilian Conservation Corps**, provided three million unemployed young men with paid work constructing and maintaining parks and other natural resources. They were given food and clothing and were paid a small amount every month, most of which had to be sent back to their families.

In 1934, elections in both houses of Congress gave majority support to the President, and he introduced a whole new set of New Deal programs. The most well-known of these was the **Social Security Act**, designed to protect elderly and disabled people from financial hardship. This program required workers to pay a special payroll tax in addition to income and other taxes.



A rare photo of Roosevelt in his wheelchair (1941)

Government spending increased dramatically, but the Great Depression continued. The public liked the help they were receiving from the government, though, and they reelected FDR three times.

World War II

In 1934, Germany's chancellor, **Adolf Hitler**, gained full control of Germany's government and gave himself the title *führer*, or dictator. Many grew fearful of another world war, and at first the United States maintained its policy of isolationism.

When Germany invaded Poland in 1939 and World War II began, FDR wrote letters to Britain's prime minister, **Winston Churchill**, to see if there were ways the US could help stop Hitler, who had by now also invaded the Netherlands, Belgium, and Luxembourg. The two men developed a friendly relationship, and FDR began taking steps to help Britain and the rest of Europe. He began by offering navy destroyers in exchange for rights to establish military bases on British islands in the Caribbean. America also built up its military force and established its first peacetime draft, meaning that men were called up to serve in the army even though the nation was not at war at the time.



Adolf Hitler's personal standard

FDR liked to speak to the American people by radio with what he called "fireside chats," which were optimistic talks given to encourage the public. Through these talks he was able to build support for American involvement in the war effort, but the US did not officially declare war until 1941, after Japan, an ally of Germany, bombed a fleet of American battleships at **Pearl Harbor** in Hawaii.

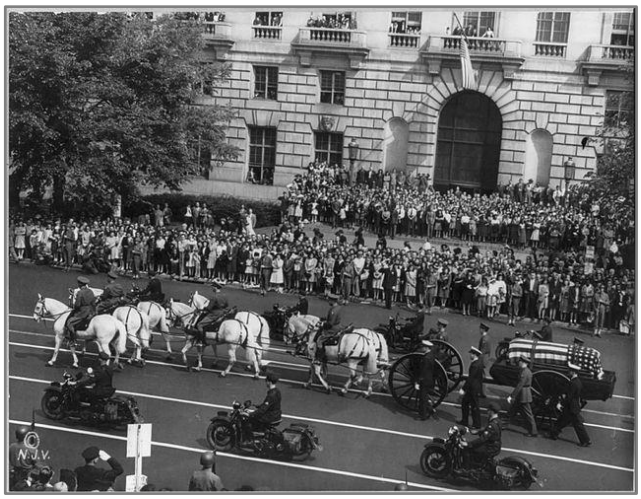
Roosevelt delivered a famous speech calling on Congress to declare war, in which he said: "Yesterday, December 7, 1941, a date which will live in infamy, the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan."

After America officially entered the war, Roosevelt met frequently with Prime Minister Churchill, along with leaders of other nations allied against Germany. Though FDR's health was declining, these heads of state worked together, developing battle strategies to defeat Hitler, until Roosevelt's death from a stroke in 1945.



President Franklin D. Roosevelt after one of his famous "fireside chats"

Franklin Roosevelt did not live to see the end of World War II, but his efforts gave America and her allies the victory they sought and the world mourned when he died.



Roosevelt's funeral procession down Pennsylvania Avenue

After Franklin's Death

First Lady Eleanor Roosevelt remained active in politics after her husband's death, first as a delegate to the United Nations and later as first US representative to the UN Commission on Human Rights. She campaigned for several presidential candidates and lectured frequently on behalf of the UN. Eleanor also worked to promote equal opportunities for women.

Her marriage with Franklin had not been a very happy one. Eleanor remained married to her husband, but their relationship became more of a political partnership than a loving marriage.

In later years many tried to persuade Eleanor to run for office, as governor of New York or even for US president, but she declined, saying that she'd had her fill of public life. She continued to press for worldwide human rights, though, until she died of heart failure in 1962. Beloved by many, she was given the first monument ever made for a president's wife, which stands now in Riverside Park, NY.



Eleanor Roosevelt speaking at the United Nations, July 1947



Eleanor Roosevelt, White House portrait

Unit 20: Prelude and Entry to War

Teacher Overview

WORLD WAR II officially started when Germany invaded Poland in 1939, but the conflict actually began long before that. The punishments Germany had received through the Treaty of Versailles after World War I had left the Germans bitter and ripe for takeover by Adolf Hitler.



Roosevelt signing declaration of war against Japan (left) on December 8 and against Germany (right) on December 11, 1941

Reading and Assignments

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

In this unit, students will:

- Complete one lesson in which they will learn about **the events leading up to World War II and to America's involvement in the conflict**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Happiness and success are not found in the gathering of wealth.

To the man who pleases him, God gives wisdom, knowledge and happiness, but to the sinner He gives the task of gathering and storing up wealth to hand it over to the one who pleases God. This too is meaningless, a chasing after the wind.

– Ecclesiastes 2:26

Just as the world's nations took steps to prepare to enter World War II, Scripture talks about our need to make ourselves ready for spiritual warfare.

Put on the full armor of God, that you may be able to stand firm against the schemes of the devil. For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness in the heavenly places. Therefore, take up the full armor of God, that you may be able to resist in the evil day, and having done everything, to stand firm. Stand firm therefore, having girded your loins with truth, and having put on the breastplate of righteousness, and having shod your feet with the preparation of the gospel of peace; in addition to all, taking up the shield of faith with which you will be able to extinguish all the flaming missiles of the evil one. And take the helmet of salvation, and the sword of the Spirit, which is the word of God.

– Ephesians 6:11-17

God's Word acknowledges that there will be times for both war and peace.

A time to love, and a time to hate; a time for war, and a time for peace.

– Ecclesiastes 3:8

Vocabulary

Lesson 1:
atrocity
venomous
concentration camp

Key People, Places, and Events

Treaty of Versailles
Nazi Party
Adolf Hitler
Allies
Axis Powers
Dunkirk
"Blitz"
Luftwaffe
Battle of Britain
Franklin D. Roosevelt
Pearl Harbor

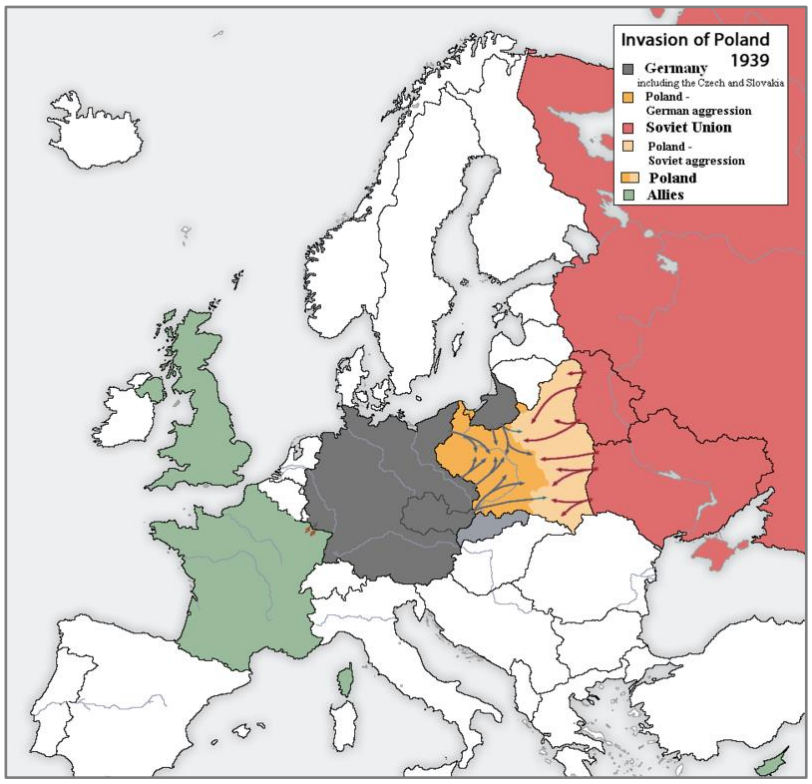


Pearl Harbor, seen from one of the attacking Japanese planes

Lesson One

History Overview and Assignments
World War II Begins

IN KEEPING WITH its policy of isolation, the United States kept out of World War II during the early years of the conflict. However, President Roosevelt was nevertheless working quietly to aid Britain and other nations. It was Japan's attack on Pearl Harbor that finally roused the United States from its slumber and forced her into official action.



The map shows the beginning of World War II in September of 1939 in a European context.

Vocabulary

atrocity
venomous
concentration camp

Key People, Places, and Events

Treaty of Versailles
Nazi Party
Adolf Hitler
Allies
Axis Powers
Dunkirk
"Blitz"
Luftwaffe
Battle of Britain
Franklin D. Roosevelt
Pearl Harbor

Reading and Assignments

- Read the article: *World War II Begins*.
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. Why was Germany bitter about the Treaty of Versailles?
2. How did that leave the Germans vulnerable to the domineering leadership of someone like Adolf Hitler?
3. In what ways did Hitler attack Great Britain?
4. What were Hitler's two main goals for the war?
5. What finally drew the United States into World War II?

World War II Begins

by Mary E. Hall, MPA



The signing of the Treaty of Versailles

Before the War

World War II officially started when Germany invaded Poland in 1939, but the conflict actually began long before that. After the First World War, Germany was severely punished by the other nations through the **Treaty of Versailles**, by which they took away some of her land, disarmed her military, and demanded huge sums of money to pay for war damages. Germans protested, arguing that the terms were too harsh and that the guilt for the war was not all theirs, but the government was forced to sign.

Germany, whose economy was already crippled by the war, was unable to pay the required war debts. Then, when the Great Depression struck Europe, hyperinflation made Germany's currency completely worthless. Great strife broke out within the government, and a political group arose called the **Nazi Party**. The name *Nazi* means National Socialist German Workers' Party. **Adolf Hitler** was its leader, and he became chancellor of Germany in 1933. Hitler, who was a powerfully persuasive speaker, sought to throw off the restrictions imposed by the Treaty of Versailles. He wanted two things more than anything else—to expand Germany's borders and to eliminate the Jewish race of people, because he was convinced that Germany's enemies were controlled by Jews in their governments.



Adolf Hitler on a 1944 postage stamp

Hitler seized full control of the government in 1934, began a massive rearmament of the military, and started pressing for the return of land that had previously belonged to Germany. He began by taking over Austria, the nation of his birth. Because most Austrians wanted to join with Germany, and because it was felt that Germany had suffered enough, other nations did not interfere.



Demonstration against the Treaty in front of the Reichstag building in Germany

Made bold by this success, Hitler pressed for more territory and was granted part of Czechoslovakia in exchange for a promise that he would stop demanding land. Hitler wanted the rest of the country and much more, though. He secretly built up the German navy and signed a treaty with the Soviet Union, so that this powerful nation wouldn't oppose his next moves. Then, in September of 1939, Germany invaded Poland.

The War Begins

France, Britain, and a number of other nations responded to the invasion of Poland by declaring war on Germany. These nations, along with others which joined them later, became known as the **Allies**. Germany, already allied with Italy and Japan in what was called the **Axis Powers**, invaded Denmark and Norway in order to protect shipments of iron ore by sea, and then attacked France and a number of other nations. Italy also attacked France, which was forced to surrender.



The Polish city of Wieluń destroyed by German bombing

To humiliate France even more, Hitler required their officials to sign their surrender papers in the same railroad car in which Germany had been forced to sign theirs in 1918.



British troops being rescued from Dunkirk

Meanwhile, British soldiers were stranded on the shore in France in a seaside area called **Dunkirk**. Britain called into service every available boat that could travel across the English Channel to rescue them so they wouldn't be captured by the German army. Thousands of boats—fishing boats,

sailboats, merchant marine vessels, even lifeboats—valiantly made their way back and forth across the Channel for nine long days and nights, and together they carried home more than 300,000 weary soldiers.

After this, Britain launched air raids against Germany to prevent a planned invasion, and Germany responded with a bombardment of British cities, called "the **Blitz**." Over eight months, the German air force, called the ***Luftwaffe***, bombed London and other cities again and again, trying to destroy Britain's ability to produce war equipment and fight battles. Many thousands of people were killed, and large parts of the cities were demolished.



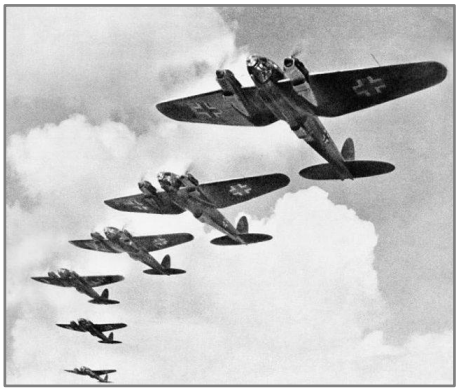
Children in the East End of London, made homeless by the Blitz

The Germans did not succeed in making the British people incapable of fighting back, though, and fight back they did.

Because they learned how to decode German messages, they started heading off the air attacks, and the German bombing soon stopped.

This battle, called the **Battle of Britain**, was the first major battle in world history that was fought only by aircraft. Prime Minister Winston Churchill declared their triumph would be remembered as Britain's "finest hour."

Germany also attacked Britain by sea. The British were not victorious here, but they stopped the attack by crippling the German warship *Bismarck*.



The German *Luftwaffe* attacking during the Battle of Britain

While all these battles were being waged, word reached the Allies of horrible **atrocities** being committed by the Germans. Hitler, in his **venomous** hatred against Jews and other people groups, had ordered mass murders and other terrible persecutions. Large numbers were taken from their homes to dreadful places called **concentration camps** (which were called that because masses of people were "concentrated," or crowded together), where they were horribly mistreated and many were killed. Many European Christians, along with others who were outraged when they heard about this, began to work secretly to help people who were in danger.

The United States stayed out of the war during these early years in keeping with its policy of isolation, but President **Roosevelt** was working quietly to aid Britain and other nations. Italy, meanwhile, began attacking countries near it in the southern part of Europe, by the Mediterranean Sea. The Allies responded but were defeated and driven back when

Germany invaded Yugoslavia and Greece. Then the Axis nations turned north and attacked the Soviet Union, in utter disregard of its peace treaty with Germany. The Russians resisted the attack, fighting back until their harsh winter weather finally forced the German army to retreat.

The Attack on Pearl Harbor

It was now the end of 1941. Japan had been trying to conquer China for some time and feared that the United States, which had a naval fleet in the Pacific Ocean, would interfere.

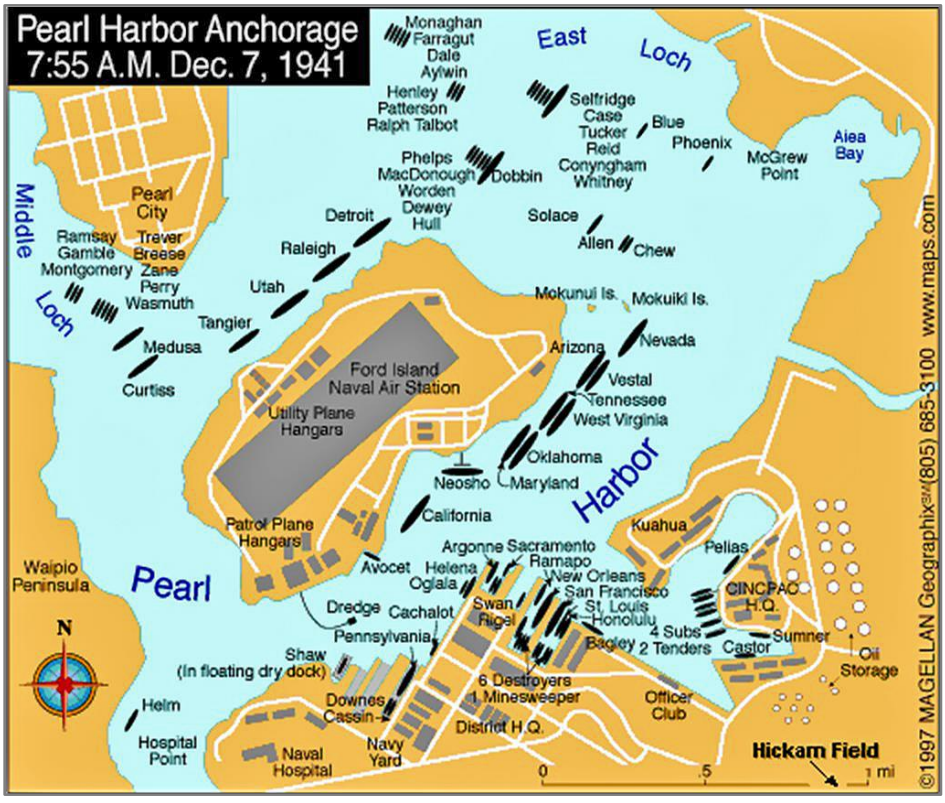
Early in the morning on December 7, with no declaration of war, Japan made a surprise air attack on the US base at **Pearl Harbor** in Hawaii. They did this by launching more than 350 fighter planes from aircraft carriers, to bomb the American fleet.

Within nine minutes the attack was over. Eight US battleships, several other ships, and many war planes were destroyed or damaged. More than 3,000 Americans were either killed or wounded.

In response, America declared war on Japan the next day and entered World War II.



The USS *Arizona*, bombed in the attack on Pearl Harbor



On the morning of December 7, 1941, approximately 100 US Navy battleships, destroyers, cruisers, and support ships were present at Pearl Harbor.

Unit 21: A Two Front War and Post-War Challenges

Teacher Overview

WORLD WAR II was a complicated war with American involvement in both Europe and the Pacific. Adolph Hitler, a powerful and charismatic leader, led many in his country to believe in his cause. However, there were others who secretly worked to remove Hitler from power by planning several unsuccessful assassination attempts. The "Big Three" Allied powers—America, Britain, and the Soviet Union—believed that the best way to defeat Germany was to invade Europe from the west. This led to the Allied victory on D-Day, June 6, 1944 and ultimately led to the defeat of the Axis powers. Once the war ended, America offered financial assistance to the Allies through the Marshall Plan. All nations, except the Soviet Union, gratefully accepted the help in rebuilding the devastated European countries.

The close of World War II brought a different tension. This time the tension was between Western Europe and the United States and Eastern Europe, consisting mainly of the Soviet Union. This tension, ultimately called the Cold War, never included fighting between the Soviet Union and the United States. Instead their issues were fought out by the US and the Soviet Union giving aid to other, smaller nations.



Clockwise from top left: Chinese forces in the Battle of Wanjialing; Australian 25-pounder guns during the First Battle of El Alamein; German Stuka dive bombers on the Eastern Front winter, 1943–1944; US naval force in the Lingayen Gulf; Wilhelm Keitel signing the German Instrument of Surrender; Soviet troops in the Battle of Stalingrad

Reading and Assignments

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

In this unit, students will:

- Complete three lessons in which they will learn about **the two-front war**, **victory for the Allies** and **post-war challenges**.
- Define vocabulary words.
- Create a biography notebook page for **Dietrich Bonhoeffer**.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Before God, all men and women are created equal.

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.
– Galatians 3:28 (again)

"The only thing necessary for the triumph of evil is for good men to do nothing." – Edmund Burke

When the righteous are in authority, the people rejoice: but when the wicked beareth rule, the people mourn.
– Proverbs 29:2

Vocabulary

Lesson 1:
führer

Lesson 2:
amphibious
arduous
liberate
kamikaze

Lesson 3:
none

Key People, Places, and Events

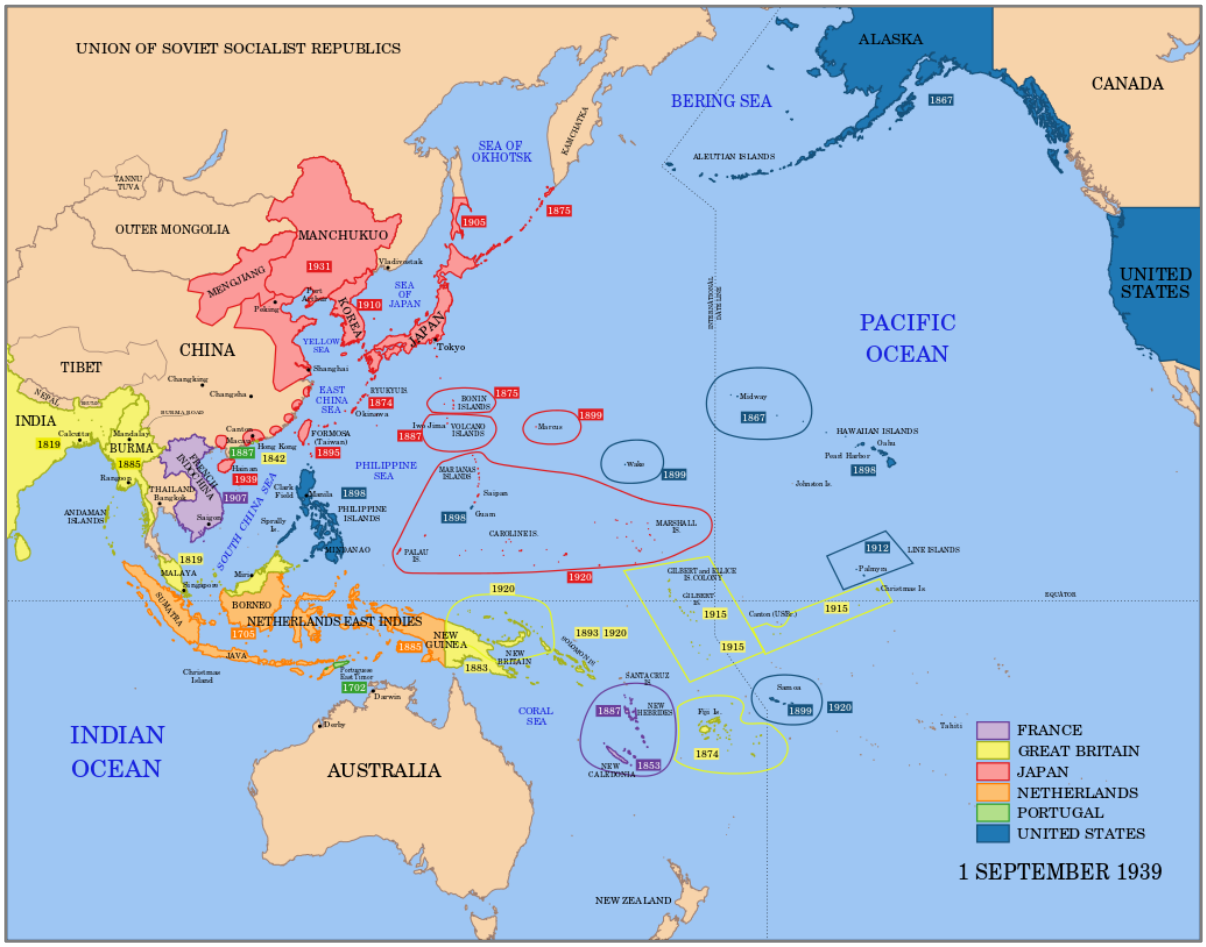
Adolph Hitler
Wehrmacht
Josef Stalin
Allies
Luftwaffe
blitzkrieg
Axis Powers
Red Army
Gestapo
Dietrich Bonhoeffer
German Resistance Movement
Douglas MacArthur
Battle of the Coral Sea
Battle of Midway
D-Day: June 6, 1944
Battle of the Bulge
Harry Truman
V-E (Victory in Europe) Day
Enola Gay
atomic bomb
Hiroshima
Nagasaki
Marshall Plan
United Nations
Arab-Israeli War of 1948
Western bloc
Eastern bloc
Cold War
Containment Policy
North Atlantic Treaty Organization (NATO)

Lesson One

History Overview and Assignments

A War on Two Fronts

AS THE UNITED STATES became involved in World War II, they found themselves fighting the war in Europe and in the Pacific Theater. While battling Hitler and the German army in Europe, they also battled the Japanese and their *kamikaze* pilots after being attacked on December 7, 1941 at the American base at Pearl Harbor.



Political Map of the Asia-Pacific Region, 1939

Reading and Assignments

- Read the article: *A War Fought on Two Fronts*.
- After reading the article, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

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

- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- Using today's reading and doing some additional research, create a biography notebook page for **Dietrich Bonhoeffer**.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Adolph Hitler
Wehrmacht
Josef Stalin
Allies
Luftwaffe
blitzkrieg
Axis Powers
Red Army
Gestapo
Dietrich Bonhoeffer
German Resistance Movement
Douglas MacArthur
Battle of the Coral Sea
Battle of Midway

Vocabulary

führer

Discussion Questions

1. Describe how Hitler broke his pact with the Soviet Union.
2. What did Hitler believe about the German people?
3. What did Germany call its army?
4. How did the Red Army gain the advantage during the severe Russian winter?
5. What countries made up the Allied powers?
6. What countries made up the Axis powers?
7. Why did the US and other Allies decide to help arm the Soviet Union?
8. How did the German resistance work to remove Hitler from power?

A War Fought on Two Fronts

by Mary E. Hall, MPA

The Eastern Front

When Germany made its peace agreement with the Soviet Union in 1939, the secret goal the two nations shared was to divide the central portion of Europe between them, returning it to the way it was before World War I. **Adolph Hitler**, however, had another secret goal—one which he didn't share with the Russians. His plan was to use the Soviet Union to help him take over the Central European countries—and then turn around and conquer the Soviet Union so he could gain control of the entire region. Hitler thought the German people were superior to other people groups. In fact, he called them the "master race." He wanted to give them more living space, and he intended to kill or enslave everyone else. This kind of horribly evil thinking can make a powerful leader very dangerous, and Hitler certainly was.

So, after Germany and the Soviet Union took over Poland, Finland, and several other countries, Germany turned its army, called the **Wehrmacht**, on the Soviet Union and launched an attack in June of 1941. Hitler

tried to excuse his breaking of their pact by claiming that the Soviet Union had broken it first by taking over Romania and certain other areas they hadn't agreed upon, but that was just a ruse. This had actually been the next step in his plan all along. In fairness, it's likely that **Josef Stalin** in the Soviet Union had been waiting for Germany to tire after fighting the **Allies** so he could attack Germany, but he apparently waited too long.



Romanian IAR 80 fighter planes

At first, Soviet officers on the border didn't understand why they were being fired upon. Then the German *panzer* tanks arrived, followed swiftly by the ***Luftwaffe*** in the air and brigades of marching soldiers, invading in a **blitzkrieg**, or lightning-style attack. Waging battle after battle in this fashion, the Wehrmacht, along with other **Axis Powers** forces, advanced through the Baltic states. Many Russians, who desperately wanted liberation from Stalin's oppressive rule and didn't know what Hitler was like, helped the invaders.

One group of German soldiers met fierce resistance in Kiev, and Hitler ordered another group, which was on its way to attack Moscow, to turn back and help them instead. They succeeded in occupying the city, but the detour slowed down Germany's invasion.



Soviet poster proclaiming "Let's defend Moscow!"

Overconfident that his Wehrmacht would swiftly succeed in conquering the Soviets, Hitler reduced arms production and refused to send winter uniforms. Meanwhile, the **Red Army** gathered its forces and the Germans soon found themselves facing a determined enemy, along with severe Russian winter weather, instead of celebrating victory.

The Axis forces, weary, with depleting supplies, struggled to press on while the Red Army, accustomed to harsh Russian conditions, replenished itself with reserve soldiers and equipment. Temperatures dropped well below zero, and thousands of poorly clad German soldiers were stricken with disease and frostbite. Tanks got stuck in muddy roads, and their engines froze up. Hitler finally ordered the Wehrmacht to halt, and the Red Army drove them out of Moscow.



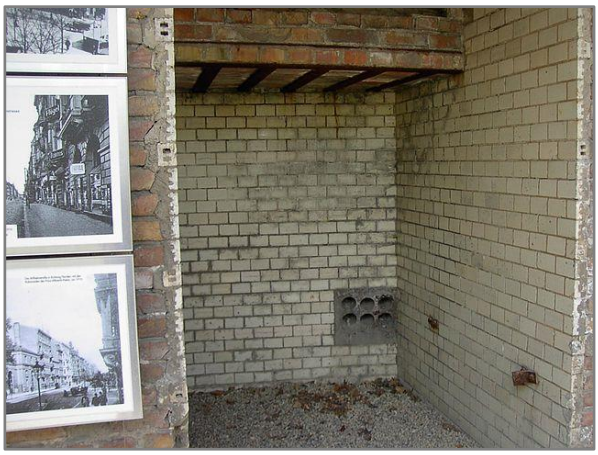
With all the men fighting in battle, Moscovite women dug anti-tank trenches around Moscow in 1941.

Furious over his defeat at Moscow, Hitler dismissed his commander in chief and took personal control of army operations. Then he surrounded himself with inexperienced officials who didn't know much about war, and this stirred resentment among his senior army officers.



This Russian stamp commemorates the 60th anniversary of the Battle of Moscow.

The Wehrmacht resumed fighting in the spring, but by this point the US had become involved in the war. Despite the tensions between the democratic nations and the Communist Soviet Union, the US and other Allies decided to help arm the Soviets. Battles raged across Eastern Europe for three more years as the Allies struggled against the fierce Axis Powers for victory.



Cell in the basement of Gestapo headquarters, where many of the resistance activists were tortured

The German Resistance

Hitler, under heavy strain to maintain fighting capability in Eastern Europe while under fire from Allied countries, pressed the German people to increase production of weapons and other war materials. Compliance was enforced by the secret police, called the **Gestapo**.



A lone man folds his arms in protest while hundreds around him perform the Nazi salute, 1936.

Many people, highly disturbed by Hitler and his objectives, questioned his sanity and his right to govern. A group of military and religious leaders banded together and began secretly plotting to remove the *Führer* from power. Working quietly, they developed plans and tried several times to assassinate him. Others also tried to kill him, but strangely, every one of the

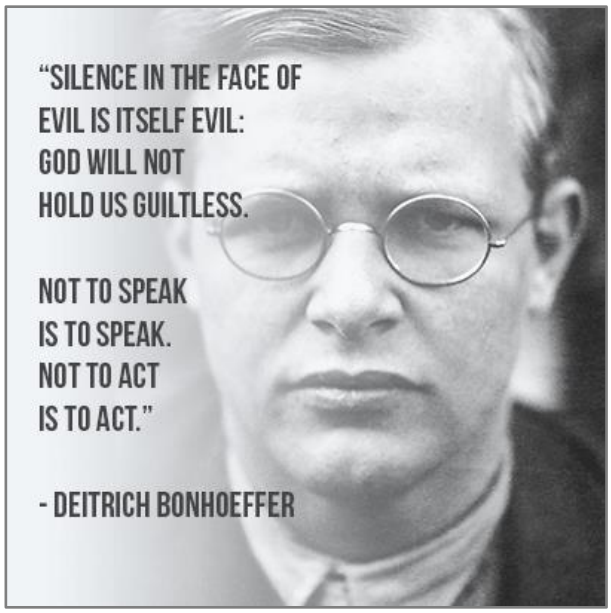
attempts failed. Hitler, enraged after escaping the blast of a bomb in his conference room, tightened his oppressive grip even further and ordered the arrest of thousands who were suspected of opposing him. Many of these people were tortured, and some were executed.

One of these resistance members, a Lutheran pastor and theologian named **Dietrich Bonhoeffer**, lived his life entirely in service to God. Returning to Germany to minister to her people when he could have remained far from the war in America, he joined the **German Resistance Movement** and helped plan some of the assassination attempts. Greatly concerned about Germany's spiritual condition and about what might happen to his beloved homeland after the war, Pastor Bonhoeffer wrote highly praised books on ethics, Christian fellowship, and the costs involved in discipleship, all while teaching and caring for believers.



Dietrich Bonhoeffer, 1964 postage stamp

After he was imprisoned along with the other opposition leaders, Bonhoeffer became known throughout the world for his wisdom, along with his integrity and trust in God. He gave us a shining example of a man who sought to honor his true king in all he did. He was executed only a few days before the Allies liberated his prison camp.

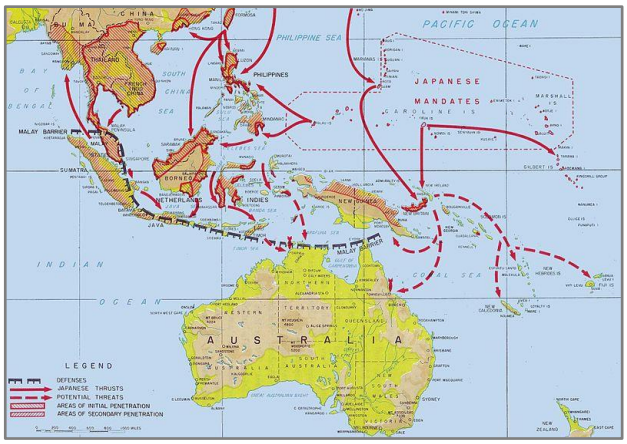


Dietrich Bonhoeffer

The Pacific Theater

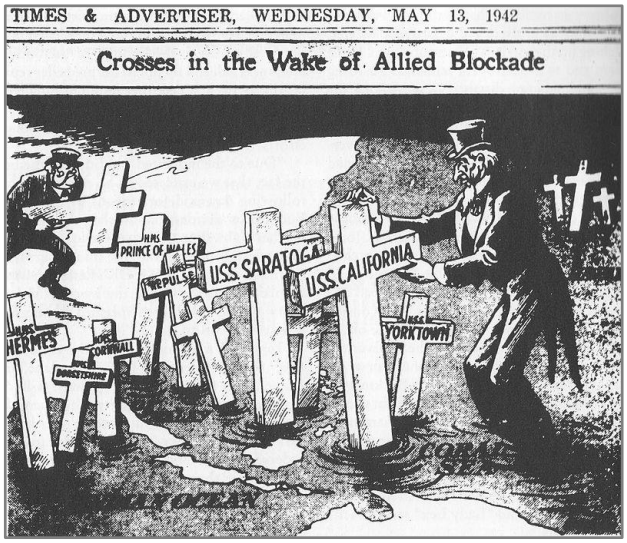
On December 7, 1941, the day Japan attacked the American base at Pearl Harbor, Japanese forces also invaded Thailand and launched attacks on British bases in Hong Kong, Malaya, and Singapore. In response, the US, Britain, Australia, China, and several other nations declared war on Japan. Then Germany and the other Axis nations declared war on the US, and America became fully involved in World War II.

Not having fully changed over to a wartime economy yet, the US wasn't able to help much at first. In Europe, France and Holland were both under occupation by Germany, and the British were fighting hard to keep the same from happening to them. By the middle of spring in 1942, the Japanese Empire had conquered much of Indochina and the East Indies islands, and the US had to order its forces in the Philippines to surrender.



Japanese advances in the Southwest Pacific between December 1941 and April 1942

General **Douglas MacArthur**, who had retreated to Australia, formed a new intelligence operation and started decoding Japanese messages. Meanwhile, the US sped up production of warships.

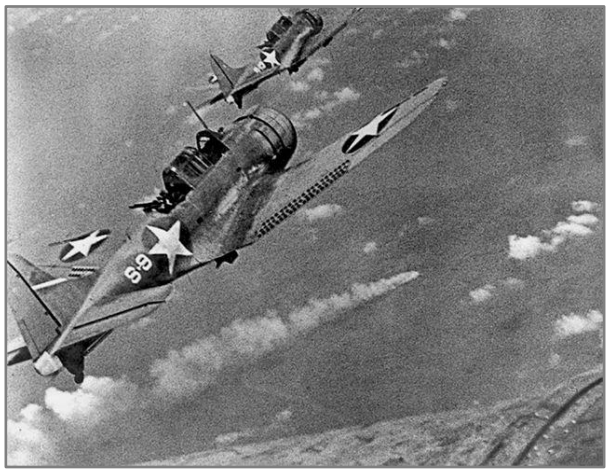


A May 1942 editorial cartoon from the Japanese English-language newspaper *Japan Times & Advertiser* depicts a dejected Uncle Sam joining Winston Churchill in erecting grave markers for Allied ships which Japan had sunk, or claimed to have sunk, at Coral Sea and elsewhere.

The tide began to turn in favor of Allied forces in the **Battle of the Coral Sea**—the first sea battle ever fought entirely by aircraft, where the opposing ships never even saw or fired on each other—and in June the US achieved a stunning victory in the **Battle of Midway**. Then they wore the Japanese forces down, retook some of the Solomon Islands and Guadalcanal, and began hopping from island to island toward Japan, while Australia turned back Japanese advancements in New Guinea.



USS *Yorktown* in drydock at Pearl Harbor on May 29, 1942, shortly before departing for Midway



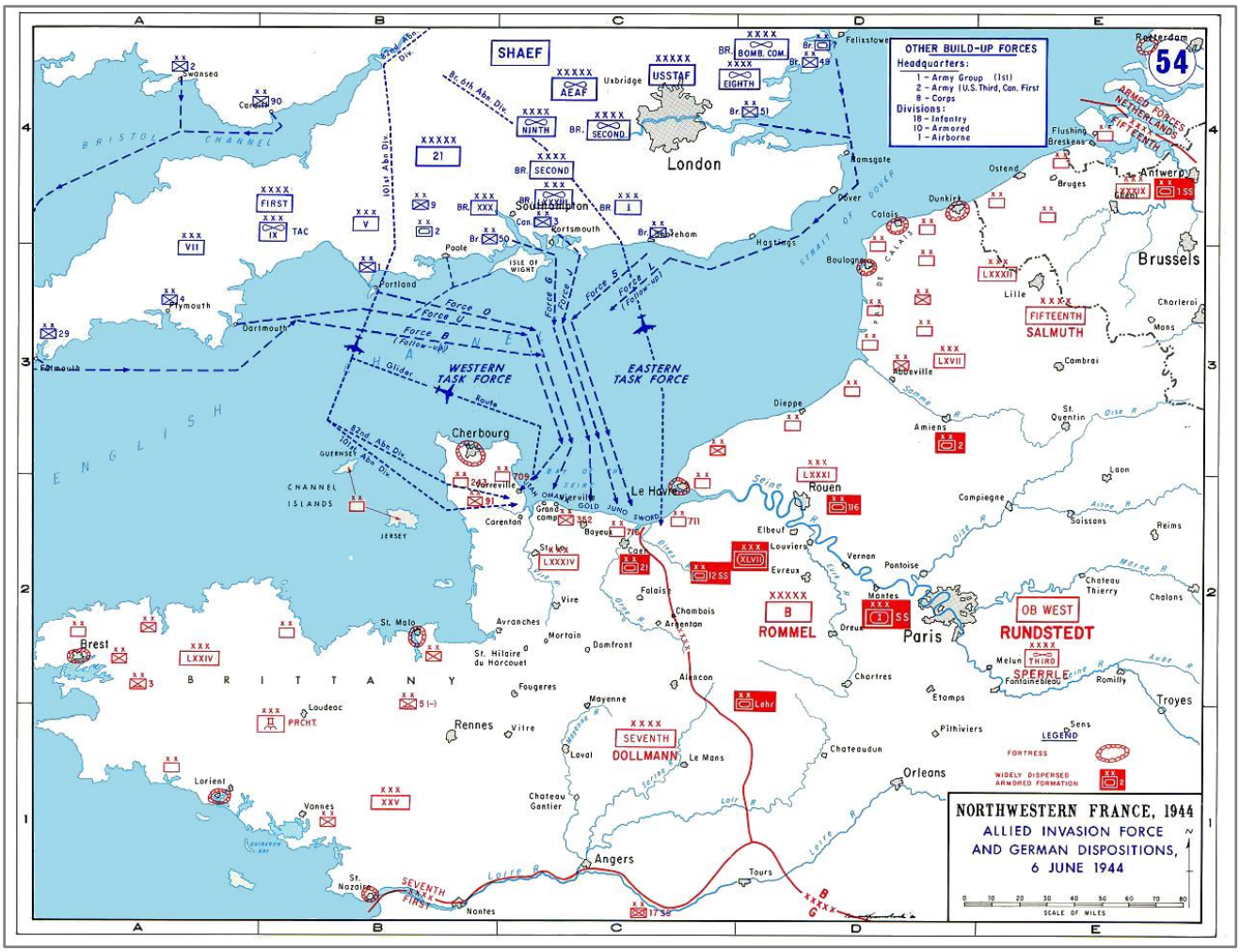
Dive bombers about to attack a Japanese cruiser in the Battle of Midway

Lesson Two

History Overview and Assignments

The War's End

THE DECISION to invade Europe from the west, by way of the English Channel, led to the D-Day invasion on June 6, 1944 and ultimately the final defeat of the Axis powers. However, the war in the Pacific waged on until President Harry Truman issued a final ultimatum of "total destruction" if the Japanese did not surrender immediately. The Japanese rejected the demand, and the decision to drop an atomic bomb on Hiroshima was made in order to save the lives of many more Americans.



Allied invasion plans and German positions in Normandy on D-day

Reading and Assignments

- Read the article: *The War's End*.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.

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

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

D-Day: June 6, 1944
Battle of the Bulge
Harry Truman
V-E (Victory in Europe) Day
Enola Gay
atomic bomb
Hiroshima
Nagasaki

Vocabulary

amphibious
arduous
liberate
kamikaze

Discussion Questions

1. Why was the invasion on D-Day so important to the cause of the Allies?
2. How did Harry Truman become president?
3. Why did the leaders of "The Big Three" nations meet for a conference in Yalta?
4. What happened on V-E Day?

   What were *kamikaze* fighters?
5. What was the result of the dropping of atomic bombs on Hiroshima and Nagasaki?
6. Do you think President Truman was right in his decision to drop the atomic bomb? Why or why not?
7. Why is the generation that lived during World War II described as the "Greatest Generation?"

The War's End

by Mary E. Hall, MPA

Pressing on Toward Victory

The "Big Three" nations opposing the Axis Powers—America, Britain, and the Soviet Union—agreed that the best way to defeat Hitler was to invade Europe from the west, by way of the English Channel.

On the dawn of June 6, 1944, four thousand **amphibious** (ocean-to-shore) ships started landing massive numbers of soldiers on the beaches of Normandy, France. This day was called **D-Day**.

Parachuters had disrupted German communications the night before, and naval bombardment and gunfire had weakened their fortifications.



Into the Jaws of Death: US Army troops from the 1st Infantry Division wade ashore on Omaha Beach in Normandy on the morning of June 6, 1944. Photograph by Robert F. Sargent

Germans began to fire upon the soldiers. Thousands fell dead or were wounded, but more determined fighters kept pouring onto the beaches. Despite winds that blew ships off course, barbed wire and mines on the beaches, and steep cliffs that required **arduous** climbing under heavy gunfire, the Allies gained a foothold and began the process of **liberat**ing France.

They freed Paris from German occupation on August 25, and by September the *Wehrmacht* had been driven from most parts of France and Belgium. After that, Allied forces pushed on, advancing slowly toward Germany. They suffered a setback in the **Battle of the Bulge** at the Belgian seaport called Antwerp, but they recovered their losses and moved into Germany early in 1945.

The Soviets hammered on the German army from the other side, and Hitler began to panic. He hurried the development of new types of weapons, such as the world's first fighter jet (the Me-262), as well as the V-1 and V-2 rockets, which were flying bombs designed to hit targets hundreds of miles away. In spite of these deadly developments, the Allies continued to push in.



Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin at the Yalta Conference, February 1945

Allied victory was clearly on the horizon. The leaders of the Big Three nations met in February at a conference in Yalta, on the Crimean Peninsula, to make plans for the world after the war ended.

After that, a number of things happened very quickly.

In early March American troops crossed the Rhine River, which had not been breached by an enemy since Napolean's crossing in 1806. The troops spread through Germany. Meanwhile, other Western Allies swept into the nation from Italy, and Soviet forces reached Vienna.

On April 12, President Roosevelt died and Vice President **Harry Truman** took office as president.



Harry S. Truman, official Presidential portrait, by Greta Kempton (1945)

German forces surrendered in Italy on April 29. On the next day, April 30, the Reichstag was captured, and Adolph Hitler killed himself by gunshot in his underground bunker.

On that same day, American troops freed more than 30,000 prisoners at the Dachau concentration camp. On May 8, Germany signed a formal surrender document, and this long-awaited day became known as **Victory in Europe**, or **V-E Day**.


EXTRA THE STARS AND STRIPES EXTRA

HITLER DEAD

Fuehrer Fell at CP, German Radio Says; Doenitz at Helm, Vows War Will Continue

Churchill Hints Peace Is at Hand

Front page of the US Armed Forces newspaper, *Stars and Stripes*, May 2, 1945



Cheering crowds of liberated survivors of the Dachau concentration camp

The War Rages On in the Pacific

While Allied troops celebrated victory in Europe, battles continued throughout the spring of 1945 in the Pacific Theater, where Japanese **kamikaze** fighters willingly killed themselves by crashing their war planes, armed with explosives, into American ships. These fighters were virtually impossible to stop, but the US pushed on, regaining control of the Philippines in March before taking over the islands of Iwo Jima and Okinawa.



The Boeing B-29 *Superfortress*

Meanwhile, Allied forces on land stopped Japan's advances in India and southern China and began bombing raids on Japan with a new and more powerful fighter plane, the B-29 bomber.

In July the Allies warned Japan that total destruction would come upon them if they did not surrender immediately. The Japanese rejected the demand, and the US responded with a weapon more powerful than any the world had ever seen.

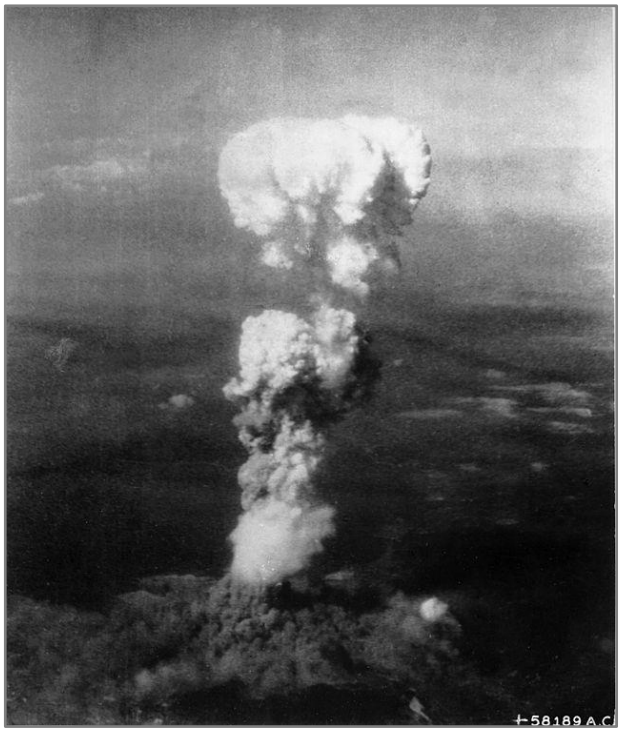
The Atomic Bomb

On August 6, 1945, a B-29 called the ***Enola Gay*** took off from the Mariana Islands and dropped its payload, an **atomic bomb**, on the Japanese city of **Hiroshima**.

The bomb, developed in a top-secret project in the US, destroyed most of the city in the blink of an eye, killing nearly 80,000 people and injuring almost as many. After

the initial blasts, radioactive ash settled, causing illness for decades to come.

When Japan still refused to surrender, the US dropped another atomic bomb on the town of **Nagasaki** three days after the first one.



Atomic cloud over Hiroshima

The Japanese emperor finally agreed to surrender. General MacArthur accepted Japan's surrender on board the USS *Missouri*, and World War II finally ended.

The Price of War

Peace returned to the world at last, but the shock and horror of the war has remained, and will continue to remain, in the world's collective memory. Nearly 18 million soldiers met their deaths during World War II, along with almost as many civilians. Six million of these were Jews cruelly murdered by the Nazis.

Many have asked, "Was it right to kill so many innocent civilians using the atomic bomb?" President Truman wrestled deeply with this question both before and after making the tremendous decision to employ the deadly weapon. He was convinced that many more lives on both sides would have been lost if Americans had invaded Japan instead of using the bomb.



Service on the Home Front
by Louis Hirshman and William Tasker

The Greatest Generation

The Americans who lived, served, and gave support during World War II are often called the "Greatest Generation." Attacked without warning while seeking to remain neutral, America shook off her isolationism and answered the call of beseiged nations which desperately needed her help.

The generation who lived during this time made tremendous sacrifices of money, hard work, and soldiers in order to help safeguard the world from tyranny, and we must make sure we honor their memory and never forget the price they paid to protect American liberty.

Lesson Three

History Overview and Assignments
Post-War Challenges

THE WAR HAD LEFT Europe devastated. To help rebuild the European nations, America offered financial help to the Allies through the Marshall Plan. All of the nations gratefully accepted America's offer—with the exception of the Soviet Union. To prevent another war, the United States occupied Japan, and the western portions of Germany were taken over by the Allied nations. However, the eastern section of Germany was controlled by the Soviets, and the city of Berlin was literally divided the same way. The United Nations was established and took the place of the League of Nations. The United States maintained a policy called "Containment" and sought to contain the spread of communism.



The labeling used on Marshall Plan aid packages

Reading and Assignments

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

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Marshall Plan
United Nations
Arab-Israeli War of 1948
Western bloc
Eastern bloc
Cold War
Containment Policy
North Atlantic Treaty Organization (NATO)

Discussion Questions

1. How did the United States seek to help the devastated countries of Europe recover?
2. How did the United States seek to prevent another war?
3. What is the purpose of the United Nations?
4. What countries made up the "Western bloc"?
5. What countries made up the "Eastern bloc"?
6. What was the Cold War?
7. How did the United States and Western Europe seek to contain communism?

A Desire for Peace

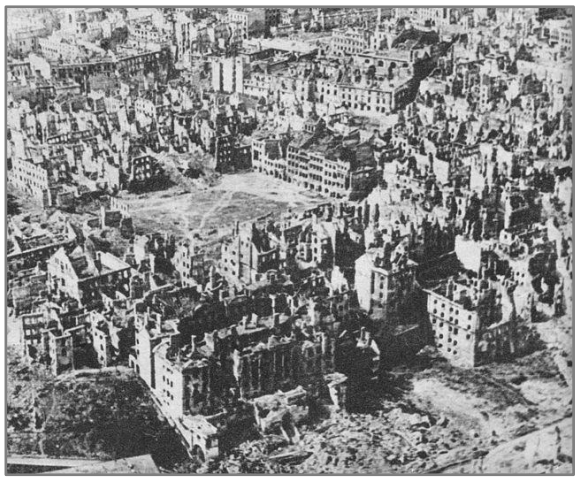
After World War II, the peace agreement was very different from the one drawn up at the end of the First World War. Instead of punishing the belligerent nations after their defeat, this time the Allies worked together to help rebuild Japan, Germany, and Italy. Since the economy of Europe had been devastated, America offered financial help to the Allies through the **Marshall Plan**, designed to remove trade barriers and modernize industry. The nations of Western Europe gratefully accepted America's help, but the Soviet Union and its allies refused.

Determined to prevent another global war, the US occupied the nation of Japan, disarmed her military, and set up a democratic government. Germany was completely disarmed and divided into zones. The western portions of Germany were taken over by the major Allied nations, while the eastern section was controlled by the Soviets. The capital city of Berlin was divided the same way. Nazi officials were removed from power and brought to trial to face charges for their horrendous war crimes.



Emblem of the United Nations

The ineffective League of Nations was replaced by the **United Nations**. Fifty-one nations adopted the UN Charter in October of 1945, and the major powers which won the war—the US, China, Britain, France, and the Soviet Union—formed its Security Council. Wars of aggression were outlawed, and an international court of justice was established to help resolve conflicts.



Warsaw, the capital of Poland, was virtually destroyed during World War II. Photo taken in January, 1945

A number of colonial nations sought and were granted independence during the years following the war, including India, the Philippines, and several Arab nations. In addition, the United Nations granted a homeland to the Jewish people in consolation for the tremendous suffering they had experienced during the war. This homeland became the independent nation of Israel in May of 1948—although much conflict followed in the **Arab-Israeli War of 1948** and other Middle-Eastern wars.

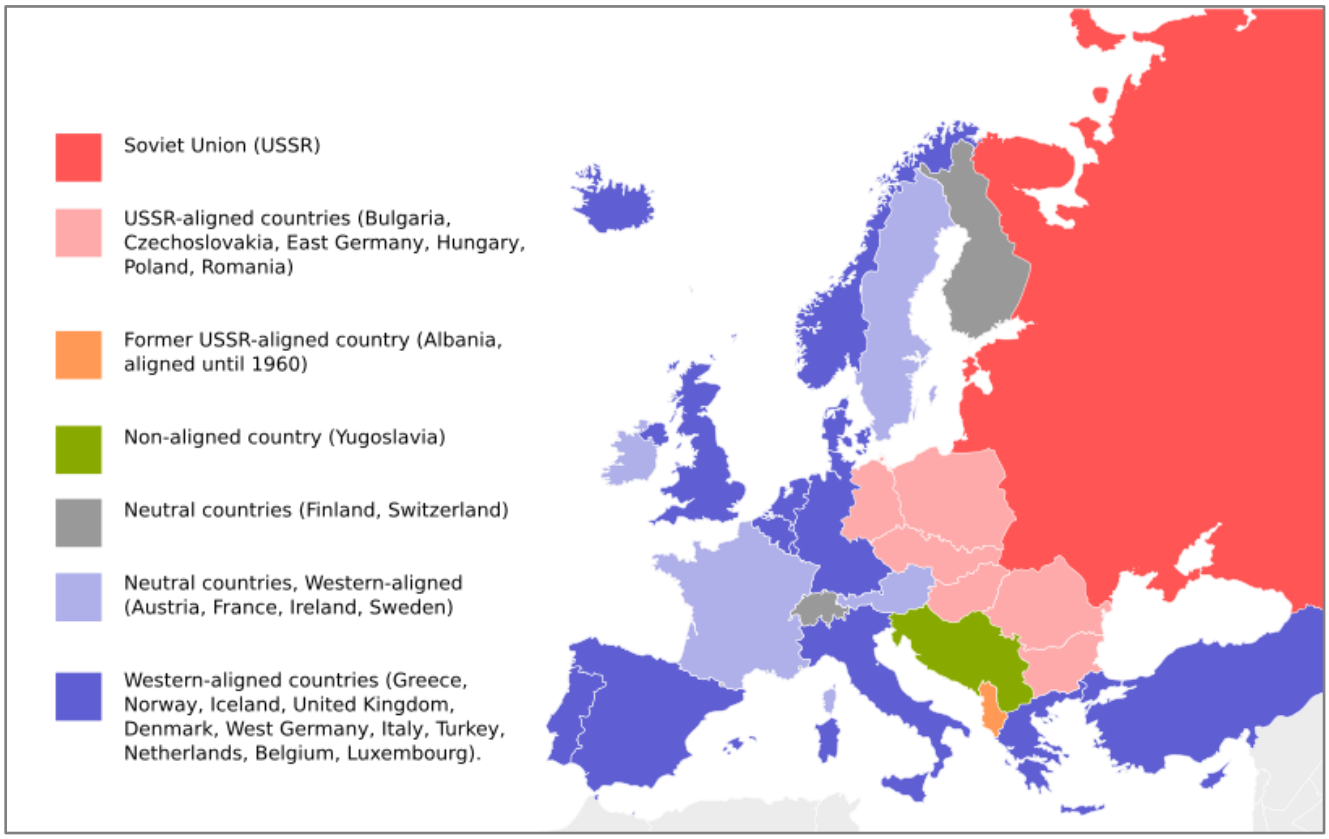
Tensions Between East and West

The close of World War II marked the beginning of a new era. Tensions brewed

between the "**Western bloc**" (which consisted of Western European nations and the United States), and the "**Eastern bloc**" (mainly the Soviet Union, which had consolidated its communistic power in Eastern Europe and sought to spread its domination throughout the world). These tensions developed into what became known as the **Cold War**. While no fighting took place directly between the larger nations, their conflicts were fought out between other, smaller nations with the aid of the two superpowers—the US and the Soviet Union.

The United States developed a policy called "**Containment**" by which it sought to prevent the spread of communism and totalitarianism. Toward this end, it developed a formal agreement with the other like-minded nations. Called the **North Atlantic Treaty Organization** (NATO), the organization developed a system of collective defense whereby the members agreed to come to the defense of any member nation which is attacked by an outsider.

NATO didn't do much more than create a political partnership between the nations until fighting broke out between communist and opposing forces in Korea during the 1950s.



Political situation in Europe during the Cold War

Unit 22: 1950s and Prelude to the Vietnam War

Teacher Overview

THE 1950s IN AMERICA are often remembered fondly as a time when veterans returned from World War II and families enjoyed prosperity. A booming economy helped shape the blissful retrospective view of the 1950s. A rebuilding Europe was hungry for American goods, fueling the consumer-oriented sector of the American economy. Conveniences that had been toys for the upper classes such as fancy refrigerators, range-top ovens, convertible automobiles, and televisions became middle-class staples. Homes became affordable to many apartment dwellers for the first time. Consequently, the population of the suburbs exploded. The huge youth market had a music all of its own called rock and roll, complete with pop icons such as Elvis Presley. Of course, not everything was as rosy as it seemed. Beneath the pristine exterior, a small group of critics and nonconformists pointed out the flaws in a suburbia they believed had no soul, a government they believed was growing dangerously powerful, and a lifestyle they believed was fundamentally repressed. And much of America was still segregated.

The president for many of these years was popular war hero Dwight Eisenhower. Ike, as he was nicknamed, referred to himself as "conservative when it comes to money and liberal when it comes to human beings," in a philosophy he called "Dynamic Conservatism." Cutting federal spending in 1954, he nevertheless expanded many New Deal programs, broadening Social Security coverage and raising the minimum wage. With the goal of maintaining pressure on the Soviet Union while reducing expenditure, he placed priority on nuclear weaponry while reducing other military funding. After the Soviets launched Sputnik in 1957, Eisenhower strove to catch up, establishing NASA the following year. He is also known for launching the Interstate Highway System, which created a roadway network that today spans nearly 50,000 miles.

Special Note

Beginning with this unit we will be using a new source for our reading. Our new source will be the book, *A History of US: All the People*. All extra information appearing in the boxes of the text are optional information unless mentioned within the lesson.

Reading and Assignments

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

In this unit, students will:

- Complete four lessons in which they will learn about **President Dwight D. Eisenhower** and **the 1950s**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.



In the USA and several other countries, the Post-World War II boom was manifested in suburban development and urban sprawl, aided by automobile ownership.

Leading Ideas

Before God, all men and women are created equal.

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.

– Galatians 3:28 (again)

"The only thing necessary for the triumph of evil is for good men to do nothing." – Edmund Burke

When the righteous are in authority, the people rejoice: but when the wicked beareth rule, the people mourn.

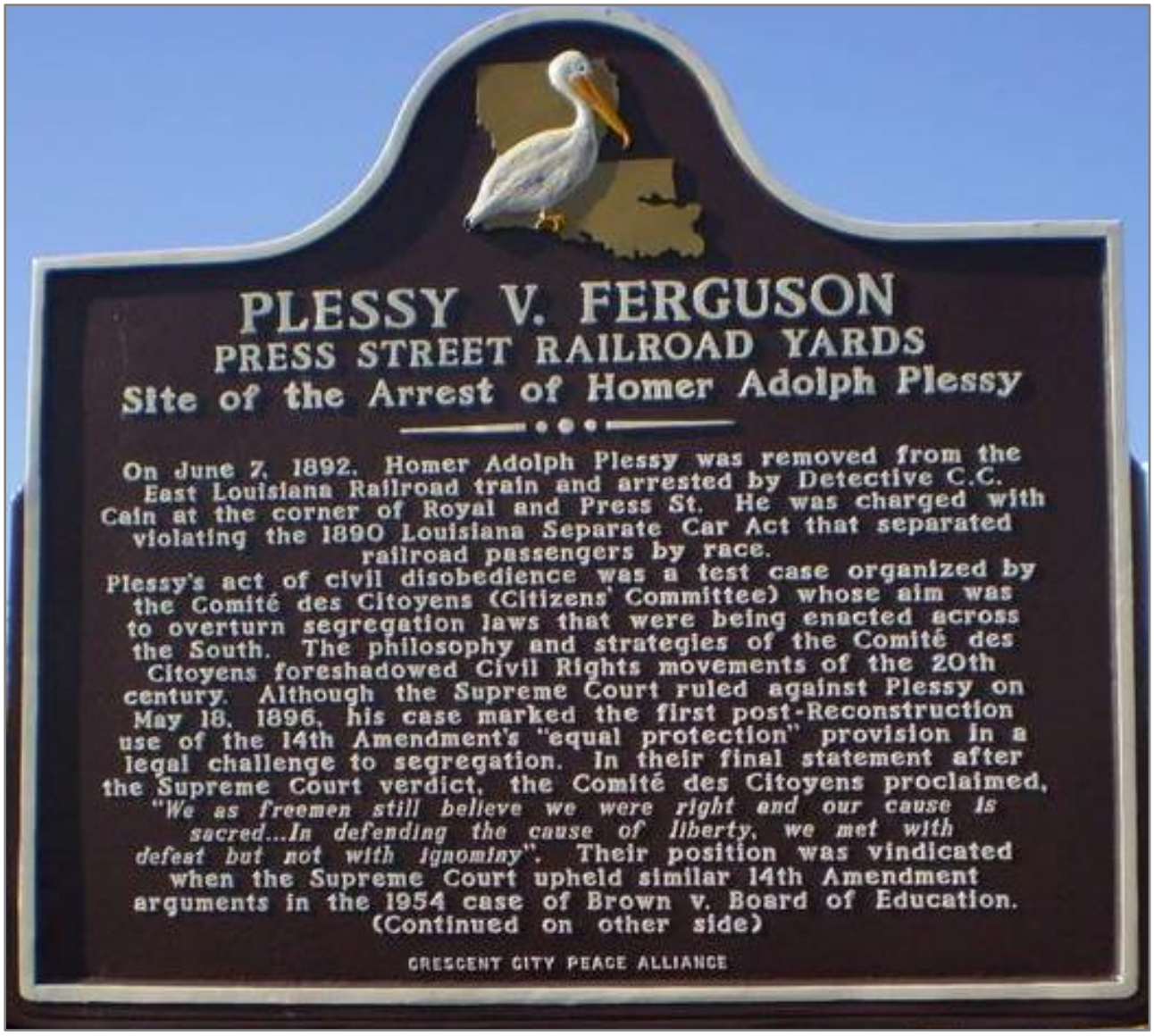
– Proverbs 29:2

Vocabulary

Lesson 1:	**Lesson 2:**	**Lesson 3:**	**Lesson 4:**
prescient	suburb	colonialism	*none*
	carhop	imperialism	
	ubiquitous		

Key People, Places and Events

Elvis Presley	Kemmons Wilson	Nikita Khrushchev
Salk vaccine	Ray Kroc	Josef (or Joseph) Stalin
Plessy v. Ferguson	Indochina	Dick and Mac (Maurice) McDonald
Homer Plessy	Vietnam	Dwight D. Eisenhower
Baby Boom	Laos	Charles Hamilton Houston
William Levitt	Cambodia	Thurgood Marshall
Seabees	Ho Chi Minh	John Marshall Harlan



Plessy v. Ferguson marker in New Orleans, Louisiana, USA
Commemorates the planned arrest of Homer Plessy June 17, 1892 for violating the Louisiana 1890 Separate Car Act. This was an act of civil disobedience planned and carried out by the Comité des Citoyens (Committee of Citizens) made up of the educated Free People of Color in New Orleans who had hoped to have this segregation law (Jim Crow law) stricken from the law books

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Lesson One

History Overview and Assignments
Liking Ike



Dwight D. "Ike" Eisenhower's campaign slogan "I Like Ike" epitomized the swell spirit that defined American culture in the 1950s.

Vocabulary

prescient

Key People, Places, and Events

Elvis Presley
Salk vaccine
Dwight D. Eisenhower
Josef (or Joseph) Stalin
Nikita Khrushchev

Discussion Questions

1. What was a nickname for the decade known as the 50s?
2. What percentage of American homes had television by 1950?
3. How did having a television in the home affect American culture?
4. Who was America's 34th president?
5. Describe the background and career of Dwight D. Eisenhower.
6. How do you think Eisenhower predicted the coming arms race with Russia?

Reading and Assignments

Beginning with this unit we will be using a new source for our reading. Our new source will be the book, *A History of US: All the People*. You are **not** required to read the extra information in the boxes of the text **except** as assigned in each lesson.

- Read Chapter 9 in the book *A History of US: All the People,* "Liking Ike."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Lesson Two

History Overview and Assignments
Houses, Kids, Cars, and Fast Food



A typical fast food meal in the United States includes a hamburger, French fries, and a soft drink.

Discussion Questions

1. How did William Levitt change the way houses were built?
2. Where did he learn how to streamline the building process?
3. Where were the suburbs located?
4. How did living in the suburbs affect a family's transportation needs?
5. Who was Kemmons Wilson, and what did he create?
6. Describe the development of McDonalds.

Reading and Assignments

- Read Chapter 10 in the book *A History of US: All the People,* "Houses, Kids, Cars, and Fast Food."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define each vocabulary word in the context of the reading. Write the words and their its definitions in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

suburb
carhop
ubiquitous

Key People, Places, and Events

Baby Boom
William Levitt
Seabees
Kemmons Wilson
Ray Kroc
Dick and Mac (Maurice) McDonald

Lesson Three

History Overview and Assignments
French Indochina



The subdivisions of French Indochina

Key People, Places, and Events

Indochina
Vietnam
Laos
Cambodia
Ho Chi Minh

Vocabulary

colonialism
imperialism

Discussion Questions

1. Who was Ho Chi Minh, and what was his background?
2. What was the relationship between France and Indochina?
3. Why was America interested in the outcome of the conflict between France and Indochina?

Reading and Assignments

- Read Chapter 11 in the book *A History of US: All the People,* "French Indochina."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Lesson Four

History Overview and Assignments
Separate But Unequal



Future American Supreme Court justice Thurgood Marshall, then an attorney for the NAACP, by Thomas J. O'Halloran (September 17, 1957)

Reading and Assignments

- Read Chapter 12 in the book *A History of US: All the People,* "Separate but Unequal."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Homer Plessy
Plessy v. Ferguson
John Marshall Harlan
Charles Hamilton Houston
Thurgood Marshall

Discussion Questions

1. Who was Charles Hamilton Houston?
2. What vision did Charles Hamilton Houston have?
3. What nickname did Charles Hamilton Houston's students give him?
4. Who was one of Charles Hamilton Houston's most famous students?

Unit 23: The Civil Rights Movement

Teacher Overview

THE AMERICAN SOUTH emerged from the Civil War with a system of laws that undermined the freedom of African Americans and preserved many elements of white privilege. No major successful attack was launched on the segregation system until the 1950s. Beginning with the Supreme Court's school integration ruling of 1954 in *Brown v. Board of Education*, the American legal system seemed sympathetic to African American demands that their Fourteenth Amendment civil rights be protected. Soon, a peaceful equality movement began under the unofficial leadership of Dr. Martin Luther King, Jr. A wave of marches, boycotts, sit-ins, and freedom rides swept the American South and even parts of the North.

Public opinion polls across the nation and the world revealed a great deal of sympathy for African Americans. The Eisenhower, Kennedy, and Johnson administrations gave the Civil Rights Movement at least tacit support. Although many obstacles to complete racial equity remained, by 1965 most legal forms of discrimination had been abolished.

Legal equality did not bring economic equality and social acceptance, though. On the contrary, a radical wing of the movement grew stronger and stronger during the 1960s. Influenced by Malcolm X, the Black Power Movement rejected the policy of nonviolence and even believed integration was not a desirable short-term goal. Black nationalists called for the establishment of a nation of African Americans dependent on each other for support without the interference or help of whites.

Race-related violence began to spread across the country. Beginning in 1964, a series of "long, hot summers" of rioting plagued urban centers. More and more individuals dedicated to African American causes became victims of assassination. Medgar Evers, Malcolm X, and Martin Luther King, Jr. were a few of the more famous casualties of the tempest.



The Supreme Court's 1896 decision in *Plessy v. Ferguson* determined that "separate but equal" public facilities like restrooms and railroad cars were legal. The laws that resulted drove a further spike between the races in America.

Reading and Assignments

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

In this unit, students will:

- Complete five lessons in which they will learn about **the Civil Rights Movement** and **the prelude to the Vietnam War**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Before God, all men and women are created equal.

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.

– Galatians 3:28 (again)

"The only thing necessary for the triumph of evil is for good men to do nothing." – Edmund Burke

When the righteous are in authority, the people rejoice: but when the wicked beareth rule, the people mourn.

– Proverbs 29:2

Vocabulary

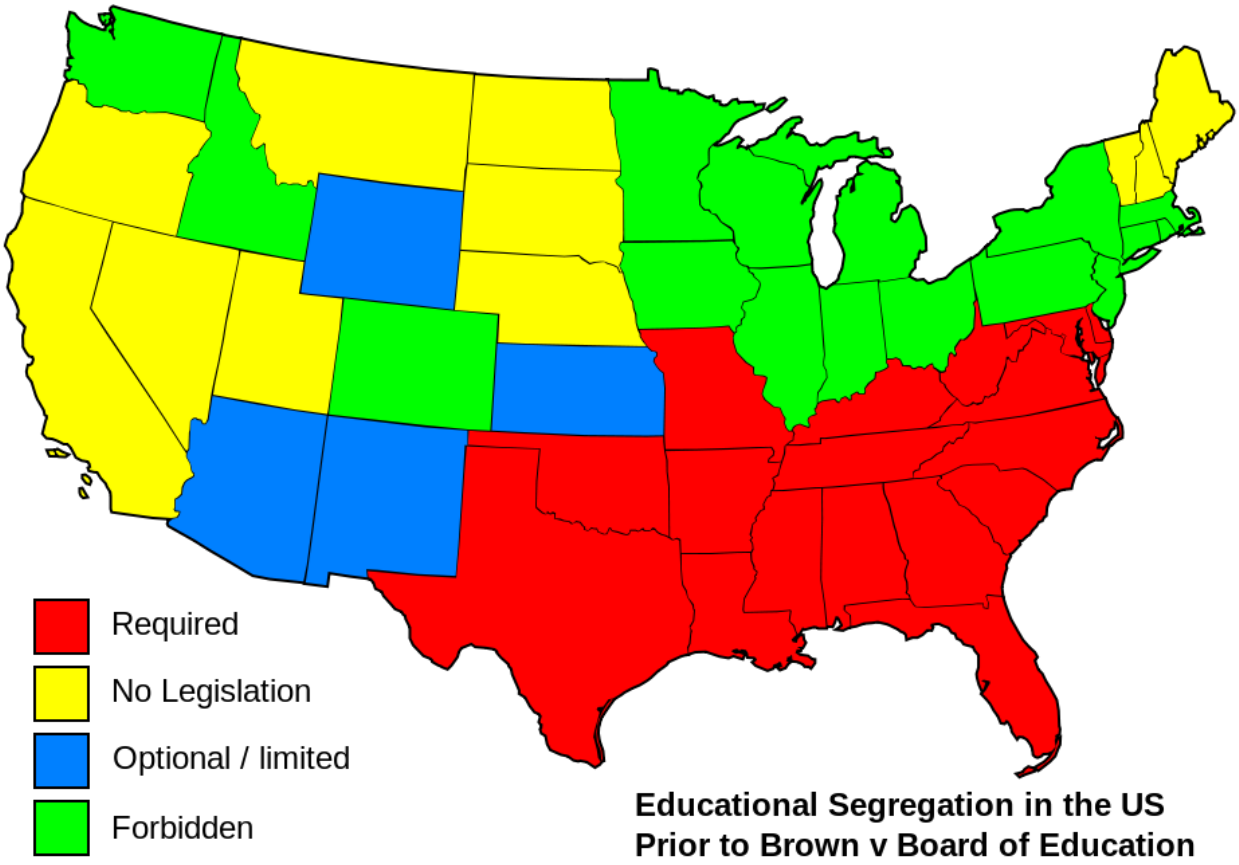
Lesson 1:	**Lesson 2:**	**Lesson 3:**	**Lesson 4:**	**Lesson 5:**
appeal	*none*	segregation nonviolence	integration	charisma

Key People, Places, and Events

Linda Carol Brown
Barbara Johns
NAACP
John W. Davis
Justice Earl Warren
Plessy v. Ferguson
Mike King
Martin Luther King, Sr.
Martin Luther King, Jr.
Henry David Thoreau
Rosa Parks
Davis v. County School Board of Prince Edward County
Coretta Scott King
Ralph Abernathy
George Smiley
Civil Rights Movement
Melba Pattillo
Robert Frost
Elizabeth Eckford
Thurgood Marshall
Brown v. Board of Education
Dwight D. Eisenhower
John F. Kennedy

Lesson One

History Overview and Assignments
Linda Brown and Others



Educational Segregation in the US Prior to Brown v Board of Education

Reading and Assignments

- Read Chapter 13 in the book *A History of US: All the People,* "Linda Brown and Others."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

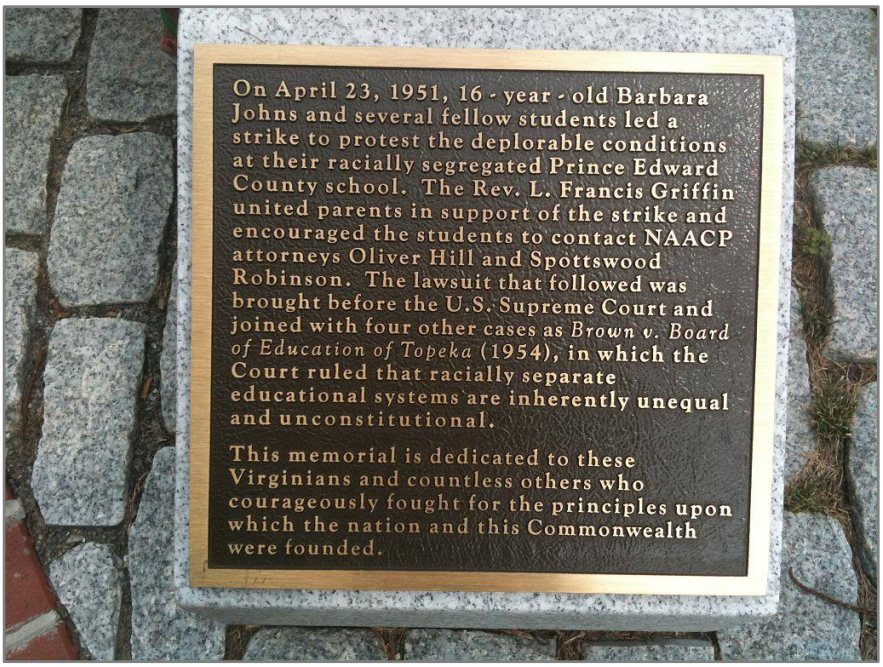
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- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

appeal

Key People, Places, and Events

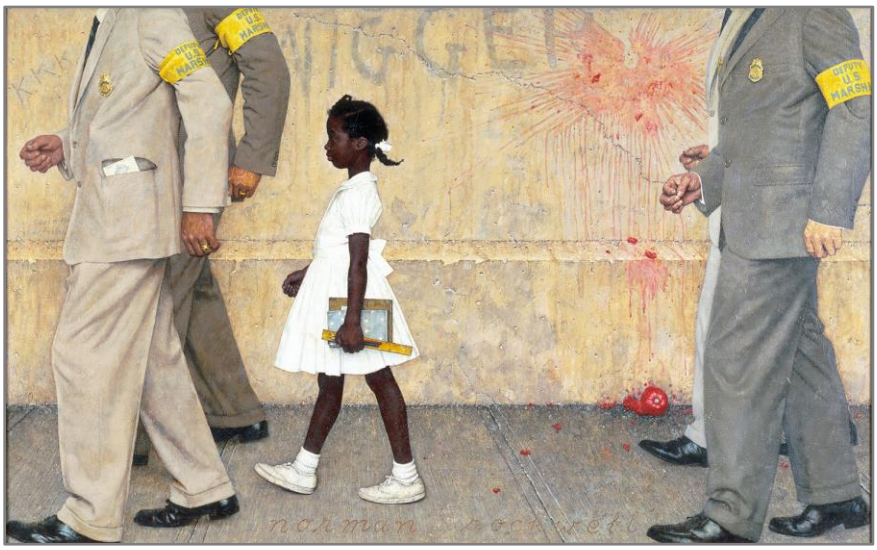
Linda Carol Brown
Brown v. Board of Education
Barbara Johns
Thurgood Marshall
NAACP
John W. Davis
Earl Warren
Plessy v. Ferguson
Davis v. County School Board of Prince Edward County



Plaque on Virginia Capitol Grounds commemorating Barbara Johns's initiative in integrating Virginia schools

Discussion Questions

1. After reading this chapter, describe the power one person's influence can have on others.
2. What was the conflict surrounding *Brown v. Board of Education*?
3. Who argued the case of Linda Brown?
4. Who argued the case of the Board of Education?
5. What was the ruling of the Supreme Court?



Through his paintings, Norman Rockwell challenged people to address the problem of racism in America. *The Problem We All Live With*, a work from the early days of desegregation, depicts a little girl being escorted to school by federal marshals.

Lesson Two

History Overview and Assignments
MLKs, Senior and Junior



Martin Luther King, Jr. addresses a crowd during the March on Washington for Jobs and Freedom in 1963.

Key People, Places, and Events

Mike King
Martin Luther King, Sr.
Martin Luther King, Jr.
Henry David Thoreau

Reading and Assignments

- Read Chapter 14 in the book *A History of US: All the People,* "MLKs, Senior and Junior."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. When Mike King changed his own name and his son's name, whom did he name each of them after?
2. Describe the background and education of Martin Luther King, Jr.
3. What approach to change did Martin Luther King, Jr. believe would make a difference?
4. Describe the events that took place in Montgomery, Alabama.



Martin Luther King, Sr.

Lesson Three

History Overview and Assignments

Rosa Parks Was Tired



Rosa Parks on a Montgomery bus on December 21, 1956, the day Montgomery's public transportation system was legally integrated. Behind Parks is Nicholas C. Chriss, a UPI reporter covering the event.

Key People, Places, and Events

Martin Luther King, Jr.
Coretta Scott King
Ralph Abernathy
Rosa Parks
George Smiley

Vocabulary

segregation
nonviolence

Reading and Assignments

- Read Chapter 15 in the book *A History of US: All the People,* "Rosa Parks Was Tired."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

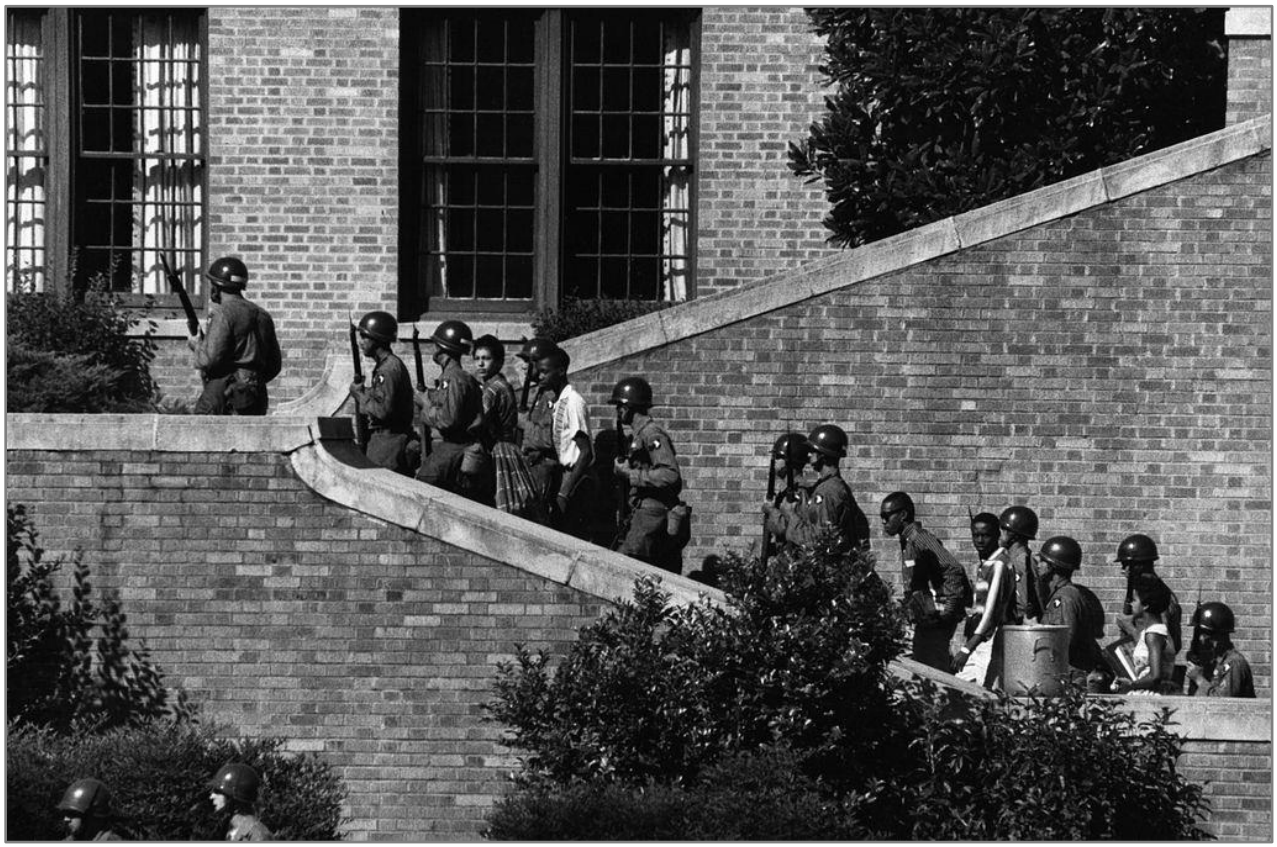
  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. Why were African Americans forced to sit at the rear of the bus?
2. Describe the events surrounding the incident involving Rosa Parks.
3. How did the bus boycott affect the city of Montgomery?
4. Why had segregation endured for so long?
5. What was the ruling of the Supreme Court on the bus segregation in Montgomery?

Lesson Four

History Overview and Assignments
Three Boys and Six Girls



The "Little Rock Nine" are escorted inside Little Rock Central High School by troops of the 101st Airborne Division of the United States Army.

Reading and Assignments

- Read Chapter 16 in the book *A History of US: All the People,* "Three Boys and Six Girls."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

integration

Key People, Places, and Events

Civil Rights Movement
Melba Pattillo
Brown v. Board of Education
Elizabeth Eckford
Dwight D. Eisenhower

Discussion Questions

1. What response did Governor Orval Faubus give to Melba's desire to attend Central High?
2. What does this quote by President Eisenhower mean? "Mob rule cannot be allowed to override the decisions of our courts."
3. Describe Elizabeth Eckford's experience when she tried to attend Central High.



Elizabeth Eckford, age 15, one of the "Little Rock Nine," pursued by a mob at Little Rock Central High School on the first day of the school year, September 4, 1957

Lesson Five

History Overview and Assignments
Passing the Torch



John F. Kennedy,
35th President of the United States

Discussion Questions

1. Describe some of the differences between President Eisenhower and President Kennedy.
2. What famous poet read at Kennedy's inauguration?
3. How did the American public feel about President Kennedy?
4. What famous quote is President Kennedy best known for? (This quote appears in your text.)
5. What is charisma?

Reading and Assignments

- Read Chapter 17 in the book *A History of US: All the People,* "Passing the Torch."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Vocabulary

charisma

Key People, Places, and Events

John F. Kennedy
Robert Frost

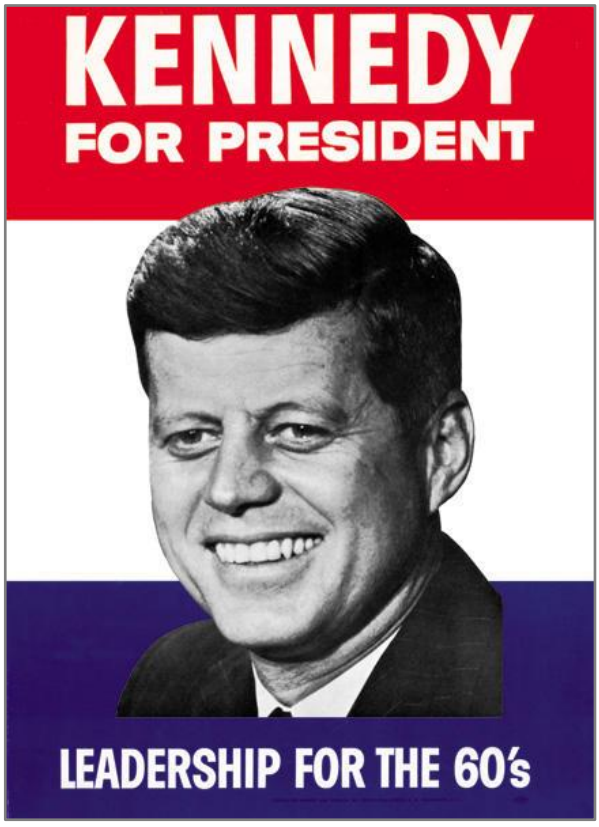
Unit 24: Camelot, Civil Rights, and the Great Society

Teacher Overview

WHEN JOHN F. KENNEDY defeated Richard Nixon in 1960, the United States was at the apex of its postwar optimism. The 1950s economy raised the American standard of living to a level second to none. Although communism was a threat, the rebuilt nations of Western Europe proved to be solid Cold War allies.

The Soviet Union had the technology to send a nuclear missile across the North Pole, but the United States maintained a superiority that could obliterate any nation who dared such an attack. Across the world, newly independent nations looked to the United States for assistance and guidance. Few Americans would have believed that by the end of the decade the nation would be weakened abroad and divided against itself.

Kennedy embodied that early ebullience. The youthful President Kennedy and his wife reminded many people of the magical time of King Arthur and Camelot. His New Frontier program asked the nation's talented and fortunate to work to eliminate poverty and injustice at home while projecting confidence overseas. Although Congress blocked many of his programs, his self-assurance was contagious, and the shock of his untimely death was nothing less than devastating.



John F. Kennedy's youthful good looks helped him win the White House in 1960 and usher in an era of American politics remembered as "Camelot."

Reading and Assignments

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

In this unit, students will:

- Complete nine lessons in which they will learn about **politics and events surrounding JFK**, **MLK** , **LBJ**, and **strides towards civil rights**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

Before God, all men and women are created equal.

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.

– Galatians 3:28 (again)

"The only thing necessary for the triumph of evil is for good men to do nothing." – Edmund Burke

When the righteous are in authority, the people rejoice: but when the wicked beareth rule, the people mourn.

– Proverbs 29:2

Key People, Places, and Events

Cuba
Bay of Pigs
Martin Luther King, Jr.
Headstart
Teacher Corps
Medicare
John Lewis
Malcom X
Great Society
Vietnam War
Eugene "Bull" Connor
Bull Conner
Upward Bound
sit-ins
Job Corps
Nobel Peace Prize
Medicaid
Coretta Scott King
Hosea Williams
Ku Klux Klan
James Reeb
Thurgood Marshall
John F. Kennedy
Central Intelligence Agency (CIA)
Congress for Racial Equality (CORE)
Nikita Khrushchev
Neighborhood Youth Corps
Fidel Castro
George Wallace
Jim Clark
Jaqueline Kennedy
John Connally
Lyndon Johnson
Southern Christian Leadership Conference (SCLC)
Student Nonviolent Coordinating Committee (SNCC)
National Association for the Advancement of Colored People (NAACP)

Vocabulary

Lesson 1:
none

Lesson 2:
none

Lesson 3:
none

Lesson 4:
none

Lesson 5:
none

Lesson 6:
none

Lesson 7:
satire
poverty

Lesson 8:
none

Lesson 9:
none



John-John, Jackie, Caroline, and Jack, in Hyannis Port, 1962

Lesson One

History Overview and Assignments
Being President Isn't Easy



Posthumous official presidential portrait of US President John F. Kennedy, by Aaron Shikler, 1970

Reading and Assignments

- Read Chapter 18 in the book *A History of US: All the People,* "Being President Isn't Easy."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Cuba
Fidel Castro
John F. Kennedy
Bay of Pigs
Nikita Khrushchev
Lyndon Johnson
Central Intelligence Agency (CIA)

Discussion Questions

1. To what political ideal did Castro ascribe?
2. What happened when Castro became the leader of Cuba?
3. Describe the events surrounding the Bay of Pigs in Cuba.
4. How did Kennedy react to the fiasco of the Bay of Pigs?
5. What agreement was finally made between the US and Russia regarding military arms?

History Overview and Assignments

Some Brave Children Meet a Roaring Bull



Eugene "Bull" Connor,
Birmingham Commissioner of Public Safety

Discussion Questions

1. Describe the events that occurred in Birmingham, Alabama during this time.
2. Who was at the center of all of the controversy?
3. How did television affect the events and the outcome of these events?

Key People, Places, and Events

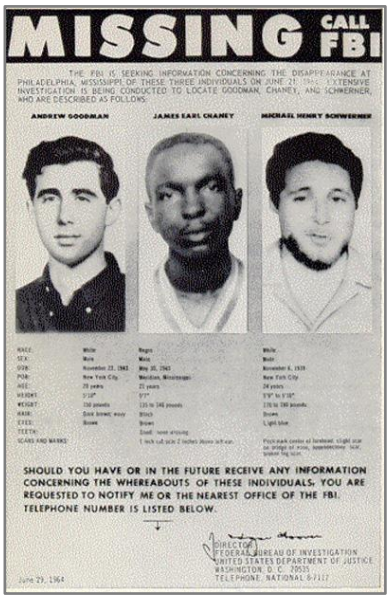
Ku Klux Klan
Eugene "Bull" Connor
Martin Luther King, Jr.
sit-ins

Reading and Assignments

- Read Chapter 19 in the book *A History of US: All the People,* "Some Brave Children Meet a Roaring Bull."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

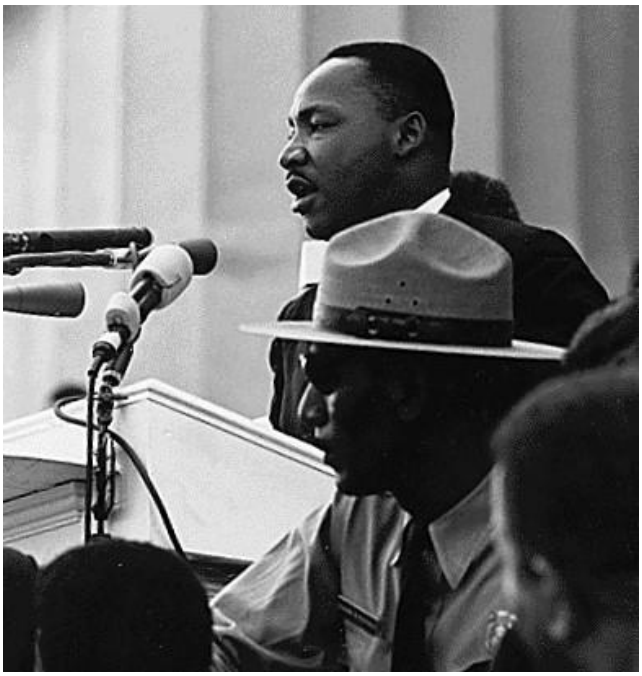
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Goodman, Chaney, and Schwerner were three civil rights workers abducted and murdered by members of the Ku Klux Klan.

Lesson Three

History Overview and Assignments
Standing With Lincoln



King is most famous for his *I Have a Dream* speech, given in front of the Lincoln Memorial during the 1963 March on Washington for Jobs and Freedom.

Reading and Assignments

- Read Chapter 20 in the book *A History of US: All the People,* "Standing with Lincoln."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

National Association for the Advancement of Colored People (NAACP)
Southern Christian Leadership Conference (SCLC)
Student Nonviolent Coordinating Committee (SNCC)
Congress for Racial Equality (CORE)
Martin Luther King, Jr.
Thurgood Marshall

Discussion Questions

1. Did all African Americans support Martin Luther King, Jr.'s nonviolent approach to change?
2. How many people were expected to come to the march on Washington?
3. How many people actually came?
4. Describe some of the more dramatic ways people traveled to get there.

Lesson Four

History Overview and Assignments
The Assassination of President Kennedy



President Kennedy with his wife, Jacqueline, and Governor of Texas John Connally
in the presidential limousine, minutes before the President's assassination

Reading and Assignments

- Read Chapter 21 in the book *A History of US: All the People*, "The President's Number."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

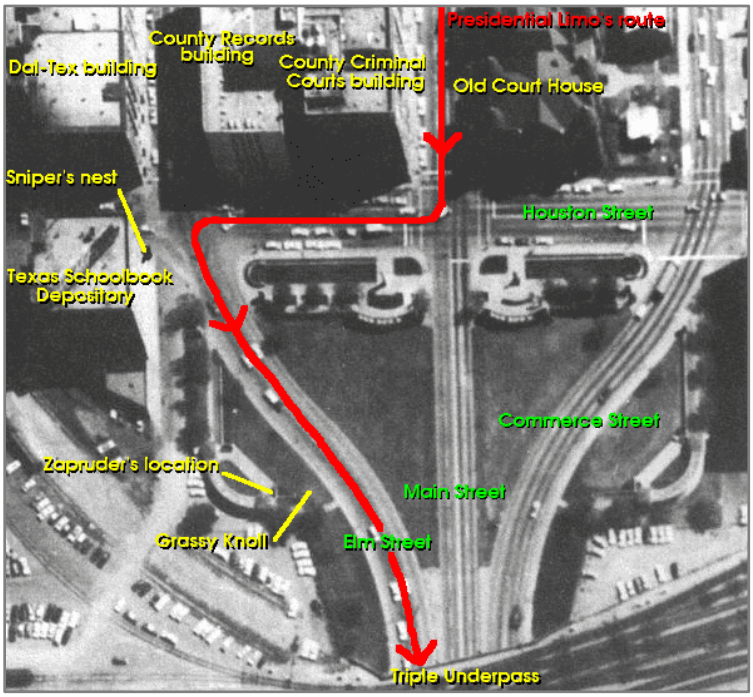
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- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

John F. Kennedy
Jaqueline Kennedy
Lyndon Johnson
John Connally

Discussion Questions

1. What issues did President John F. Kennedy wish to address, and what changes did he hope to make?
2. What opposition did he face in these areas?
3. Describe the events surrounding the assassination of President Kennedy.



The path used by the motorcade. North is almost directly to the left.



Dealey Plaza from above. The Book Depository and north pergola (on the so-called "grassy knoll" are at photo upper center. The parking lot of the Book Depository and Museum, behind the pergola and photo left of the depository, is behind the modern fence on the "grassy knoll."

Lesson Five

History Overview and Assignments
LBJ



Official White House portrait of Lyndon B. Johnson, bu E;ozabetj Sjpi,a;pff (1968)

Key People, Places, and Events

Lyndon Johnson

Discussion Questions

1. How did Lyndon Johnson become president?
2. What was Johnson's biggest dream to accomplish while president?
3. Describe Lyndon Johnson's background.
4. What was significant about Johnson's re-election?

Reading and Assignments

- Read Chapter 22 in the book *A History of US: All the People,* "LBJ."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
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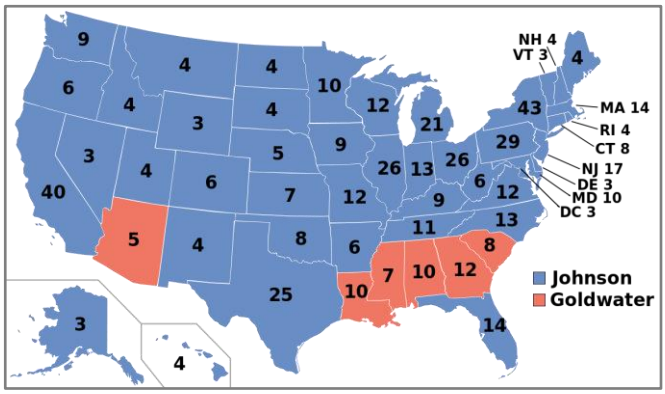


Johnson is being sworn in aboard *Air Force One* by Federal Judge Sarah T. Hughes. Mrs. Johnson is on his right, and Mrs. Kennedy is on his left.

Lesson Six

History Overview and Assignments

The Biggest Vote in History



Presidential election results map. Red denotes states won by Goldwater/Miller, blue denotes those won by Johnson/Humphrey. Numbers indicate the number of electoral votes allotted to each state.

Key People, Places, and Events

Great Society Lyndon Johnson

Discussion Questions

1. Describe President Johnson's political background and experience.
2. What did Johnson dream of when he talked about the "Great Society"?
3. How was Johnson different than other presidents?

Reading and Assignments

- Read Chapter 23 in the book *A History of US: All the People,* "The Biggest Vote in History."
- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
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  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.



President Johnson signs the Voting Rights Act of 1965.

Lesson Seven

History Overview and Assignments
Salt and Pepper the Kids

USING HIS TEXAS-SIZED personality, Lyndon Johnson intended to continue to build his "Great Society." It led to the passing of The Civil Rights Act of 1964. This act outlawed most forms of discrimination and laid the foundation for government programs like Headstart, the Job Corps, Upward Bound, the Neighborhood Youth Corps, the Teacher Corps, Medicare, and Medicaid. But being president was much more difficult than President Johnson expected. The Vietnam War continued to plague his presidency as it drained more and more money from the American economy.



President Lyndon B. Johnson signs the Poverty Bill (also known as the Economic Opportunity Act) while press and supporters of the bill look on, August 20, 1964.

Key People, Places, and Events

Lyndon B. Johnson
Neighborhood Youth Corps
Headstart
Job Corps
Upward Bound
Teacher Corps
Medicare
Medicaid
Vietnam War

Vocabulary

satire
poverty

Reading and Assignments

- Read Chapter 24 in the book *A History of US: All the People,* "Salt and Pepper the Kids."
- Define each vocabulary word in the context of the reading. Write the words and their definitions in the vocabulary section of your notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. Describe President Johnson's dream of a "Great Society."
2. What was the purpose of the Headstart program?
3. What was the purpose of the Job Corps program?

4. What was the purpose of the Upward Bound program?
5. What was the purpose of the Neighborhood Youth Corps program?
6. What was the purpose of the Teacher Corps?

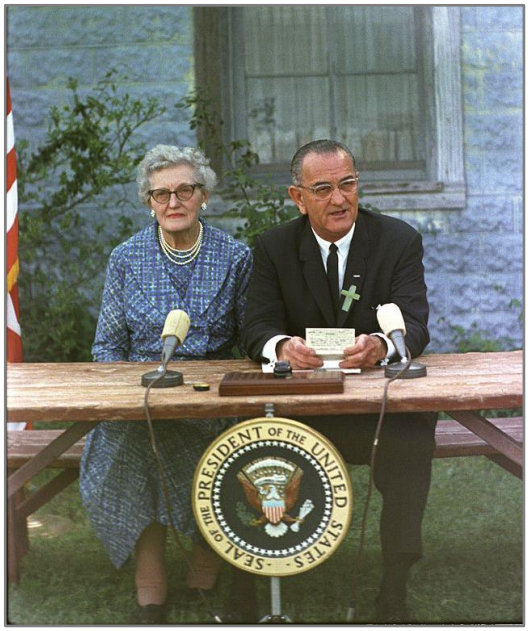


First Lady Lady Bird Johnson visits a Head Start class in 1966.

The Job Corps Logo



President Lyndon B. Johnson signing the 1967 Clean Air Act in the East Room of the White House, November 21, 1967



Lyndon B. Johnson at the Elementary and Secondary Education Act (ESEA) signing ceremony, with his childhood schoolteacher Ms. Kate Deadrich Loney



The National Trails System was created by the National Trails System Act, enacted October 2, 1968.

Lesson Eight

History Overview and Assignments

A King Gets a Prize and Goes to Jail

AT THE AGE OF 35, Martin Luther King, Jr. was the youngest person to ever be awarded the Nobel Peace Prize. This prize is awarded each year to the person who had given the most to the cause of peace. This was a great honor for Martin Luther King, Jr. However, there were some Americans who were furious that an African American had been awarded such a prestigious prize. Receiving this international award didn't stop authorities in Selma, Alabama from arresting King and putting him in jail for his efforts to help African American citizens vote. In fact, authorities went so far as to throw children into jail for participating in peaceful marches in Selma, Alabama. The battle for equality was not yet won.



Brown Chapel African Methodist Episcopal (A.M.E.) Church in Selma, Alabama

Reading and Assignments

- Read Chapter 25 in the book *A History of US: All the People* "A King Gets a Prize and Goes to Jail."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
  - Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

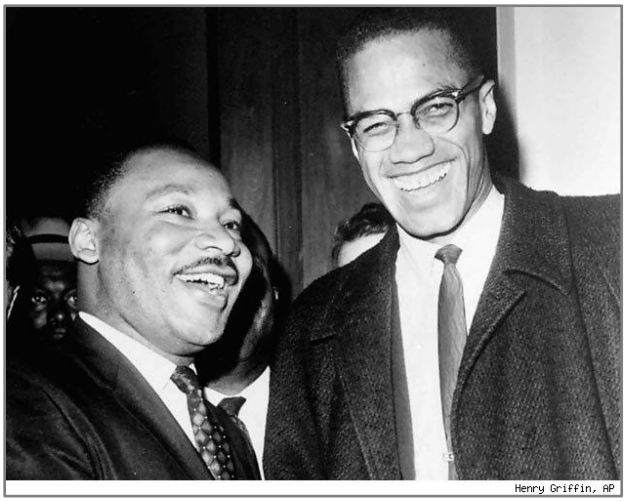
Nobel Peace Prize
Martin Luther King, Jr.
Bull Conner
John Lewis
Malcom X
Coretta Scott King
Jim Clark

Discussion Questions

1. What is the Nobel Peace Prize?
2. What was Bull Connor's response to King's achievement?
3. Why was King jailed in Selma, Alabama?
4. Why was the Fifteenth Amendment not working for African American in the rural south?
5. What was the history of Selma, Alabama?
6. How did the African American citizens of Selma react to not being allowed to register to vote?
7. How were the beliefs and ideals of Malcom X different than those of Martin Luther King, Jr.?



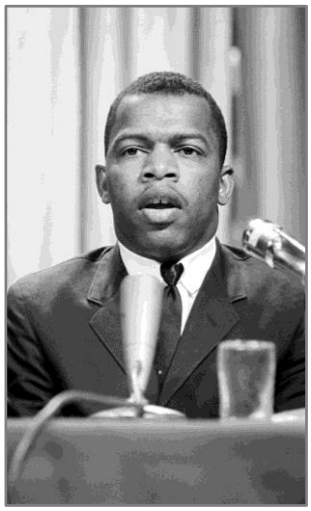
Coretta Scott King and her children at the piano



Malcolm X's only meeting with Martin Luther King, Jr., March 26, 1964



The Nobel Prize golden medallion with an embossed image of Alfred Nobel



John Lewis, 1964

Lesson Nine

History Overview and Assignments
From Selma to Montgomery

WHEN THE PEACEFUL group of 600 men, women, and children reached the top of the hill facing the bridge that led out of Selma, Alabama, they were faced with Alabama state troops who were lined up, wearing gas masks, and holding bullwhips and billy clubs. What did this group intend to do that caused this response from the authorities? They wished to peacefully march to Montgomery, Alabama and demand from Alabama Governor George Wallace their Constitutional right to vote.



Selma to Montgomery marches, 1965

Reading and Assignments

- Read Chapter 26 in the book *A History of US: All the People,* "From Selma to Montgomery."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

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

- Choose at least one of the "boxed" or column topics in your reading. Be prepared to share what you learn about that extra topic.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

George Wallace
Martin Luther King, Jr.
Hosea Williams
Bull Conner
James Reeb

Discussion Questions

1. Describe the racial tension in Selma, Alabama over the right of African Americans to vote.
2. Why did 600 people—men, women, and children—intend to march to Montgomery, Alabama, and what did they hope to accomplish?
3. What happened when this group came in sight of the bridge that led out of Selma?
4. How did King respond?
5. How did television aid in the march to Montgomery?
6. What was the fate of James Reeb, and why?
7. What was President Johnson's response to the fate of James Reeb?



James Reeb (January 1, 1927 – March 11, 1965) was an American Unitarian Universalist minister from Boston, Massachusetts, and a pastor and civil rights activist in Washington, DC



Hosea Lorenzo Williams (January 5, 1926 – November 16, 2000) was a United States civil rights leader, ordained minister, businessman, philanthropist, scientist, and politician.

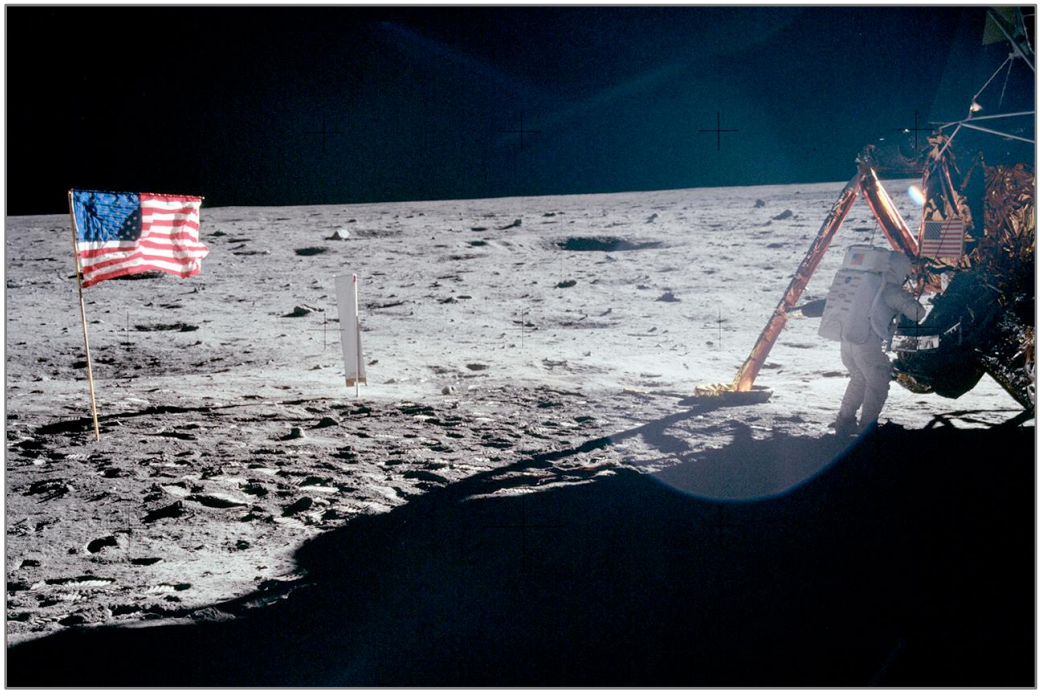
Unit 25: A Time of Malaise

Teacher Overview

IN THE MIDDLE OF the summer of 1969, American astronauts Neil Armstrong and Buzz Aldrin set down the Lunar Module Eagle on the surface of the moon. Six hours later, on July 21, Armstrong became the first man to walk on the moon, proclaiming to a worldwide television audience that the event was "one small step for a man, one giant leap for mankind."

After reaching a peak of exaltation with the achievement of landing on the moon, America slid into a time of malaise. Lyndon Johnson faced many challenges during his presidency, including the Vietnam War. His dishonesty with the American people regarding the status of the war caused a deep distrust with the American people. The assassination of Martin Luther King, Jr. shocked the nation. President Richard Nixon was a brilliant man and a brilliant politician. However, there seemed to be two extreme and contrasting sides to his personality. Although he was bright and capable and talked of "law of order," there was another side to him that had no respect for the law when it affected him. This was demonstrated in his involvement in the Watergate scandal.

During Gerald Ford's presidency, the last US troops and support workers were brought home from Vietnam, and Vietnam would go down as the worst American foreign policy defeat in the country's history. The country's negative view of the war and of the Nixon administration laid the groundwork for the election of Jimmy Carter. Carter was a southern Democrat with moderate views on economics and more liberal views on civil rights. After his election, Carter never seemed to capture the affection or the trust of the American people. He was not a great communicator and when he ran for reelection, he was defeated.



Neil Armstrong is shown here descending from the Lunar Module to become the first human to set foot on the moon. (Credit NASA)

Reading and Assignments

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

In this unit, students will:

- Complete four lessons in which they will learn about **the events during the Johnson, Nixon, and Carter administrations that led to a feeling of discouragement among the American people**.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

God is sovereign over the affairs of men.

From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.

– Acts 17:26 (again)

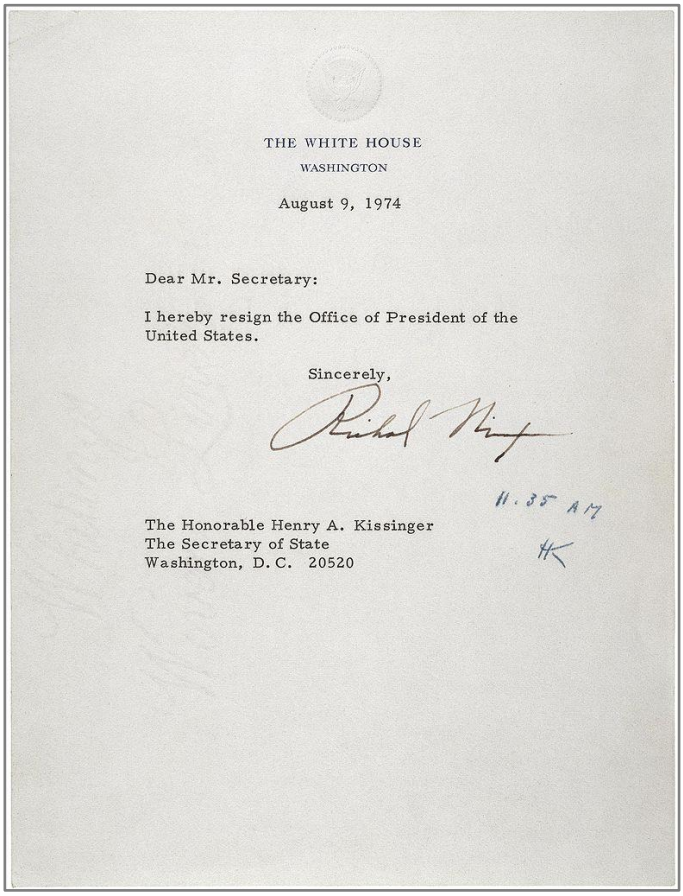
Dishonesty is sin and will be punished.

Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.

– Proverbs 10:9

Key People, Places, and Events

Lyndon Johnson
Vietnam War
Thurgood Marshall
Martin Luther King, Jr.
Robert Kennedy
Richard M. Nixon
Vietnam War
Watergate
Bob Woodward
Carl Bernstein
Spiro Agnew
Gerald Ford
Betty Ford
Jimmy Carter



THE WHITE HOUSE
WASHINGTON

August 9, 1974

Dear Mr. Secretary:

I hereby resign the Office of President of the United States.

Sincerely,

Richard Nixon

11.35 AM

The Honorable Henry A. Kissinger
The Secretary of State
Washington, D. C. 20520

HK

President Nixon's resignation letter, August 9, 1974

Lesson One

History Overview and Assignments
Lyndon in Trouble

LYNDON JOHNSON faced many challenges during his presidency, including the Vietnam War. His dishonesty with the American people regarding the status of the war caused a deep distrust with the American people. Television revealed to the American people that he wasn't telling the truth, setting off a chain of negative public reaction by the people.



Vietnam War protests at the Pentagon.
By the time this photo was taken in Washington, DC in October 1967, support for the Vietnam War was dropping and the anti-Vietnam War movement was gaining momentum.

Key People, Places, and Events

Lyndon Johnson
Vietnam War
Thurgood Marshall

Reading and Assignments

- Read Chapter 28 in the book *A History of US: All the People,* "Lyndon in Trouble."
- After reading the chapter, summarize
  OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Discussion Questions

1. What influence did television have on the presidency of Lyndon Johnson, and why?
2. Describe some of the public's reactions and responses to the war in Vietnam.
3. List some of the groups who were becoming vocal for equal rights during this time.

Lesson Two

History Overview and Assignments
Up to the Mountain

THE ASSASSINATION Dr. Martin Luther King, Jr. was a shock to the nation. Robert Kennedy expressed his sentiments on the assassination in the following words: "Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort. In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black—considering the evidence there evidently is that there were white people who were responsible—you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country . . . black people amongst black, white people amongst white, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love."



The tomb of Martin Luther King and Coretta Scott King, located on the grounds of the King Center in Atlanta

Reading and Assignments

- Read Chapter 33 in the book *A History of US: All the People,* "Up to the Mountain."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

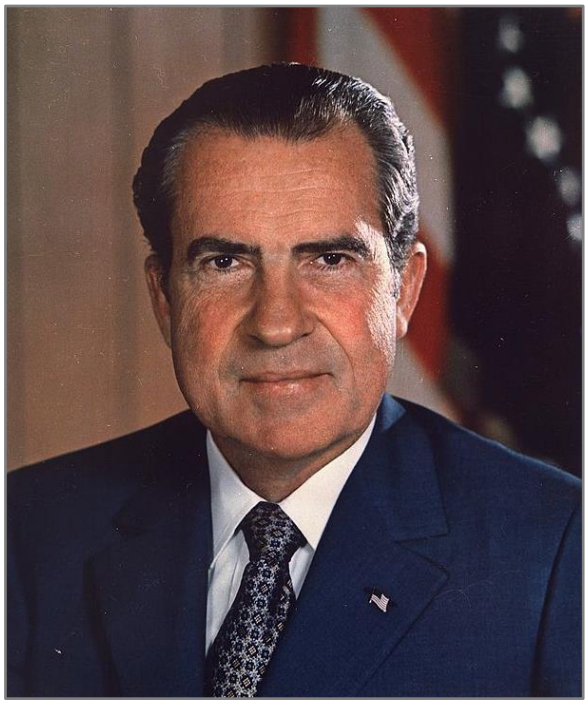
Martin Luther King, Jr.
Robert Kennedy

Discussion Questions

1. Describe the events surrounding the assassination of Dr. Martin Luther King, Jr.
2. Describe the reactions to the assassination.

History Overview and Assignments
Nixon: Vietnam, China, and Watergate

PRESIDENT RICHARD NIXON was a brilliant man and a brilliant politician. However, there seemed to be two extreme and contrasting sides to his personality. Although he was bright and capable and talked of "law of order," there was another side to him that had no respect for the law when it affected him. This was demonstrated in his involvement in the Watergate scandal.



Richard Milhous Nixon
(January 9, 1913 – April 22, 1994)
37th President of the United States

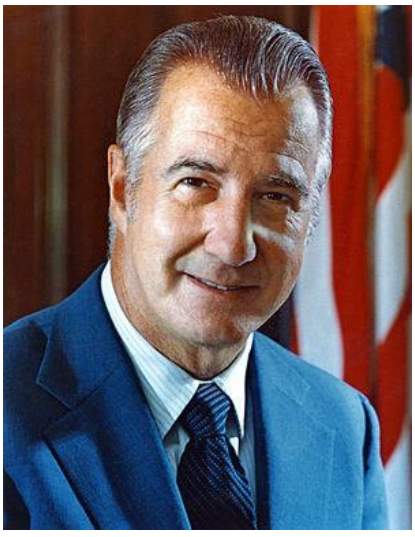
Key People, Places, and Events

Richard M. Nixon
Vietnam War
Watergate
Bob Woodward
Carl Bernstein
Spiro Agnew

Reading and Assignments

- Read Chapter 36 in the book *A History of US: All the People,* "Nixon: Vietnam, China and Watergate."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include an overview of key people, dates, and events in your summary.
- Describe the events surrounding the **Watergate Scandal**.
- Be sure to visit your **HCS Class pages** for additional resources.



Spiro Theodore Agnew
November 9, 1918 – September 17, 1996
39th Vice President of the United States

Lesson Four

History Overview and Assignments

A Congressman and a Peanut Farmer

THE CIRCUMSTANCES that led to Gerald Ford becoming president were by far some of the most unique in history. During Ford's presidency, the last US troops and support workers were brought home from Vietnam, and Vietnam would go down as the worst American foreign policy defeat in the country's history. The country's negative view of the war and of the Nixon administration laid the groundwork for the election of Jimmy Carter. Carter was a southern Democrat with moderate views on economics and more liberal views on civil rights. After his election, Carter never seemed to capture the affection or the trust of the American people. He was not a great communicator and when he ran for reelection, he was defeated.



James Earl "Jimmy" Carter, Jr. (born October 1, 1924), 39th President of the United States

Reading and Assignments

- Read Chapter 37 in the book *A History of US: All the People,* "A Congressman and a Peanut Farmer."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Gerald Ford Betty Ford Jimmy Carter

Discussion Questions

1. How did Gerald Ford become president of the United States?
2. What type of First Lady was Betty Ford?
3. What type of background did Jimmy Carter have as he came to the presidency?
4. What were some of the challenges that Carter faced during his presidency?
5. How did these challenges affect the American people?



Rosalynn Carter, wife of the thirty-ninth US president, Jimmy Carter, forged a career in public service as one of the nation's foremost advocates for mental health. Her lifelong dedication to improving life for women, children, the elderly, people with mental illness, and impoverished people worldwide earned her recognition in 2001 as one of only three first ladies ever inducted into the National Women's Hall of Fame.



Official presidential portrait of Gerald Ford
Gerald Rudolph "Jerry" Ford, Jr.
(born Leslie Lynch King, Jr.)
July 14, 1913 – December 26, 2006
38th President of the United States



Official White House photograph, 1974
First Lady of the United States,
Elizabeth Ann "Betty" (Bloomer) Ford
April 8, 1918 – July 8, 2011

Unit 26: The Reagan Years

Teacher Overview

THE 1980s WERE a time of renewed hope and confidence. President Ronald Reagan provided a clear message: Government had become too big and needed to be trimmed down to size. Taxes were too high and needed to be cut in order to stimulate growth and investment. Military spending should be increased to block Communist expansion and fix the degenerating state of the American war machine. Morality and character needed to be reemphasized in American life. The United States was still the largest superpower in the world with the best system of government. It was time to feel good about being an American again.



US President Ronald Reagan and Soviet General Secretary Mikhail Gorbachev signing the INF Treaty in the East Room at the White House in 1987. The Intermediate-Range Nuclear Forces Treaty (INF) is a 1987 agreement between the United States and the Soviet Union.

Reading and Assignments

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

In this unit, students will:

- Complete three lessons in which they will learn about **the presidency of Ronald Reagan**, **changes in American lifestyle**, and **the end of the Cold War**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

God is sovereign over the affairs of men.

From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.
– Acts 17:26

Dishonesty is sin and will be punished.

Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.
– Proverbs 10:9

Vocabulary

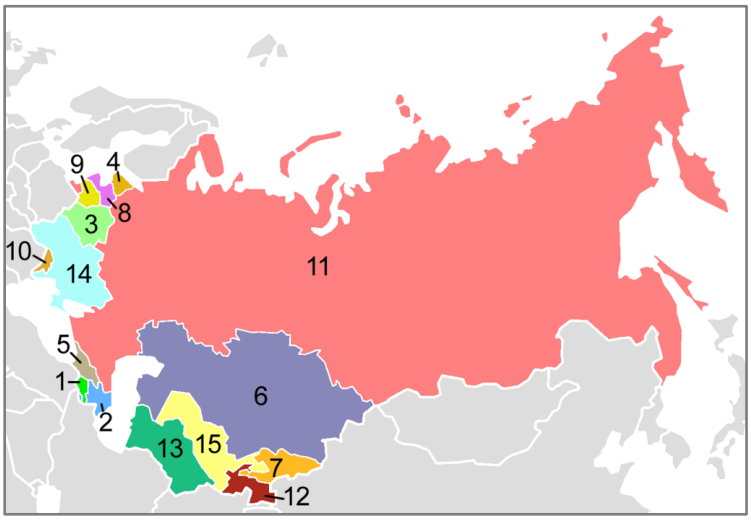
Lesson 1:
none

Lesson 2:
fax
industrial

Lesson 3:
none

Key People, Places, and Events

Ronald Reagan
Mikhail Gorbachev
Fall of the Soviet Union
European Union
Tiananmen Square
Massacre
George H.W. Bush
Sadaam Hussein
Persian Gulf War
Operation Desert Storm



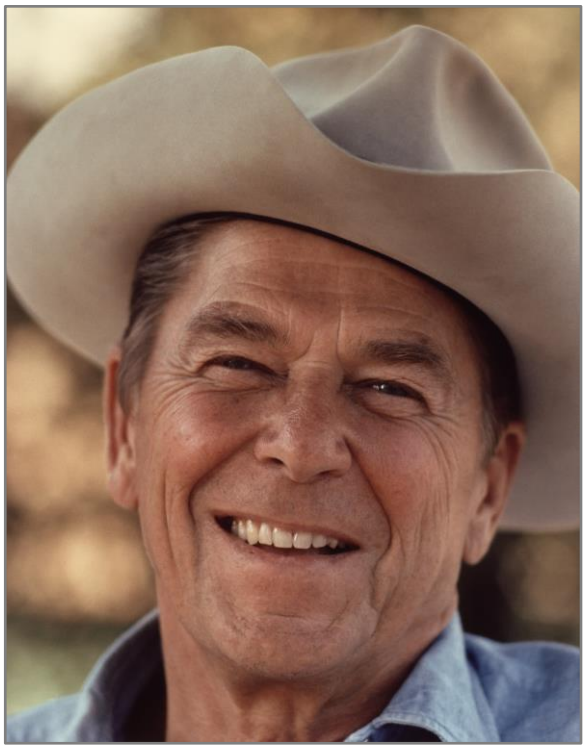
Post-Soviet states (alphabetical order).

1. Armenia	2. Azerbaijan	3. Belarus	4. Estonia	5. Georgia
6. Kazakhstan	7. Kyrgyzstan	8. Latvia	9. Lithuania	10. Moldova
11. Russia	12. Tajikistan	13. Turkmenistan	14. Ukraine	15. Uzbekistan

Lesson One

History Overview and Assignments
Taking a Leading Role

RONALD REAGAN, the US president who followed Jimmy Carter, was a great communicator. He was the oldest man to ever be elected president and he knew how to use television as no other president had before him. He wanted to reduce the size of government, cut welfare spending, eliminate government regulations on business, and get government out of public education. He was anti-tax, anti-union, and anti-communist.



Ronald Reagan swept into office in 1980 with a sizeable victory over incumbent Jimmy Carter. Tax cuts and military spending were the hallmarks of his administration.

Reading and Assignments

- Read Chapter 38 in the book *A History of US: All the People,* "Taking a Leading Role."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Ronald Reagan
Mikhail Gorbachev

Discussion Questions

1. Describe Ronald Reagan's growing up years.
2. What profession did Reagan go into after college?
3. How did Reagan become involved in politics?
4. What is a balanced budget?
5. Reagan said, "Government is not the solution to our problem. Government *is* the problem." What did he mean by that?
6. What was Reagan's opinion of the Soviet Union?
7. What did President Reagan ask Mikhail Gorbachev to do?

Lesson Two

History Overview and Assignments
Living on the Edge

AS THE ECONOMY improved, company executives began to desire to live closer to their jobs, and a trend to move companies out of the city and into the suburbs began. This brought other types of jobs out to the suburbs as those living there needed to be clothed, housed, fed, and have their children cared for. According to Joel Garreau, "Eight-eight percent of Americans live outside what has traditionally been defined as a big city . . . a place . . . with half a million population."



Interstate 5 is often congested in Los Angeles.

Vocabulary

fax
industrial

Reading and Assignments

- Read Chapter 39 in the book *A History of US: All the People,* "Living on the Edge."
- Define the vocabulary words in the context of the reading. Write the words and their definitions in the vocabulary section of your history notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

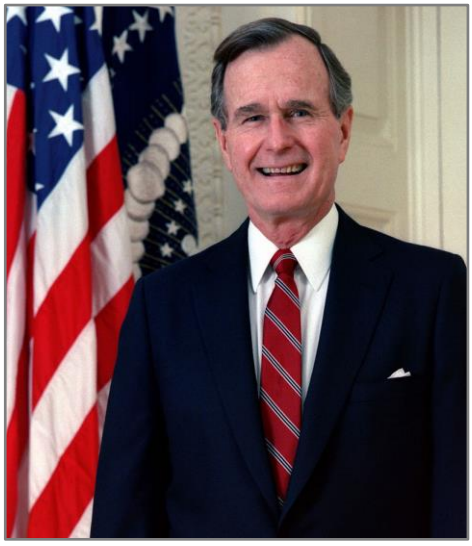
Discussion Questions

1. What were the circumstances that led much of the population to move out of the inner cities of America?
2. What changes in American culture did this migration bring?
3. What are some of the positive changes to the inner cities that have occurred as a result?

Lesson Three

History Overview and Assignments
The End of the Cold War

THE ECONOMIES of the world were becoming more closely linked with one another and with the fall of the Soviet Union, a new way of thinking and leading was needed. America's beliefs in her founding principles had not changed. It was evident that these principles were good for people all over the world who desired to be truly free. The desire for true freedom began to lead to protests against oppressive government around the world. President George H.W. Bush led the nation in its response to some of these conflicts including the Persian Gulf War and Operation Desert Storm.



George Herbert Walker Bush,
41st President of the United States

Discussion Questions

1. Describe the collapse of the Soviet Union.
2. Describe the background of America's 41st president, George H.W. Bush.
3. Why did the fall of Russian communism give people around the world an awareness of possibilities?
4. What promise did President Bush give to the American people?
5. How did President Bush respond to Iraq's invasion of Kuwait?
6. Do you think America has a responsibility to try and solve the problems of other nations?

Reading and Assignments

- Read Chapter 40 in the book *A History of US: All the People,* "The End of the Cold War."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

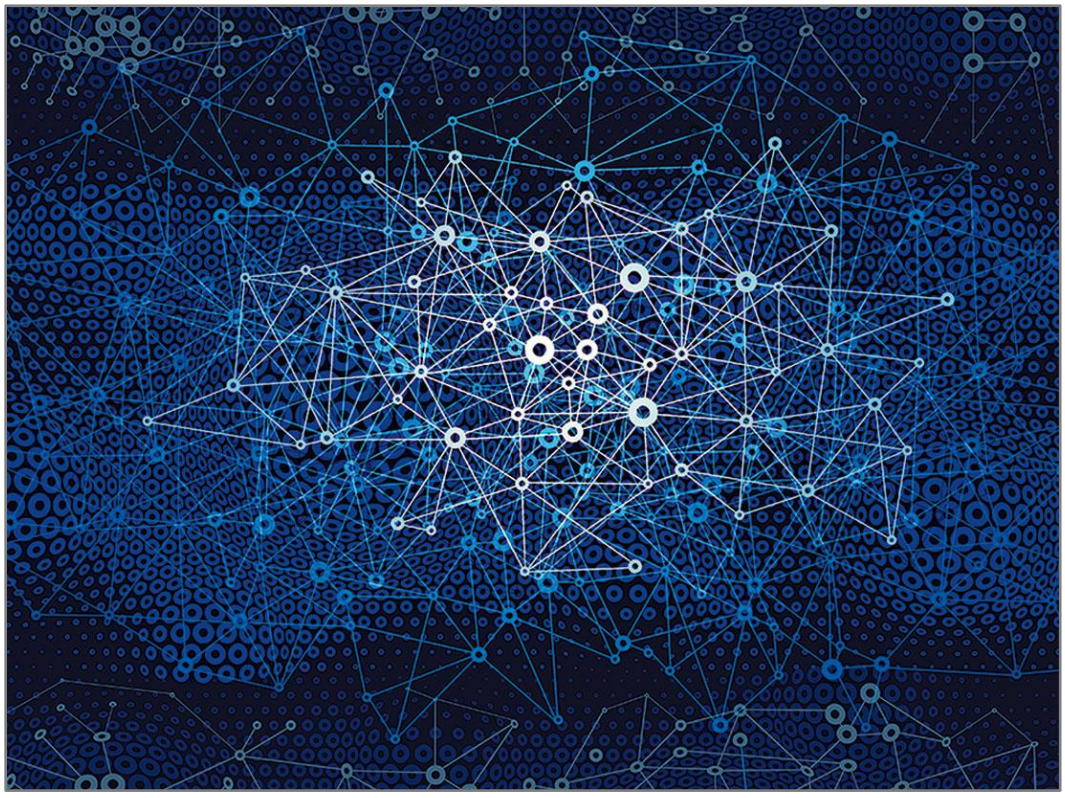
Fall of the Soviet Union
European Union
Tiananmen Square Massacre
George H.W. Bush
Sadaam Hussein
Persian Gulf War
Operation Desert Storm

Unit 27: Toward a New Millennium

Teacher Overview

THE END OF THE 20th CENTURY was a time of excitement and turmoil. As both political parties softened their aims in order to claim the largest numbers of American voters, bitter divisions between them emerged. The 1990s marked a worldwide revolution in communications. Individual use of the Internet mushroomed from a handful of scientists and professors at the beginning of the decade to becoming widespread by the year 2000. Companies re-geared their methods for online commerce. Electronic mail became a common new form of communications between relatives, friends, and colleagues.

The United States entered the 21st century as the leading users of Internet and satellite technology. These devices opened new windows of opportunity to spread American culture across the globe.



Although many efforts have been made to illustrate the World Wide Web, the so-called "Information Revolution" is so new and has evolved so rapidly that the illustrations usually convey only complexity and chaos.

Reading and Assignments

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

In this unit, students will:

- Complete four lessons in which they will learn about **the end of the twentieth century** and **the presidencies of Bill Clinton and George W. Bush**.
- Create biography notebook pages for **Bill Clinton** and **George W. Bush**.
- Visit their **HCS Class pages** for additional resources.

Key People, Places, and Events

Bill Clinton	Al Gore	Electoral College
Hillary Clinton	George W. Bush	

Leading Ideas

God is sovereign over the affairs of men.

From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.

– Acts 17:26

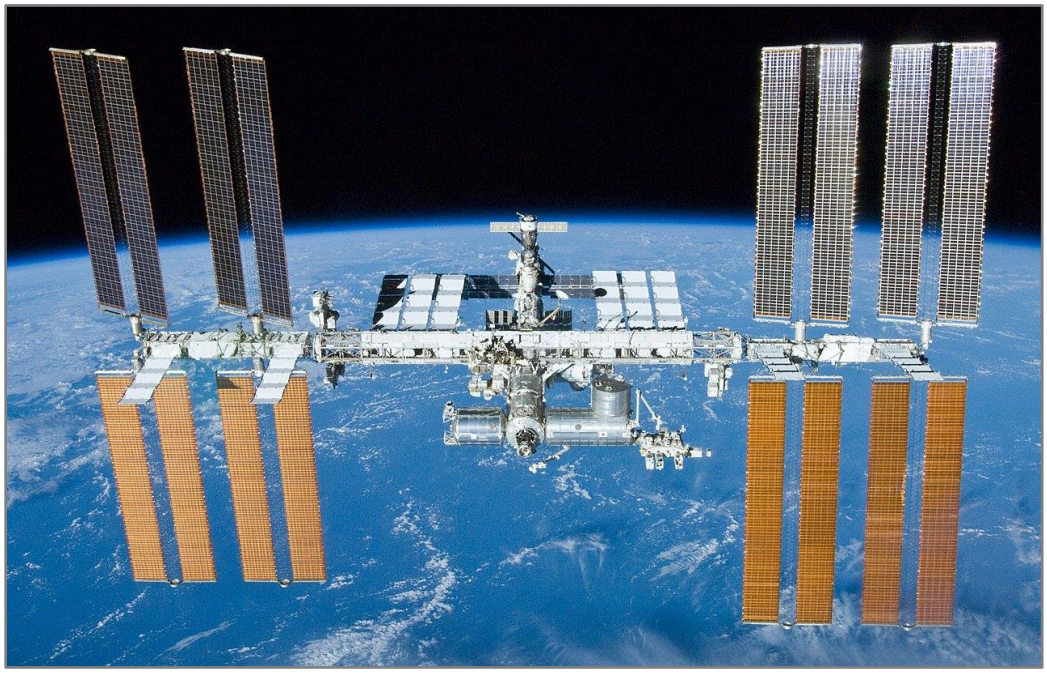
Dishonesty is sin and will be punished.

Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.

– Proverbs 10:9

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

– Exodus 20:1-17 — Read or listen to this passage in the ESV at:
http://www.bible.is/ENGESV/Exodus/20
OR read it in your own Bible. Please use a translation such as the ESV or KJV and not a paraphrase such as *The Message*.



The International Space Station is featured in this image photographed on May 23, 2010 by an STS-132 crew member on board the Space Shuttle Atlantis after the station and shuttle began their post-undocking relative separation. Its first component launched into orbit in 1998.

Lesson One

History Overview and Assignments

A Boy From Hope

A SMALL TOWN BOY from Arkansas, one of the poorest of states in the Union, was elected President of the United States, once again proving what America is all about. Clinton gave the American people the impression of energy, enthusiasm, compassion, and ability. He and his wife Hillary formed a powerful and formidable political union.

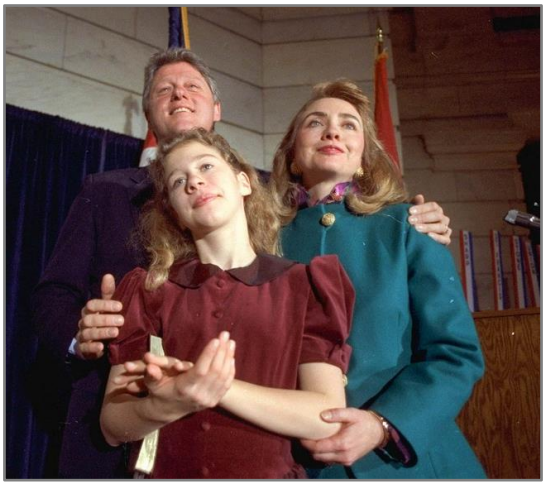


William Jefferson "Bill" Clinton
(born William Jefferson Blythe III, August 19, 1946)
42nd President of the United States

Reading and Assignments

- Read Chapter 44 in the book *A History of US: All the People,* "A Boy from Hope."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the an overview of key people, dates, and events in your summary.
- Create a biography notebook page for **Bill Clinton**.
- Be sure to visit your **HCS Class pages** for additional resources.



Clinton family in the White House

Key People, Places, and Events

Bill Clinton
Hillary Clinton
Al Gore

Lesson Two

History Overview and Assignments
Politics and Values

BILL CLINTON BEGAN his presidency with high approval ratings, but he will not be remembered for that. He threw away the chance to be a great president when he lied about his misdoings to the American public and used the office of the presidency for personal gratification.



Vice President Al Gore and Speaker of the House Newt Gingrich applaud as President Clinton waves during the State of the Union address in 1997.

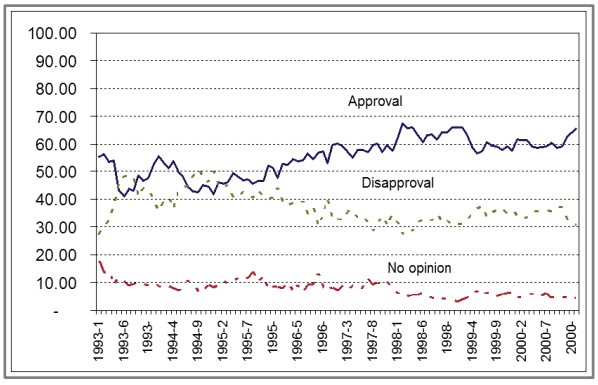
Discussion Questions

1. In what area of Clinton's goals was he unsuccessful?
2. What overshadowed much of Bill Clinton's presidency?

Reading and Assignments

- Read Chapter 45 in the book *A History of US: All the People,* "Politics and Values."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.



Clinton's approval ratings throughout his presidential career

Lesson Three

History Overview and Assignments
Electing the 21st Century's First President

THE ELECTION OF 2000 was about issues like the national debt, the environment, and about values and behaviors. Al Gore and George W. Bush conducted the longest and most expensive campaign in the history of the United States. It was the closest race for the president the American public had ever witnessed and even after the election, it took thirty-six days to find out who had won.



George Walker Bush (born July 6, 1946)
43rd President of the United States



George W. Bush with his father outside the White House, April 29, 1992

Reading and Assignments

- Read Chapter 46 in the book *A History of US: All the People,* "Electing the 21st Century's First President."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include an overview of key people, dates, and events in your summary.
- Create a biography notebook page for **George W. Bush** and include details about his background, family, education, and election to the presidency.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

George W. Bush

Lesson Four

History Overview and Assignments
Of Colleges and Courts

JAMES BRYCE is quoted as saying, "A presidential election is sometimes . . . a turning point in history. In form it is nothing more than the choice of an administrator . . . In reality it is the deliverance of the mind of the people upon all such questions as they feel able to decide." The presidential election of 2000 proved this statement to be true.



President George W. Bush is sworn into a second term on January 20, 2005
by Chief Justice William Rehnquist, as Laura Bush and daughters Barbara and Jenna look on.

Reading and Assignments

- Read Chapter 47 in the book *A History of US: All the People,* "Of Colleges and Courts."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

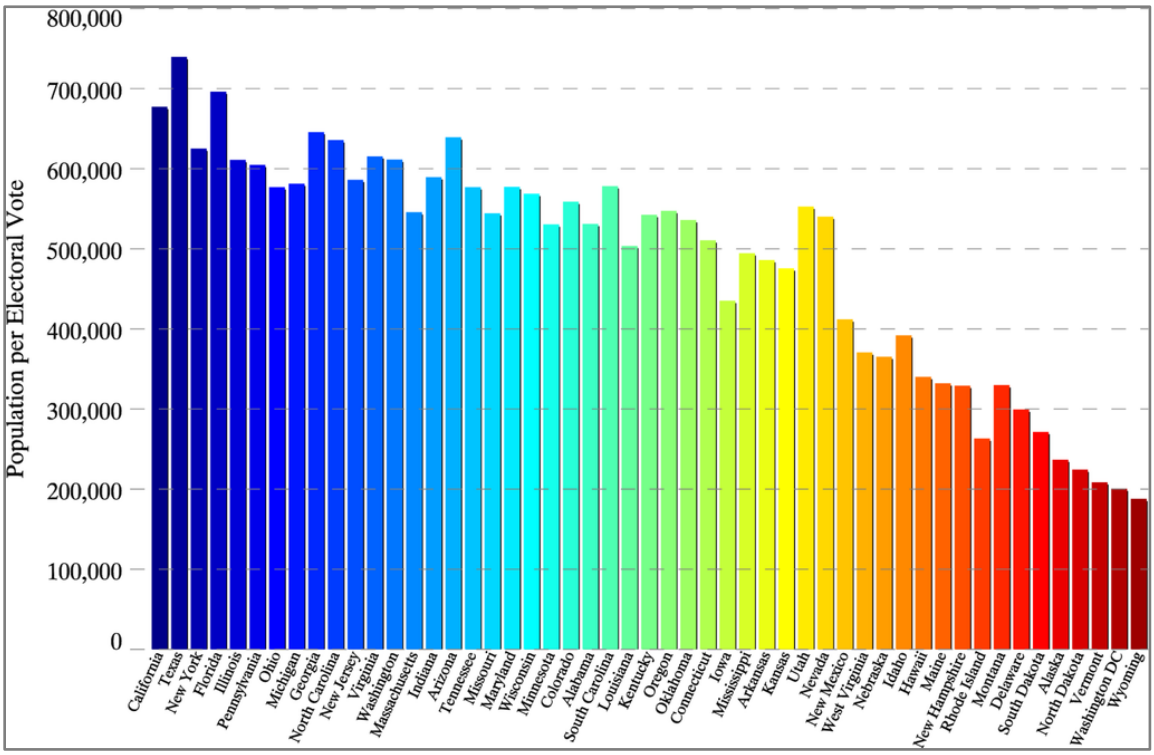
  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Electoral College

Discussion Questions

1. How did the Electoral College system come to be used in the United States?
2. Who won the popular vote in the presidential election of 2000?
3. What was the controversy surrounding the election of 2000?
4. Who won the electoral vote in the presidential election of 2000?
5. Which state was at the center of the controversy?
6. How was the result of the election decided?



State population per electoral vote for the 50 states and Washington DC



Chads from punched cards.
Each chad is about 1/8 inch (3 mm) long.
This file is licensed under the Creative Commons Attribution 2.0 Generic license by Marcin Wichary, the owner.



Presidential candidate Al Gore with running mate Joe Lieberman, conceding the Election
(Photo by Mark Wilson/Newsmakers)

Unit 28: The Start of a New Millennium

Teacher Overview

AMERICA LOOKED TO the new millennium with bright hopes, with a growing economy promising greater prosperity and little interference from foreign affairs to affect the daily lives of most Americans. The Bush administration worked smoothly with Congress for several months before the Democrats gained control of the Senate. Throughout Western Europe, where 12 nations had joined their markets together to form the European Union (EU) in 1992, conservatism was regaining some of the popularity it had enjoyed during the time following the Cold War. In Eastern Europe, however, newly elected Vladimir Putin instituted undemocratic policies in pursuit of greater centralized control.

Hostilities in the Middle East also deepened during this time. Iran, an old ally of the U.S., was now ruled by an Islamic republic set in place by Islamic radicals after overthrowing the shah in 1979. Taliban terrorist forces had control of Afghanistan, instituting radical Muslim rule and committing acts of terrorism against secular Muslim governments. Al-Qaeda, led by wealthy Saudi Osama bin Laden, carried even more hatred toward nations considered to be "enemies of Islam" and launched more sinister attacks.

Americans remained generally unconcerned by these developments until a few hours after dawn on the morning of September 11, 2001.



11 September 2001 - New York - A fireball erupts from the south tower of the World Trade Center as the second of two hijacked airlines crash into the building in the morning of September 11, 2001. The buildings later collapsed.
Photo Credit: Dan Doane Jr. / Sipa Press

Reading and Assignments

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

In this unit, students will:

- Complete five lessons in which they will learn about **the beginning of the 21st century**.
- Define vocabulary words.
- Visit their **HCS Class pages** for additional resources.

Leading Ideas

God is sovereign over the affairs of men.

From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.

– Acts 17:26

Dishonesty is sin and will be punished.

Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.

– Proverbs 10:9

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

– Exodus 20:1-17 — Read or listen to this passage in the ESV at:
http://www.bible.is/ENGESV/Exodus/20
OR read it in your own Bible. Please use a translation such as the ESV or KJV and not a paraphrase such as *The Message*.

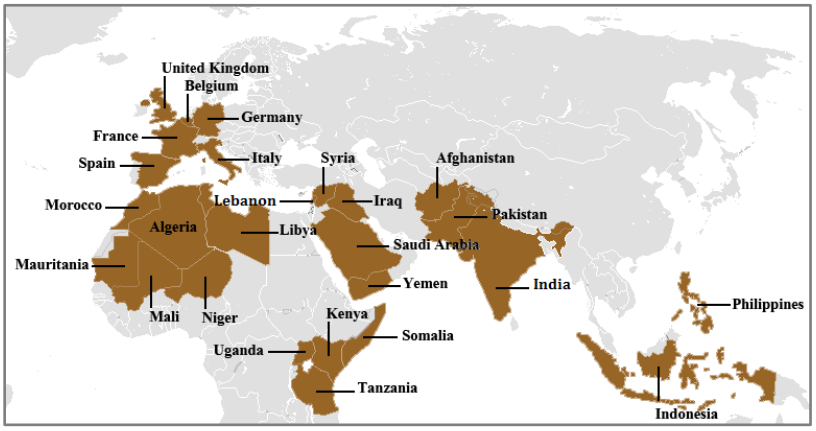
Vocabulary

Lesson 1:
Qur'an (Koran)

Lesson 2-5:
none

Key People, Places, and Events

George W. Bush
September 11 attacks
al-Qaeda
George W. Bush
Osama bin Laden
Barack Obama
John McCain
Donald Trump
Hillary Rodham Clinton



Al-Qaeda is The world largest militant terrorist network. This group recruits in some countries of Asia, Africa and Europe. Brown countries are the main countries of activity of the group. (August 2013)

This work of art is available under the Free Art License.

Lesson One

History Overview and Assignments
Catastrophe, War, and a New Century

WHEN WRITING in his diary, President George W. Bush described the events of September 11, 2001 as "the Pearl Harbor of the 21st century." This is a good portrayal of the events of that day. The attack on the United States that day led to the United States declaring a war on terror.



Top to bottom, left to right
The Twin Towers of the World Trade Center on fire; A section of the Pentagon collapses; Flight 175 crashes into 2 WTC; A fireman requests help at Ground Zero; An engine from Flight 93 is recovered; Flight 77's collision with the Pentagon as captured by CCTV.

Vocabulary

Qur'an (Koran)

Key People, Places, and Events

George W. Bush
September 11 attacks
al Queda
Osama bin Laden

Reading and Assignments

- Read Chapter 49 in the book *A History of US: All the People,* "Catastrophe, War, and a New Century."
- Define the vocabulary word in the context of the reading. Write the word and its definition in the vocabulary section of your history notebook.
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

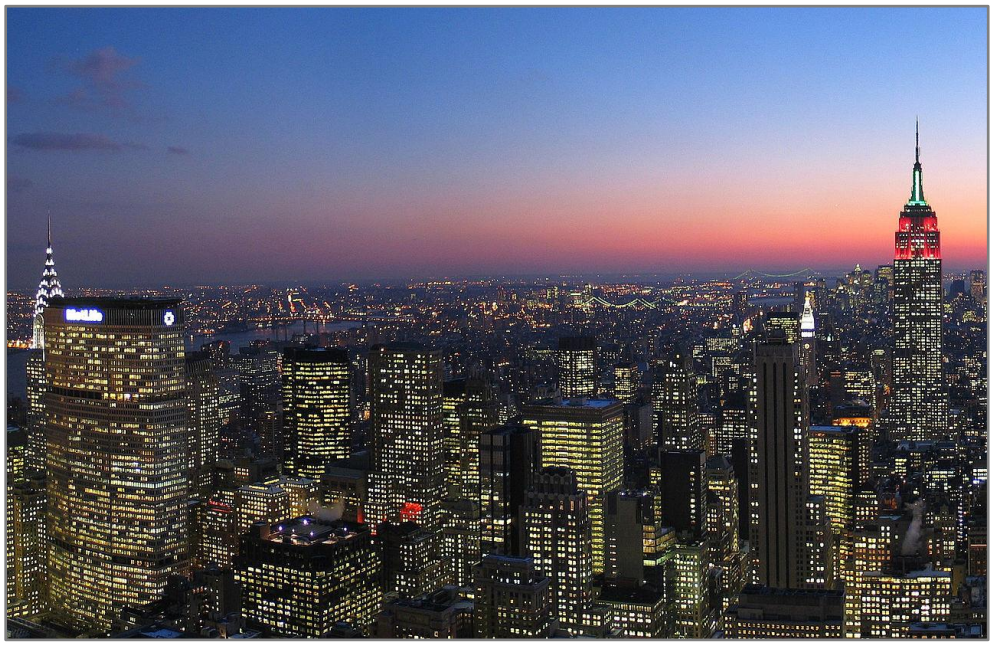
Discussion Questions

1. How were most Americans feeling before the attacks on September 11, 2001?
2. Describe the attacks on September 11, 2001.
3. Why did the Muslim terrorists attack the United States?

Lesson Two

History Overview and Assignments
New York and the American Way

THE EVENTS of September 11, 2001 were tragic and devastating. However, amidst the grief and devastation, American spirit and patriotism once again shone forth from the American people.



New York City

Reading and Assignments

- Read Chapter 50 in the book
  A History of US: All the People, "New York and the American Way."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include an overview of key people, dates, and events in your summary.
- Using the Internet as a resource, create a notebook page with newspaper articles and pictures about the events of September 11. Try to find articles and pictures that show American patriotism as a response to September 11.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

George W. Bush

Lesson Three

History Overview and Assignments

Both Lucky and Ready

BARACK OBAMA, a state legislator running for the US Senate, came to the attention of the nation when John Kerry's campaign manager asked him to give the keynote speech at the Democratic Convention in 2004. He chose to speak on his story as part of the larger American story. His speech set the stage for him to enter the national scene 4 years later. The Democratic primary campaign that followed was historic because it was the first time in American history that an African American and a woman were competing for the party's nomination.



Illinois State Senator, United States Senate candidate, and future president Barack Obama on the night of Tuesday, July 27, 2004, giving the keynote address at the 2004 Democratic National Convention

Key People, Places, and Events

Barack Obama

Reading and Assignments

- Read Chapter 56 in the book *A History of US: All the People,* "Both Lucky and Ready."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include an overview of key people, dates, and events in your summary.
- Create a biography notebook page for **Barack Obama** and include information about his background, family and education based on today's reading.
- Be sure to visit your **HCS Class pages** for additional resources.



Obama with his half-sister Maya Soetoro-Ng, mother Ann Dunham and grandfather Stanley Dunham, in Honolulu, Hawaii

Lesson Four

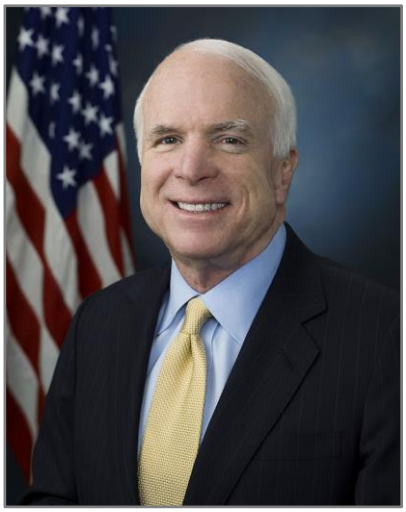
History Overview and Assignments

Yes, We Can

JOHN McCAIN'S concession speech to Barack Obama's election to the presidency of the United States was gracious and a reflection of the historic moment in history. *"This is an historic election. . . . A century ago, President Theodore Roosevelt's invitation of Booker T. Washington to visit—to dine at the White House—was taken as an outrage in many quarters. America today is a world away from the cruel and prideful bigotry of that time. There is no better evidence of this than the election of an African American to the presidency of the United States. Let there be no reason now for any American to fail to cherish their citizenship in this, the greatest nation on earth."*



Obama's first term presidential portrait (2009).
Barack Hussein Obama II, (born August 4, 1961),
44th President of the United States



John Sidney McCain III, (born August 29, 1936)
United States Senator from Arizona

Reading and Assignments

- Read Chapter 57 in the book *A History of US: All the People*, "Yes, We Can."
- After reading the chapter, summarize the story you read by either:
  - Retelling it out loud to your teacher or parent.
    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include an overview of key people, dates, and events in your summary.
- Complete your biography notebook page on Barack Obama including information about his election as President of the United States.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Barack Obama

John McCain

Lesson Five

History Overview and Assignments

Moving Forward

"In a surprise victory in the 2016 US presidential election, Republican businessman Donald Trump defeated Democratic former First Lady and Secretary of State Hillary Rodham Clinton."

– from the article below



President Donald Trump poses for his official portrait at The White House, in Washington, DC, on Friday, October 6, 2017. (Official White House Photo by Shealah Craighead)

Reading and Assignments

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

    OR
  - Completing an appropriate notebook page.

  Either way, be sure to include the answers to the discussion questions and an overview of key people, dates, and events in your summary.
- Be sure to visit your **HCS Class pages** for additional resources.

Key People, Places, and Events

Donald Trump

Hillary Rodham Clinton

Discussion Questions

1. What were the main campaign platform points of Hillary Rodham Clinton and Donald Trump in the 2016 election?
2. What does this article say will determine whether America is successful in eliminating threats that face the nation and Constitution?

Moving Forward

by Mary E. Hall, MPA

In a surprise victory in the 2016 US presidential election, Republican businessman **Donald Trump** defeated Democratic former First Lady and Secretary of State **Hillary Rodham Clinton**.

Clinton had gained the Democratic nomination the previous July after fending off a determined challenge from Senator Bernie Sanders. Despite wide-ranging competition during the Republican primary process, Trump emerged as the front-runner, defeating popular conservatives Ted Cruz, Marco Rubio, John Kasich, Jeb Bush, and twelve other candidates.

Hillary Rodham Clinton's campaign focused on expanding President Obama's domestic policies, emphasizing minority issues and women's rights. Donald Trump promised to "Make America Great Again" by restoring pro-American ideals and opposing illegal immigration.

On both sides, the election process was widely criticized as overly divisive, and both campaigns were fraught with controversy.

Inflammatory remarks were made by Trump regarding race and immigration. He was also accused of inciting violence at promotion events and of numerous allegations of immoral behavior and inappropriate speech.

Hillary Rodham Clinton was the subject of an FBI investigation regarding the propriety of her use of a private email server for government communications while serving as secretary of state. This, along with her previous involvement in the Whitewater controversy and other possible scandals, gave her an image of viewing herself as above the requirements of the law. Despite this, Clinton maintained the lead in most pre-election polls and in most swing states.



Hillary Rodham Clinton delivering her concession speech, November 9, 2016

Up to the election, a victory for Trump was considered unlikely by almost all forecasts. But on election night, the nation was stunned by the news of his triumph. While Clinton received more actual votes nationwide, Trump won thirty states with a total of 306 electors, or 57 percent of the 538 available. Comparisons were made to Harry S. Truman's victory in 1948 as one of the greatest election upsets in American history.

Donald Trump, America's 45th President

Donald Trump was the fifth president in US history to win the electoral vote and become president after losing the nationwide popular vote. He was the first president to be elected without prior government or military experience, and he was the wealthiest and the oldest president at the time of inauguration.

Before entering politics, Trump was a real estate businessman and television personality. According to March 2018 estimates by Forbes, he was at that time the world's 766th wealthiest person, with a net worth of $3.1 billion.

Future Considerations

Only time will tell whether American efforts will be successful in the end at eliminating the threats that face the US and her Constitution, both foreign and domestic, and whether the world's nations will manage to avoid major worldwide conflict. The results will be determined by the ideologies and actions of the coming generations—but we can rest assured that regardless of man's actions the final outcome is clear, for the book of Revelation says:

"Then the angel showed me the river of the water of life, bright as crystal, flowing from the throne of God and of the Lamb through the middle of the street of the city; also, on either side of the river, the tree of life with its twelve kinds of fruit, yielding its fruit each month. The leaves of the tree were for the healing of the nations. No longer will there be anything accursed, but the throne of God and of the Lamb will be in it, and his servants will worship him. They will see his face, and his name will be on their foreheads. And night will be no more. They will need no light of lamp or sun, for the Lord God will be their light, and they will reign forever and ever.

And he said to me, 'These words are trustworthy and true. And the Lord, the God of the spirits of the prophets, has sent his angel to show his servants what must soon take place.'

'And behold, I am coming soon.'"

– Revelation 22:1-7a (ESV)