

Easy Peasy — All in One Homeschool

Modern American History

Course Description: Students will study American history from post Civil War to the current day. Students will engage with readings, videos, political cartoons and photographs as they learn about the events and leaders of the past 150 years. Students will create a variety of projects to demonstrate their knowledge as well as write a number of newspaper articles based on events in history.

Reading List:

There are many choices for optional reading.

L. *Helen Keller's The Story of My Life*, Keller; *A Lifetime of Memories*, Giles

George Washington Carver, The Transcontinental Railroad

Day 1

1. Read [biography of George Washington Carver](#)
2. Tell a parent or older sibling about George Washington Carver's life. How many things can you remember?

Day 2**

1. [Watch George Washington Carver video.](#)
2. *Print out these [Timeline Decade Pages](#). You can put them in a notebook or on the wall. They are for your timeline pieces.
3. *Print out the [modern history timeline](#) packet.
4. Cut out Carver timeline piece and draw or write about Carver inside. Attach it to your timeline.

Day 3*

1. Watch the video on the transcontinental railroad
2. Write: **The Transcontinental Railroad means a railroad that travels across a continent.** (*You could use your timeline piece or create a [*handwriting page.](#))
3. **continental** means something related to a continent, **a continent** is one of the seven large land areas on earth, **trans** means across

youtube.com/watch?v=q-R31Yjs28k

Day 4*

1. Find Sacramento, California and Omaha, Nebraska on a map. These were the start and end points of the first transcontinental railroad.
2. *[Draw a line on a map](#), as best you can, of where the railroad traveled. (click on US continental, 1 page, print)
3. Place the map in your history notebook.

Day 5

1. [Read the news](#). Write an email to someone and tell them about what you read in the news.

Alexander Graham Bell, Thomas Edison

Day 6*

1. Watch videos of Alexander Graham Bell.
2. *Choose a couple of [activities](#) to complete from this packet. Print pages 10 and 40 and any others you like. Answer the questions on page 10 and page 40 as best as you can. You can check your answers on page 46 to learn more about Mr. Bell.

youtube.com/watch?v=2BCvXH5M9n0

youtube.com/watch?v=yNA6kiL2IRo

Speaking

1. With a parent or sibling improvise (make up as you go) a dialog over a pretend telephone.

Day 7

1. Read biography of [Alexander Graham Bell](#)
2. Cut out timeline piece and write inside about Alexander Graham Bell. What were his accomplishments? What did he care about?

Day 8

1. Read [biography of Edison](#)
2. Cut out and write in Edison's timeline piece and add it to your timeline.

Day 9*

1. *Copy Edison's quote. Then explain what it means. Print out — [Edison Quote Notebooking Page](#)

2. Watch the videos below and look at the list of all of [Edison's inventions](#).
youtube.com/watch?v=UPRfL4T-Vv4
youtube.com/watch?v=NqjJwyUXcd4

Day 10

1. [Read the news](#). Tell someone about what you learned in the news today.
2. If you can read fifth grade level books and are interested in Edison, you could read this story of his life, [The Boy's Life of Edison](#).

Day 11

1. Watch videos about Thomas Edison.
youtube.com/watch?v=VVL8ptff7yI
youtube.com/watch?v=6g58RNkQ3C8
2. Write a short story. It can be just a paragraph. Make up an invention and write about when you finished it. Here's a beginning you could use, "I can still remember it like it was yesterday. I had been working for weeks perfecting my..."

Day 12

1. Answer these questions as best you can about when Thomas Edison invented the light bulb. If you know how to type, then type your answers into the computer. Who? What? Where? When? How? Why? For instance who is Thomas Edison or Edison and Watson. What is that he invented the light bulb. These are the questions you ask and answer when you write a story for the newspaper.

Day 13

1. Write a sentence to introduce a news story about Edison inventing the light bulb. (Example—don't copy!—Thomas Edison invented many things, but one changed the world the most.) Put these sentences in the same place you put your answers from yesterday.
2. Write a sentence about what you think about Edison or his invention. (Example—don't copy!—I think Edison's hard work paid off.)

Day 14

1. Write your news story. Start with your introduction sentence. Then write in sentences your answers to the who, what, where, when, why and how questions. Then write your final sentence. If you have time, add a title and a picture. Show it to someone.

Day 15

1. [Read the news](#). Choose an article and write (or tell someone) the who, what, where, when, why and how of it.

Helen Keller, Industrial Revolution (Coal Mines)

Day 16

1. Read this short biography of [Hellen Keller](#). It mentions the book she wrote. You are going to be reading it. And you can start now.
2. Read [chapter 1](#) of *The Story of My Life: Helen Keller*. If you cannot read it on your own (that's okay, it's not easy), you can [listen](#) while you read along. Or you don't have to read at all, just sit back and listen. Go to the "listen" link and click on chapter 1.
3. Tell someone about Helen Keller.

Day 17

1. Read [chapter 2](#) of *The Story of My Life: Helen Keller*. If you need help, you can [listen](#) while you read along. Just click on the chapter number.
2. Here are pictures of [Hellen Keller](#) to look at.

Day 18*

1. Read [chapter 3](#) of *The Story of My Life: Helen Keller*. If you need help, you can [listen](#) while you read along. Just click on the chapter number.
2. *Use this [Helen Keller notebooking page](#). Copy the quote. Use the other space to write who Helen Keller was.

Day 19

1. Read [chapter 4](#) of *The Story of My Life: Helen Keller*. If you need help, you can [listen](#) while you read along. Just click on the chapter number.
2. Watch this video on the industrial revolution. Tell someone about how life changed for Americans.
youtube.com/watch?v=3Efq-aNBkvc

Day 20

1. [Read the news](#). Choose an article and write (or tell someone) the who, what, where, when, why and how of it.

2. Read [chapter 5](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.
3. Maybe over the weekend you'd like to watch this 20 minute animated movie about Helen Keller. Here's the [link to the first part on youtube](#). Get permission to watch this!

Henry Ford, Child Labor, Suffrage Movement

Day 21

1. Read [chapter 6](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.
2. Read this [biography of Henry Ford](#).
3. Cut out and fill in Henry Ford timeline piece.

Day 22

1. Read [chapter 7](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.
2. Look at these [pictures of child labor](#) in America. Choose a picture and show it to someone and describe to them what you see. What are they doing? Why do they look the way they do? What do you think they are thinking and feeling? Write your answers or talk with a parent or older sibling about your answers.

Day 23

1. Read [chapter 8](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.
2. Do this activity about learning by looking at [old photographs](#).

Day 24

1. Read [chapter 9](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.
2. Look at this [old photograph of suffragettes](#). What details do you see this photograph? Who are the suffragettes? What do they want? (answer: the right to vote) How badly do you think they want it? (hint: check the weather) Write in your history notebook a sentence about the suffragettes. "The suffragettes were..." You finish the sentence.

Day 25

1. [Read the news](#). Choose an article and write (or tell someone) the who, what, where, when, why and how of it.
2. Read [chapter 10](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Theodore Roosevelt, Immigration

Day 26

Reading

1. Read this [biography of Theodore Roosevelt](#).
2. Read [chapter 11](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Writing

1. Theodore Roosevelt saved a lot of wilderness. He protected it to keep people from using the forests, rivers, etc. for business or for homes. Write about why you think it's important to protect nature as it is. You should begin with a introduction sentence, a sentence that tells what you are going to write about. For instance..."I think it is very important to protect nature."

Day 27

1. Watch video on [immigration](#).
2. Read [chapter 12](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 28*

1. Read about the [Statue of Liberty](#).
2. Read [chapter 13](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.
3. [*Color this picture](#) of the Statue of Liberty and/or [copy this quote](#) from the Statue of Liberty.

Day 29

1. Watch this video showing what it was like to build the Statue of Liberty.
 - o <http://www.youtube.com/watch?v=bJNFZ3a7fKY>

2. Watch this video about what it was like to [come as an immigrant through Ellis Island](#).
3. People came to America to find freedom: freedom to worship God their way, freedom from discrimination, freedom from poverty, and whatever other problem their families were facing. They were searching for a better life. Were their first experiences better? What do you think they were thinking of America when they arrived at Ellis Island?
4. Read [chapter 14](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 30

1. [Read the news](#). Choose an article and write (or tell someone) the who, what, where, when, why and how of it.
2. Read [chapter 15](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.
3. Write or tell about why you think Helen Keller is important.

The Wright Brothers and other flyers

Day 31

1. Watch these animated movie clips about the Wright Brothers.
2. Cut out your timeline piece. Draw/write about what you learn.

youtube.com/watch?v=xlZ73aR2xKU
youtube.com/watch?v=BdRxWTcf2rM&feature=related

Day 32*

1. Read about [Amelia Earhart](#).
2. *Write about Amelia Earhart. [Amelia Earhart notebooking page](#)
3. Read [chapter 16](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 33

1. Read about [Bessie Coleman](#). Where there is a paragraph about here, click on “Detailed Description.”
2. Tell someone about Bessie Coleman.
3. Read [chapter 17](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 34

1. Read about [Charles Lindbergh](#).
2. Tell someone about Charles Lindbergh.
3. Read [chapter 18](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 35

1. [Read the news](#). Choose an article and write (or tell someone) the who, what, where, when, why and how of it.
2. Read [chapter 19](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

World War I

Day 36

1. Watch this video on [airplanes in WWI](#).
2. Read [chapter 20](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 37*

1. *Print out [map](#) (click on Europe). Color in Turkey, Germany, France, Russia, Serbia, Hungary and Austria. Color each a different color and write their names in that color on the back of the map. Your list of colorful names is your map **key**.
2. If you need a map to look at, [here is one online](#).
3. Read [chapter 21](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 38*

1. *Print out another [map of Europe](#). (You’ll notice this one is different. This is what the country borders looked like in 1914.)
2. Write “European Alliances Before WWI.” That just means which countries in Europe were friends and agreed to help each other.
3. Choose two colors.
4. With one color, color in France, Britain, Serbia and Russia.

- With the other color, color in Austria-Hungary and Germany.
- Color neatly. Do the best you can.
- Here's a [map](#) to help you. (Again, this is a map of 1914. Countries break up and get smaller or take on other countries and get bigger.)
- Read [chapter 22](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 39*

July 28th	Austria declared war on Serbia
August 1st	Germany declared war on Russia
August 3rd	Germany declared war on France and invaded Belgium. Germany had to implement the Schlieffen Plan.
August 4th	Britain declared war on Germany

- Look at this chart above. It's a list of dates of when certain countries declared war on other countries at the beginning of WWI.
- *Print out another [map](#)! Draw on who is declaring war on whom. Maybe you could draw an arrow from Britain to Germany. Draw an arrow for each country declaring war on another country. This all happened in about 8 days in 1914.
- Put a title on your map, "Declares War 1914" might be a good one.
- Read [chapter 23](#) of *The Story of My Life: Helen Keller* If you need help, you can [listen](#) while you read along. Just click on the chapter number.

Day 40* (A book your family might want to read is *The Singing Tree*. It is not required. It is an award winning historical fiction novel about WWI. It is 5th grade reading level with an interest level of 3rd – 5th grade — according to a website.)

- Cut out timeline piece on the assassination of Archduke Ferdinand. Write inside. He was assassinated in Sarajevo and was next in line to become King in Austria. His murder is considered the spark that started the war.
- [Read the news](#). Choose an article and write (or tell someone) the who, what, where, when, why and how of it.
- If you aren't reading *The Singing Tree*, you could read one of two other books. These are optional. These books are harder so you should listen to it read to you or listen as you read along. There is a book about women and children on the home front which is [Rilla of Ingleside](#) from the Anne of Green Gables series. This has an audio book you can [listen](#) to. You can read a chapter a day except for a handful of chapters you'll need to read on the weekends. Or you could read a boy book which does not have an audio book with it. It's called, [Air Service Boys Over Enemy Lines](#). You can read a chapter a day.
- *Here's a book report page to fill out after you finish reading whatever you are reading. [WWI Book Report](#)

Day 41*

- Watch this lesson about [countries declaring war](#) in 1914 and 1915.
- *Color [a map](#) to match the one in the lesson. Title for the map, "WWI Expands"

Day 42*

- *Print out [this worksheet](#) and cut out the squares. Put them in the order that makes the most sense. You can glue them down in order on a sheet of plain paper if you want to keep it in your binder.

Day 43*

- *Color this [picture of a plane from WWI](#). Why is it called a tri-plane?
- Look at these [photos of WWI airplanes](#).

Day 44*

- *Color [this picture](#) of a Canadian soldier in WWI. Read what it says.
- Watch the [soldiers in training](#).

Day 45*

- Read the [vocabulary on page 4](#). (Ls are using all but the wordsearch and crossword puzzles.)
- Watch [Songs of World War I](#) while you work on number 3.
- Do the [vocabulary matching](#) on page 9.

Day 46*

- *Fill in this worksheet on the [causes of WWI](#). The "Triple Entente" was the name given to the alliance between Britain, France and Russia. So, what countries make up the "Triple Alliance?"

Day 47

- Take a look at this [diagram of trenches](#) used in WWI. Click on the different areas of the diagram for pictures and descriptions.
- Draw a diagram of a trench.

3. Read about [weapons](#) used in the war.
4. Take the [weapons quick quiz](#).

Day 48

1. Read about [Zeppelin raids](#).
2. Take the [quick quiz](#).
3. Make this [minibook](#) about WWI warfare. (page 2)

Day 49

1. Read this [online book](#).
2. Make the [minibook](#) and put it on your timeline. (page 1)

Day 50

1. [Read the news](#). Choose an article and write an email (or tell someone) the who, what, where, when, why and how of it.
2. Choose an event related to WWI and fill in this [news graphic organizer](#).

Day 51

1. Read about the [end of the war](#).
2. Take the [quick quiz](#).
3. List for a parent as many facts as you can about WWI.

Day 52

1. Read about the [Treaty of Versailles](#), this is the agreement the countries made to end the war.
2. Take the [quick quiz](#).
3. Cut out and fill in the timeline piece.

Day 53*

1. Read [this page and look at the chart](#) showing how much the countries' did not like the treaty.
2. Look at these [maps from before and after the war](#).
3. *Color in this map to show what used to be Germany and what used to be Austria-Hungary. [Map of Europe After Versailles](#)
4. Write a title on your map.

Day 54

1. Read about [Remembrance Day](#).
2. Here are some pictures of [Flander's Field](#) which is now a cemetery.
3. Here is an [artist's painting](#) of the poem.
4. Choice: either draw/paint how the poem describes Flander's Field, or read/perform the poem in front of an audience.

Day 55

1. Type up your facts from last week with a title. Write your facts in this fashion. Who: George Washington What: ...

Day 56

1. Put together a [newspaper](#).
2. Use your news article from Day 55. If you have another story about WWI that you wrote for English, you can use that as your second article. If not, you can list a timeline of events for your second article.

The Roaring Twenties

Day 57

1. Read about the [1920s](#). Write down a few interesting facts on your timeline.

Day 58

1. Click on a [world leader](#). Write something about the leader on your timeline. There are blank timeline pieces for you to use.

Day 59

1. Choose an [entertainer](#) to read about and add a fact to your timeline. There are blank timeline pieces for you to use.

Day 60*

1. Look at pictures [from the 1910s](#). Just look at page one (otherwise not everything is from that time period).
2. Look at pictures [from the 1920s](#). Just look at page one (otherwise not everything is from that time period).
3. What differences can you find? Click on the pictures to see them more closely. (Hint: _____)
4. *Print out and color in this page of [20s clothing](#) from England.

Day 61

1. Read the first paragraph about [jazz](#). It says that jazz musicians use **improvisation**. It tells you what that word means in the second line. What does it mean?
2. Listen to some [jazz](#) and read about some jazz artists.
3. Want to play with a [jazz band](#)? Click on play and then choose jazz style.

4. Are you interested in hearing more jazz music and learning more about it? Get permission to go to youtube and watch this [video](#).

Radio

Day 62

1. Listen to the first half of this [radio show](#) of a book called, *The Biscuit Eater*. Stop after 14 minutes.
2. Notice the sound effects and how they use their voice to act even though you can't see them. It's a story of (

Highlight to read the summary if you think it would be helpful to you, but it tells you the ending!)

Day 63

1. Listen to the second half of *The Biscuit Eater*. Click in the middle and start at 14 minutes.

Day 64

1. Choose one of your dialogs you have written to use as a radio broadcast.
2. Plan out how you will include sound effects.

Day 65

1. Read your dialog as a radio show. Remember to act it out with your voice and to add sound effects. Perform it for an audience (can just be your family).
2. If you have read a WWI book, finish your book report ([WWI Book Report](#)).

The Great Depression

Reading Suggestions: These are not required. In order from youngest to oldest: [The Babe and I](#), [The Gardener](#), [Turtle in Paradise](#), [A Year Down Yonder](#). A free book you can read online or download is *Fame and Fortune* by Horatio Alger. Though written earlier, Alger's books were immensely popular during the depression. There are many of them, and they all share the theme of a poor man turning his life around. It was just the kind of inspiration people were looking for. [Read online or download](#) [Audio book](#) (23 chapters 5th grade? reading level)

Day 66*

1. Read the **first section** of this lesson on the [Great Depression](#). (The first page and a half. Stop at "Life During the Great Depression.")
2. *Print out these [president minibooks](#) and cut out and fill in the one on President Hoover and place it on your timeline.

Day 67*

1. Read "[Life During the Great Depression](#)" starting on the second page.
2. Print out this minibook and write about the [effects of the Depression](#). You can add it to your timeline.

Day 68

1. Read the fourth page about "[The New Deal](#)."
2. Cut out and write in FDR's president minibook. You can add it to your timeline.

Day 69

1. Read about the [dust bowl](#).
2. Explain to a parent or older sibling what the dust bowl was and what life was like for people living there.

Day 70*

1. [Read the news](#). Choose an article and write an email (or tell someone) the who, what, where, when, why and how of it.
2. *Print out this [newspaper assignment](#) and fill it in.

Suggested Reading for World War II: These are NOT required. WWII and Communism which followed [Gladys Aylward](#), [Brother Andrew](#); Jews — [Ten and Twenty](#), [Number the Stars](#), [The Hiding Place](#) (youngest to oldest); Other — [Navajo Code Talkers](#) middle school, [Farewell to Manzanar](#) ages 10+ (most of these are available on Kindle) Our study of WWII lasts 50 days, so there is lots of time to finish your Depression book, if you are reading one, and to read a couple of these as well.

Day 71

1. Read this page about the [start of WWII](#).
2. Listen to the speech.
3. Start a [WWII timeline](#) with the information you learned today.

Day 72

1. *Print out [the map](#) of the world. Print 2 so you can use one tomorrow (L and M are using this map).
2. Color in the countries on the list with two colors. Use one color for the [axis and one color for the allies](#).
3. Write a key to show which color is which.
4. Write a title on your map.
5. Here's an online [map of the world](#) if you need it.

Day 73*

1. *Print out a [map of the world](#).
2. Read about the [leaders of WWII](#).
3. Write the last name of each main leader in the country they led. Only write the **main** leader for countries where two are listed.

Day 74* Today the children will be reading about the evacuation of children during WWII. This is what happens at the beginning of *The Lion, the Witch and the Wardrobe*. You can consider reading the book or watching the movie.

1. Read about the [evacuation of children during WWII](#).
2. Write your feelings on the subject. Use this notebooking page and answer the question. [evacuation](#)

Day 75

1. [Read the news](#). Choose an article and write an email (or tell someone) the who, what, where, when, why and how of it.

Day 76*

1. Print out this [coloring page](#). Make sure you color the flags correctly. This is Roosevelt with the American flag, Churchill with the British flag and Stalin with the [old Russian flag](#). These are the leaders of some of the Allies, the countries that fought against Germany and the Axis countries.
2. Here is a [flag website](#) where you can look up the British and American flags if you need to.

Day 77*

1. Read this [timeline up through 1940](#). Update your [timeline](#).
2. [Print a map](#). Mark with an X the countries that are controlled by Germany by 1940. Make sure you put a title on your map. Use the information in the timeline. This is a modern map and not all of these countries existed in 1940. You may have to think some about what areas are being controlled.

Day 78

1. Make a page with all the flags of the axis countries. Look at the [timeline](#) to find all those on Germany's side.

Day 79

1. Read about the [Battle of Britain](#).
2. Add it to your [timeline](#) along with some information about it.

Day 80

1. Fill in this [news organizer](#) for an article on the Battle of Britain.
2. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.

Day 81

1. Listen to an [air raid siren](#) from London during WWII.
2. Listen to [a boy describe his experience](#) with the bombing of London.
3. Listen to a teacher lead a [gas mask drill](#).
4. Talk with a parent about what you think it would be like to hear sirens, see bombs and wear a gas mask. Maybe together you'd like to read Psalm 91.

Day 82

1. Read about [women working](#) during the war.
2. Do you think it was important and necessary for women to work? Do you think it is important and necessary for women to stay at home with their children? Can both be important and necessary? Talk about it with your parents.

Day 83

1. Read about [the home](#) during the war. Use the different links to read about the different rooms and look at the pictures.
2. What's different than your home? What's the same?

Day 84

1. Read about [rationing](#) during the war.
2. Read about [rationing](#) during the war. Use the links and look at the pictures.
3. Make a sign to teach people about not wasting. (Here's [an example](#).)

Day 85

1. Use your organizer from day 80 to write a news article on the Battle of Britain.
2. Display your finished sign.

Holocaust

Day 86*

1. [Read about Anne Frank](#) — The Germans wanted to get rid of all the Jews. She was a Jewish girl.
2. Record what you learned on this [notebooking page](#).

Day 87

1. [Read this timeline](#) of the Holocaust

2. Work on your [timeline](#).

Day 88 (Materials for L: yellow felt or construction paper, safety pin)

1. Watch these two short video clips. [wearing the star of David](#) [the ghetto was a holding place until they were sent to be killed](#)
 2. Can you find [Hitler in this picture](#)? Everyone had to raise their arm in salute to him.
 3. Make a [star of David](#) to wear.
- Choose a Star of David craft to make: [cutting](#)/folding, [making](#) with popsicle sticks

Day 89

1. Watch these two video clips: [kids tattooed](#) [getting into freight cars to be taken to a concentration camp](#)
2. “Starvation of ghetto residents was a deliberate Nazi policy. The amount of food the ghetto was allowed could change from week to week, sometimes from day to day. The official weekly ration for the Jews was very small. At times, it was no more than 1,100 calories a day. Often, not even that much food was made available. For one particular week each Jew was allowed: Bread 14.0 oz., Meat products 4.5 oz., Sugar 1.75 oz., Fat 0.9 oz.. At that rate, the Jewish ration was only about 350 calories a day. A sedentary adult needs about 2,000 calories to maintain his weight. A thirteen-year-old boy needs about 3,000 and a baby needs 1,200. With much less than those amounts, the body loses weight quickly. After a certain point, the body survives by digesting muscle. Painful death from starvation comes not long after that.” **1 oz. is about 30 grams** (from <http://fcit.coedu.usf.edu/holocaust/activity/35plan/starvati.htm>)
3. List those amounts on [this sheet](#) and then look in your kitchen. Look at the weights on the packages and estimate how much of those things you eat each week—consider along with bread all grains including cereal, crackers, rice, etc. Sugar includes all treats, sugar drinks, cookies, etc. Fat includes what you eat with any kind of butter or oil — salad dressing, potato chips.
4. Finish the sheet.

Day 90

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. You should also know that Hitler didn’t just discriminate against the Jews. They were just in the most abundance in the European countries he was conquering. He also got rid of people with disabilities, blacks and Roma (Gypsies). Also Christians who helped the Jews were sent to the death camps. Do you think you would risk being sent to a camp in order to save someone else?

Pearl Harbor

Day 91*

1. If you have L and M students, print out the whole [Pearl Harbor lapbook](#). L and M will be sharing it. The lapbook uses the British spelling, harbour. Or, just print out the pages you need. Today do page 3 of the lapbook, the wordsearch. Here is an image of a [bomber](#). Here is an image of a [destroyer](#).

Day 92*

1. Today you will do page 5 of the [Pearl Harbor lapbook](#). You can use the top of page 7 for a list of words.

Day 93*

1. Today you will do page 10 of the [Pearl Harbor lapbook](#) about the ships. You can put this on your timeline.

Day 94*

1. Today you will read page 14 of the [Pearl Harbor lapbook](#). You might need someone to read it to you. Either fill out the oral history piece on page 15 or retell the soldier’s story.

Day 95*

1. Today you will put together the piece on page 16 of the [Pearl Harbor lapbook](#). You can put this piece on your paper timeline.
2. Of course, the biggest aftermath of Pearl Harbor was America entering the war. America joined the Allies and fought both Germany and Japan. It also created thousands of jobs in America, wartime jobs. It boosted the economy and made America rich, thoroughly ending the Depression.
3. Work on your [timeline](#).

Day 96*

1. Color [this page](#). Tell the story of Pearl Harbor. Why is Pearl Harbor so significant? (answer: _____)
2. Play this [axis and allies game](#). America joined the allies. Who were they fighting alongside? Who were they fighting against? Russia is tricky because they had an agreement to help Germany, but then Germany double crossed them and so they became enemies and fought against Germany.

Day 97*

1. Color the pictures of the [axis](#) leaders and label the pictures.
2. Here is a [flag website](#). Here is [Germany’s flag](#) at the time with the image of a swastika on it.

Day 98*

1. Print out a [map of the world](#)—world 1 will do.

2. Color all the areas [where fighting took place in WWII](#). Here's another place to see where the [fighting took place](#).
3. Here's a [map of the world](#) if you need it.

Day 99

1. Look at [this poster](#).
2. What is happening to the swastika? The swastika was on the German flag and a symbol for their brand of hate, control and grabbing of power.
3. What do you think this poster means? Discuss it with a parent.
4. Look at [this graph](#).
5. How many people died in Russia/Soviet Union? (answer: _____)
6. What about other countries?
7. The gray line shows percent of population. The graph shows that almost one out of every five people in Poland were killed. What would that mean in your family? (answer: _____)

Day 100

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Go back through your paper timeline with a parent and tell them a little about each item on there.

Day 101

1. Listen to [President Roosevelt declare war](#) on Japan.

Day 102

1. Take out the map you colored in of where WWII was fought.
2. Watch this [video](#) on the fight between America and Japan.
3. Find where this fighting is occurring on your map.

Day 103

1. Read about how [Japanese Americans were kept in camps](#) during the war for fear they would help the Japanese.
2. Take the [quick quiz](#).

Day 104

1. Watch this video about the Japanese American internment.

youtube.com/watch?v=Aqmx2XhHxeY

Day 105

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Work on your [timeline](#).

Day 106

1. Read about [pigeons](#) during the war.
2. Draw a picture of a pigeon carrying a message.
3. There is a cartoon movie rated G I believe called *Valiant* which is about carrying pigeons during WWII.

Day 107*

1. Watch this [video on the enigma](#) machine that coded Germany's messages. It had more than two and half different combinations (ways it could be set to code). The allies cracked the code, though, gaining invaluable information.
2. Print out these [code wheels](#). This simplified code maker has twenty-five possible combinations. Cut out the wheels. Place the smaller in the larger. Line up the letters how you choose.
3. Write a code. Find the letter you need in the smaller circle and write the letter that lines up with it in the bigger circle.
4. Write your message. Give the decoder to someone and tell them what key to use (A=F for example). See if they figure out the message.

Day 108

1. Try this [coded messages](#) page. Start with the practice and work down the links.

Day 109

1. Send a [coded message](#).

Day 110

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Work on your [timeline](#). You can add events, pictures, facts...

Day 111

1. Read about the [Axis Successes and Failures](#).
2. Put these events on your [timeline](#).

Day 112

1. Take the [quick quiz](#).
2. Do this [word search](#). Click and drag over the word when you find it.

Day 113

1. Do this [crossword puzzle](#).

Day 114

1. Watch this video about the [war in Europe](#).
2. Get out a map and see if you can show where Germany advanced and conquered and then retreated from until surrender. We'll learn more about the fall of the Axis powers soon.

Day 115

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Work on your [timeline](#). You can add information, pictures... Here's a place with [pictures](#). (I haven't looked at all the links. If there's anything gross, close the page.)

Day 116

1. Watch [D-Day video](#).
2. Find where they landed on a map.

Day 117

1. Watch this [animation of D Day](#) and of the invasion of Normandy, France. Blue represents the allies.
2. Do you remember your [axis and allies](#)?

Day 118

1. Read about these [important days](#).
2. Click to read more about V-E day.
3. Make your own timeline piece for VE and VJ days. Add them to your timeline. There are some blank rectangle books in the timeline print out if you want to use one of those, but you can just create your own if you like.

Day 119

1. Read about the [atom bomb](#). Answer the questions. (You can answer them out loud to a parent.)

Day 120

1. Work on your [timeline](#). Add your grandparents' birthdays to the timeline.
2. Make sure you have [D, VE and VJ Day](#) as well as when the atomic bombs were dropped on Hiroshima and Nagasaki.
3. Also make sure you include when Roosevelt died and Truman took over as President, April 12, 1945.
4. Make a paper timeline piece for VE and VJ days.

Reading Suggestions for Civil Rights Movement: These are not required. [Through My Eyes](#), [A Tugging String](#), [Linda Brown You Are Not Alone](#) in order from youngest to oldest. The last one is a collection of short stories and poems.

Day 121

1. What happens after the war? There are two big things that happen in the fifties, at least from my view point as an American. President Truman signs into law that people of all races and color must be treated equally in the armed forces. He also makes it America's policy, or you could say America's job, to protect democracy all over the world. The first of these is a step in what we know as **The Civil Rights Movement**. The second is about fighting **Communism**. Since the second has to do with more wars, let's put that aside for now and learn about the first.
2. During WWII African Americans had to fight for the right to fight for America. They were given separate training schools and fought separately. That is called **segregation**, or separation.
3. Watch this video about the [Tuskegee Airmen](#).
4. After African Americans fought and died for America, do you think they felt they deserved to be treated like equals after the war?

Day 122

1. You are going to prepare a presentation on the civil rights movement. You can make a poster, a scrapbook (on paper or [online](#)), a lapbook (create your own pieces or use [premade](#)) or a power point presentation. (If you have another idea for a project, ask your parents.)
2. Today add the word **segregation** on your project. The definition is the separation of racial groups. (Racial groups include Africans, Asians, Native Americans, etc. Race describes someone based on his physical appearance.)

3. If you are doing a power point, you can add a page with the word and definition on it. If you are doing a lapbook, you can make a piece on it. If you are doing a poster, you can write it in a word processing program to print out and put on your poster later.

Day 123

1. Listen to a story about **segregation**, when blacks and whites were separated in daily life. Click on “All Stories Index” and the story title, “[White Socks Only](#).”
2. We are going to be learning about how African Americans fought to end **segregation**. A lot of times they did it by doing what happened in this story, just quietly defying the law. The law in this story was that only white people could drink from the fountain. What did the girl think? How did the others help her?
3. The laws that **segregated** the South were called **Jim Crow** laws. They said that blacks and whites had to have “separate but equal” schools, restaurants, waiting areas, and on and on.
4. Look at this photograph of [white and “colored” drinking fountains](#). Are the “equal?” It says “colored” not black. Mexicans, Native Americans, etc. were also discriminated against.
5. Add Jim Crow to your project. You can use pictures from [Wikipedia](#).
6. If you are working on the computer, make sure you are saving all of your work.

Day 124

1. Look at [this photograph](#). What do you see?
2. Now [read about the photograph](#).
3. Now add James Farmer and CORE to your project. You might want to make a label/piece/page called “Civil Rights Organizations.” You’ll be learning about two more organizations.

Day 125

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Is there any news of discrimination today?

Day 126

1. We learned that James Farmer began an organization called CORE, Congress of Racial Equality. We’re going to learn about a couple of other organizations and their leaders.
2. NAACP We read this “N” “Double A” “C” “P.” It stands for the National Association for the Advancement of Colored People. It is the oldest civil rights organization. It began in 1909. It is still active today.
3. Another organization was SCLC, Southern Christian Leadership Conference. It’s famous leader during this period known as **the Civil Rights Movement** was Martin Luther King, Jr.
4. Add NAACP and SCLC to your project under Civil Rights Organizations. We’ll learn more about Martin Luther King, Jr.

Day 127

1. One of the biggest early victories for the **Civil Rights Movement** was the supreme court case, **Brown vs. the Board of Education of Topeka Kansas, 1954**.
2. The Supreme Court had ruled that separate schools (and everything else) was legal according to America’s Constitution. This ruling was challenged by the NAACP and others. Thurgood Marshall was their head lawyer. He argued that the Constitution provides equal protection for all of America’s citizens. The Supreme Court this time ruled that “separate but equal” was not allowed in America’s school. They ruled unanimously, which means that every judge agreed. It was a huge victory.
3. Add Brown vs. The Board of Education to your project.

Day 128

1. Another major event of the Civil Rights Movement was the **Montgomery Bus Boycott** organized by the SCLC. It began on December 5, 1955 when **Rosa Parks** refused to sit in the back of the bus. The buses were segregated and blacks had to sit in the back. She refused and was arrested for not giving her seat to a white man. The SCLC organized a boycott of the bus system. No blacks rode the buses for 381 days. The buses lost 60% of its income. Blacks and sympathetic whites organized rides to help people get to work. In the end the segregation laws were changed. It was the start of many nonviolent protests.
2. Read more about it [here](#).
3. Do you think you could stay calm if people treated you badly? Why or why not? Why might someone treat you badly? What would you do?
4. Add the **Montgomery Bus Boycott** and **Rosa Parks** to your project. We will be learning about some other Non-Violent Protests.

Day 129

1. Here's another major event of the Civil Rights Movement, the "Little Rock Nine." They were the first black student enrolled in an all-white high school in Little Rock, Arkansas. Even though the law said the school had to be desegregated, the teachers, students, parents even the governor of Arkansas said no! The governor used troops to stop the students from attending school! President Eisenhower helped out and protected the students so that they could attend school.
2. Read more about it [here](#) (scroll down to the bottom).
3. How would you feel about being one of those nine? Would you go to school? Why was it important that they went to school?
4. Add the **Little Rock Nine 1957** to your project.

Day 130

1. Do you remember the [names of those involved in the Civil Rights Movement](#)?
2. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
3. Write a new first line to the article you read. What would you use for a hook? (something to catch people's attention and interest)

Day 131

1. Read about the [freedom riders and sit-ins](#). Add them to your project.

Day 132

1. Interview someone who participated either in the freedom rides or in a sit-in (just pretend). Do this with a sibling or give a script to a parent to participate. One person is the interviewer and one person is being interviewed. The interviewer should introduce the newscast and tell what the topic is and a little about what happened and who he/she will be interviewing (and of course, ask the questions).

Day 133*

1. The most famous person associated with the Civil Rights Movement is Dr. Martin Luther King, Jr. You don't need to add him to your project yet.
2. Go to this [website](#) and print out the page so you can fill in the blanks. Click on the link and read about him in order to learn the answers.

Day 134

1. One of the most famous events of the Civil Rights Movement was the **March on Washington**. More than 200,000 gathered on the Mall in Washington, D.C. on August 28, 1963.
2. Watch a portion of Dr. Martin Luther King, Jr.'s speech that day and *add him to your project*.
[youtube.com/watch?v=V57lotnKGF8&feature=related](https://www.youtube.com/watch?v=V57lotnKGF8&feature=related)

Day 135

1. Do you remember the [names of those involved in the Civil Rights Movement](#)?
2. Can you [match these dates to the events](#)?
3. Add the March on Washington piece to your paper timeline.

Day 136

1. Do you remember the [names of those involved in the Civil Rights Movement](#)?
2. Can you [match these dates to the events](#)?
3. Work on your project. Add pictures, design, whatever you like. Make it your best effort. Is everything spelled correctly? Is it neat?

Day 137

1. Finish your project.
2. Present your project to family and friends.

Reading List for Communism: *The Wall: Growing Up Behind the Iron Curtain*, *Red Scarf Girl: A Memoir of the Cultural Revolution* (true story), *Catch a Tiger by the Toe* (McCarthyism), from before for WWII *Brother Andrew God's Smuggler*. I listed these youngest to oldest, but you can find Brother Andrew biographies for younger ages. These are optional. Read none or one or all. I tried to pick ones that were available on Kindle so that they could be gotten overseas and read on a computer.

Day 138

1. Now there was another big movement in the 1950s, **communism**. Communism is when everyone works together to benefit each other. Everyone contributes and everyone receives what they need. It's actually similar in ways to what the church is supposed to be like, having everything in common so no one has any need (Acts 4:32-35). So what's wrong with communism? Communist governments aren't run by Spirit-filled Christians who love the Truth and others more than themselves. They are sinful. They are greedy. They love themselves and don't care about others. They end up forcing everyone to work for their own benefit. History shows us that under many communist governments the people end up poorer, sometimes starving and in many

cases are killed by their governments. Communist governments, in making all men equal, which means you can't own a home, land, business, etc. It all belongs to the government. They also take away religion.

2. Watch this video about what government would be like under communism. In the cartoon there is a "snake oil salesman" (someone who convinces people to buy something that doesn't work) who is selling "ISM."
3. After you watch the video...do you know what the big blue hand represents? (answer:)
youtube.com/watch?v=u6H63CD7uQA

Day 139

1. We are going to work on your timeline today.
2. Add communism to your timeline on the 1950s page.
3. You also need to add Brown vs. the Board of Education from the Civil Rights Movement.

Day 140

1. Communism was begun by a Russian named Lenin. Stalin (whom you read about during WWII) learned from him.
2. A book called *Animal Farm* written by Orsen Wells describes how Lenin took over Russia with communism during the Russian revolution toward the end of WWI. Lenin is the pig, Napoleon.
3. Watch the cartoon movie based on the book. You don't have to watch during school time. It would be best to watch with a parent.
4. Look at the ways he uses propoganda (how he uses words, songs, images to make people proud to believe a certain way).
5. Also pay attention to how individuals no longer work for themselves but for those in charge. In the end the new leaders are just as bad as the old ones.
6. Talk about those things with your family after the movie.

youtube.com/watch?v=6MKXgrF9IRc

Day 141*

1. Look at this [map](#). Communism was called "the Red Threat."
2. *Print out a "[World 1](#)" [map](#) and color in red the countries that were controlled by communist leaders.

Day 142

1. Because America saw communism as such a dangerous threat. They went to war with communism. It was called the Cold War. There were no bombs dropped but there were bombs built. They wanted to scare each other to keep the other from trying anything.
2. After WWII America sent aid to Europe. By helping those countries America was aiming to keep them from becoming communist countries. This plan was decided by President Truman.
3. Russia, who was an ally during WWII, now was against America. It was a communist country. Russia would not allow any Eastern European country to take help from America. Those countries became communist countries.
4. Look at this [cartoon](#). It shows how England and America were now on the opposite side from Russia.
5. Learn about [President Truman](#). On the games page you can find the ones you can play online by scrolling down.

Day 143

1. Put President Truman's timeline piece on your paper timeline.

Day 144(*)

1. Read these facts about [President Eisenhower](#).
2. Read this timeline about [President Eisenhower](#).
3. Look at [one more](#) page.
4. (*) Color [President Eisenhower](#). You can color him on paper or online.

Day 145

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Want to see a commercial from 1953?

youtube.com/watch?v=MbJTa3hITPc&feature=related

Day 146*

1. *Do this [timeline activity](#). (Parents: the answer key is included in this. If you think your child is too young to figure out the clues, have him cut and glue the pieces onto the answer key)

Day 147

1. Read about [John F. Kennedy](#).
2. Fill in the man on the moon lapbook piece.
3. Here is a video of him giving a famous speech.

youtube.com/watch?v=Z2ifh0QGGq8&feature=endscreen&NR=1

Day 148

1. After Kennedy was assassinated Lyndon B. Johnson, his vice president, became the president. He was very interested in helping the poor and furthering civil rights, but his presidency was sidetracked by involvement with a communist conflict in Vietnam. North Vietnam was communist and wanted to unite with South Vietnam. America was scared of communism and did not want it to spread. We helped South Vietnam and eventually sent troops. Many Americans were against this war. [Read about it](#).
2. Fill in your Vietnam lapbook piece.

Day 149

1. We're going to skip over a few presidents for the moment. The Cold War with Russia and communism dragged on and on. One symbol of communism had been the **Berlin Wall**. Russia had tried to take over Berlin, Germany. It failed. So, it settled for taking half of it and built a wall to divide the city. People were trapped in East Germany and were not permitted to leave. West Germany with democratic rule became wealthy. East Germany under communist rule was poor. People who tried to escape East Germany were killed. Finally, When George H. W. Bush was president, the wall came down. The Russian ruler at the time was Michael Gorbachev.

youtube.com/watch?v=s5JdY8ENfVg

1. Fill in your Berlin Wall timeline piece.

Day 150

1. Fill in this [news organizer](#) for an article on the Berlin Wall coming down.
2. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.

Day 151

1. Read about [Richard Nixon](#).
2. Fill in your timeline piece for him.

Day 152

1. Read about [Gerald Ford](#).
2. Fill in your timeline piece for him.

Day 153

1. Read about [Jimmy Carter](#).
2. Fill in your timeline piece for him.

Day 154

1. Read about [Ronald Regan](#).
2. Fill in your timeline piece for him.

Day 155

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.

Day 156

1. Look at this [map of the election results](#) from when Reagan was elected in 1984. The two colors represent the two candidates, the two people running for election. What do you notice?
2. Look at this [map of election results](#) from the 2008 election. What do you notice?
3. What has changed over the last 20 years?
4. Ask your parents about the the red/blue divide in America.

Day 157

1. Read about [George H. W. Bush](#).
2. Add him to your timeline.

Day 158

1. Read about [Clinton](#).
2. Add him to your timeline.

Day 159

1. Read about [George W. Bush](#).
2. Add him to your timeline.

Day 160

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.

Day 161

1. When you read about President Bush (the younger), you read about 9/11, when terrorists attacked the World Trade Towers in New York City. The US then started the “War on Terror.” The US along with England and other allies decided to fight against terrorists. Soldiers were sent to Afghanistan and then to Iraq. The main target were members of a Muslim group called the Taliban.
2. The War on Terror is similar to the Cold War because the “enemy” is just a lumped together group that is hard to identify and because it causes a fear in people of what might happen.
3. With terrorism instead of two armies fighting each other, one individual tries to kill or cause damage by surprise. Often “regular” people are killed, not soldiers.
4. Read these [letters by Japanese-American students](#) page 13. They were written the day after Pearl Harbor was bombed. They were about to face a lot of prejudice because of their names and skin. How did they feel about Pearl Harbor?
5. What is tolerance? How does the one student define it? (answer:
)
6. We just in our Bible reading about not putting up with false teaching. This is different from tolerance. We should not **tolerate**, or put up with false teachings or evil practices in the Church, but we are still to be kind and loving. Loving a sinner in the Church means kicking them out of the church so that they will repent! That’s love.
7. The “War on Terror” has made some people **intolerant** of Muslims. Because many (not all) terrorists attack have been done by Muslims, they decide all Muslims are bad and turn their fear and hate toward Muslims. Most Muslims will tell you they think the terrorists are doing evil things.
8. Even the true terrorists are God’s creations. Jesus died for them. God is able to save them. He will accept them and forgive them if they repent, no matter what things they have done. We should desire like God does that all Muslims and all terrorists be saved. We should show them love as Jesus would.
9. It should not bring us joy when anyone dies. We know that in the end God will bring justice to everyone. We don’t need to try and bring justice ourselves by fighting against terrorists. The Bible teaches that our enemy is not a person. Our enemy is Satan.
10. One last thing about the war on terror. Terror means fear. Terrorists work to cause fear. We are told over and over and over and over and over and over and over in the Bible to not be afraid. We are not to fear anything. Here is a little song my family sings about not being afraid. It’s based on [Hebrews 13: 5-6](#). (You have to click on play flash full screen. Click on the speaker if you want to hear me sing.) We sing it over and over inserting different things into the blank, like terrorists. My kids like to call out “nothing” in response to the question in the song. There is no reason to fear. Trust God that He is in control. Love Him. Obey Him. And you can live in peace even if the world is at war.

Day 162

1. Read about [Barak Obama](#).
2. Fill in his timeline piece. How did he make history?
3. You can watch this short video about him [getting started in politics](#). (Ask a parent to turn it on for you. There is an ad first. Your parent can watch the ad and pause it after the ad for you.)

Day 163

1. Your job for today and tomorrow is to create a game. You can work together with siblings to make one game if you like.
2. If you need ideas for how to get started, you can look at [this](#). It also has boards you could print out and dice and spinners you could print out. Or, you can just make a game up all of your own.
3. Design your game today and start working on questions. They should have to do with anything from Year 4 History.

Day 164

1. Keep working on making up questions. Make sure they are from your Year 4 history studies.

Day 165

1. Play your game with others in your home.
2. If you aren’t done, keep working on it and play when you are done.

Day 166

1. You are going to do an end-of-the-year project. You can use the same topic for history and science and can use it for English as well. The first step is to choose a topic. I recommend the Panama Canal. You can study its history and build a model of it. You *can* choose something else. You could choose Marie Curie and her discovery of uranium, you could research the Manhattan Project or Albert Einstein and his discoveries. Or you could study the history behind any of the elements, or any of the scientific breakthroughs from the past 150 years. Read around a bit today and choose a topic.
2. The second step is to decide what type of project are you going to do. You can make a lapbook, a poster, a power point presentation, a [glog](#), or a scrapbook either on paper or [online](#). You could write and put on a play or give a speech. Or, you can think of something I haven't thought of. Choose what you are going to do.
3. You are going to complete your project, write a bibliography-a list of your resources, and present your project to an audience.

Day 167*

1. The first step is research. Here are some [Research Note Taker](#) sheets. You need to learn everything you can about your topic. Make sure you write down where your information is coming from. You need titles, authors, dates and website addresses.

Day 168

1. Continue your research.

Day 169

1. Continue your research.

Day 170

1. Start your project.

Day 171

1. Read [chapter 1](#) of *A Lifetime of Memories*.
2. What is the setting of the book? (answer:)
3. Tell someone what three scenes take place in the chapter.
4. Add to your project.

Day 172

1. Read [chapter 2](#) of *A Lifetime of Memories*.
2. Tell someone what three scenes take place in the chapter.
3. Add to your project.

Day 173

1. Read [chapter 3](#) of *A Lifetime of Memories*.
2. Tell someone what three scenes take place in the chapter.
3. Add to your project.

Day 174

1. Read [chapter 4](#) of *A Lifetime of Memories*.
2. Tell someone what three scenes take place in the chapter.
3. Add to your project.

Day 175

1. Read [chapter 5](#) of *A Lifetime of Memories*.
2. Tell someone what three scenes take place in the chapter.
3. Add to your project.

Day 176

1. Read [chapter 6](#) of *A Lifetime of Memories*.
2. Tell someone what three scenes take place in the chapter.
3. Add to your project. You need to finish today or tomorrow.

Day 177

1. Read [chapter 7](#) of *A Lifetime of Memories*.
2. Tell someone what three scenes take place in the chapter.
3. Finish your project. Practice presenting your project. Write what you are going to say if that helps. You are going to tell them about your topic and about your project. Don't read what you wrote on your project. They can read it for themselves. Tell them about what you learned and about what they will see on your project.

Day 178

1. Read [chapter 8](#) of *A Lifetime of Memories*.
2. Tell someone what three scenes take place in the chapter.
3. Read over this [grading sheet](#) for presenting a topic. You would want to score a 4 for every category. The last one is only if you are working together with siblings. Practice what you are going to say for your presenting.

Day 179

1. Read [chapter 9](#) of *A Lifetime of Memories*.
2. Write a [bibliography](#) to go with your project. If your project is online, add your bibliography to your online project.

Day 180

1. Present your project. Show it to your audience. Tell about your topic without reading exactly what your project says. Let them look at it and ask questions. Answer their questions in complete sentences.
2. Send me photos, links, videos...and I will post them on this site!