

## 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.

M *The Boy's Life of Edison*, Meadowcroft; *Facing Death*, Henty; *The Little Book of the War*, Tappan; *Animal Farm*, Orwell; *A Lifetime of Memories*, Giles

PLEASE leave a comment to let me know of any problems with links.

#### **George Washington Carver, The Transcontinental Railroad**

##### **Day 1**

1. Watch animation about the [Growth of the Nation](#) for review and preview (click on play)
2. \*Color a [map of the USA](#) to show what states belonged the united States at the end of the Civil War. (Click on USA with Alaska and Hawaii and 1 page and then print.)

##### **Day 2\*\***

1. Read [short biography of George Washington Carver](#)
2. \*Print out these [Timeline Decade Pages](#). You can put them in a notebook or on the wall. They are for your timeline pieces. (L is using this too.)
3. \*Print out [modern history timeline](#) packet (L is using this too). Cut out timeline piece and write about Carver. Attach it to your timeline.
4. If you are an advanced reader and want to learn more, there is a [biographical book on Carver](#) you can read for fun.

##### **Day 3**

1. [Play Railroad Race](#) – On one page it tells you to read a paragraph, but when you click the link, it's not there. Here are pictures of the three places listed. Which has what the railroad needs?
  - o [The Badlands](#)
  - o [The Sandhills](#)
  - o [The North Platte River Valley](#)
2. In the middle you'll have to choose which company you will work for, click on one. Don't worry when it tells you to research the Indians or make a project. Just keep clicking. You should try to answer the questions though.

##### **Day 4\***

1. [Move cursor over photos to read about the people. Click to read more.](#)
2. \*[Print out map](#) and label each route with the name of the man in charge of that railroad.
3. Cut out the transcontinental railroad piece. Write inside about the railroad inside and place on the 1860s page of your timeline. Or if you don't like little booklets, you can just cut out the picture and attach it to the page and write on the paper.

##### **Day 5**

1. L and M [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 30 minute movie about Alexander Graham Bell](#)

Writing/Speaking

1. Write a dialog to take place on the telephone. Act it out with a sibling or parent. Or play both roles yourself!

##### **Day 7**

1. Read biography of [Alexander Graham Bell](#). It continues on [this page](#). You can click on the pictures to see them bigger.
2. Write about his life. What do you admire about him? What were his accomplishments? What did he care about? Use the piece from the timeline to write inside.
3. Look at these different diagrams of how to build a telephone like Bell's. We hear sound because of vibrations. Your voice creates the vibrations. Mr. Bell figured out how to turn those vibrations into bursts of electricity that travel through the wires. [Diagram one](#) [Diagram two](#) It's not so complicated, is it? His big discovery was how liquid, specifically an acid (like vinegar), made the vibrations stronger and clearer. In science this year we will learn more about acids, electricity, vibrations

and sound.

### Day 8

1. Read [chapter 1 and 2](#) of *The Boy's Life of Edison*
2. Write a summary of each chapter in a sentence or two. Type them onto a power point slide for each chapter. Record your voice reading the slide. You can get some pictures for some of your slides from [Wikipedia](#).

### Day 9

1. Read [chapter 3 and 4](#) of *The Boy's Life of Edison*
2. Write a summary of each chapter in a sentence or two. Make a power point slide for each chapter. Record your voice reading the slide.

### Day 10

1. [Read a news article](#). Tell someone about what you learned in the news today.
2. Read [chapter 5 and 6](#) of *The Boy's Life of Edison*
3. Write a summary of each chapter in a sentence or two. Make a power point slide for each chapter. Record your voice reading the slide.

### Day 11

1. Read [chapter 7 and 8](#) of *The Boy's Life of Edison*
2. Write a summary of each chapter in a sentence or two. Make a power point slide for each chapter. Record your voice reading the slide.

### Day 12

1. Read [chapter 9 and 10](#) of *The Boy's Life of Edison*
2. Write a summary each chapter in a sentence or two. Make a power point slide for each chapter. Record your voice reading the slide.

### Day 13

1. Read [chapter 11 and 12](#) of *The Boy's Life of Edison*
2. Write a summary of each chapter in a sentence or two. Make a power point slide for each chapter. Record your voice reading the slide.

### Day 14

1. Read [chapter 13 and 14](#) of *The Boy's Life of Edison*
2. Write a summary each chapter in a sentence or two. Make a power point slide for each chapter. Record your voice reading the slide.

### Day 15

1. If you have younger siblings, read their news articles on Edison.
2. Read [chapter 15 and 16](#) of *The Boy's Life of Edison*
3. Write a summary of each chapter in a sentence or two. Make a power point slide for each chapter. Record your voice reading the slide. Show your presentation to your family. (You can read the rest of the book on your own if you like.)
4. Cut out your Edison timeline piece and add it to your timeline. Write inside!

### Helen Keller, Industrial Revolution (Coal Mines)

#### Day 16

1. Photo from the [coal mines](#).
2. Watch this video about [coal mining](#) today.
3. About coal mining: Coal was needed in vast quantities for the Industrial Revolution. For centuries, people in Britain had made do with charcoal if they needed a cheap and easy to acquire fuel. What 'industry' that existed before 1700, did use coal but it came from coal mines that were near to the surface and the coal was relatively easy to get to. The Industrial Revolution changed all of this. Before the Industrial Revolution, two types of mines existed : drift mines and bell pits. Both were small scale coal mines and the coal which came from these type of pits was used locally in homes and local industry. However, as the country started to industrialise itself, more and more coal was needed to fuel steam engines and furnaces. The development of factories by Arkwright and the improvement of the steam engine by Watt further increased demand for coal. As a result coal mines got deeper and deeper and coal mining became more and more dangerous. Coal shafts could go hundreds of feet into the ground. Once a coal seam was found, the miners dug horizontally. However, underground the miners faced very real and great dangers. Flooding was a real problem in mine explosive gas (called fire damp) would be found the deeper the miners got. One spark from a digging miner's pick axe or candle could be disastrous poison gas was also found underground pit collapses were

common; the sheer weight of the ground above a worked coal seam was colossal and mines were only held up by wooden beams called props. (from [http://www.historylearningsite.co.uk/coal\\_mines\\_industrial\\_revolution.htm](http://www.historylearningsite.co.uk/coal_mines_industrial_revolution.htm))

4. Read chapters 1 and 2 of [Facing Death](#)

#### Day 17\*

1. Read [chapters 3 and 4](#) of *Facing Death*
2. [Industrial Revolution](#) — coal was an important part of running all these new factories. Farming was no longer the main economy of the country. We were producing more from factories now and coal was the fuel for those factories. Here's a picture of [kids working in a mine](#).
3. Use this [Coal mines notebooking page](#) to write as if you were a worker in a coal mine. Use what you've learned about coal mines and the time period and write a paragraph about your life as a coal mine worker. Use the blank box for your title.

#### Day 18

1. Read [chapters 5 and 6](#) of *Facing Death*
2. Watch this video on the [industrial revolution](#).
3. Interview a younger sibling who is learning about Helen Keller or read this [short biography](#).

#### Day 19

1. Watch this video on the [industrial revolution](#). Write in your notebook what an agrarian society is and what an industrial society is. Also write what technology made the industrial revolution possible.
2. Read [chapters 7 and 8](#) of *Facing Death*.

#### Day 20

1. [Read an article](#). Write out or tell someone the answers to the journalist's questions: who, what, where, when, why and how.
2. Read [chapters 9 and 10](#) of *Facing Death*.

#### Henry Ford, Child Labor, Suffrage Movement

#### Day 21

1. Read [chapters 11 and 12](#) of *Facing Death*.
2. Read this [biography of Henry Ford](#).
3. Cut out and fill in Henry Ford timeline piece.

#### Day 22

1. Read [chapters 13 and 14](#) of *Facing Death*.
2. Read this page about [child labor in America](#) and look at the pictures. Lewis Hine was a photojournalist. He exposed child labor for what it really was and helped bring about reforms. Write in your notebook what you find most shocking.

#### Day 23

1. Read [chapters 15 and 16](#) of *Facing Death*.
2. Look at these photographs. Make observations and conclusions. Write about the suffragettes from what you've observed. Here's a [women's suffrage notebooking page](#). [photo 1](#) [photo 2](#) [photo 3](#) [photo 4](#)

#### Day 24

1. Read [chapters 17 and 18](#) of *Facing Death*.
2. Read this [short article](#) about the suffragette movement. How much of this information did you get from looking at the pictures yesterday? Add to or edit your writing from yesterday from what you learned today.

#### Day 25

1. [Read an article](#). Write out or tell someone the answers to the journalist's questions: who, what, where, when, why and how.
2. Read [chapters 19 and 20](#) of *Facing Death*.

#### Theodore Roosevelt, Immigration

#### Day 26

1. Read this [biography of Theodore Roosevelt](#).
2. Read [chapters 21 and 22](#) of *Facing Death*.

#### Writing

1. Read these tips on writing a paragraph: [topic sentence](#) [supporting details](#) [closing sentence](#)
2. Write a paragraph about why it is important to protect nature. Theodore Roosevelt was a naturalist. He preserved wilderness as national parks so that we have natural spaces free from homes and business. (clean air, clean water...what other reasons...)

If you like Theodore Roosevelt and want to read more, he wrote an autobiography and there is a [biography about him](#).

#### Day 27

1. Watch video on [immigration and Ellis Island](#).
2. Read [chapters 23 and 24](#) of *Facing Death*.

#### Day 28\*

1. Read this page about the [Statue of Liberty](#) including Emma Lazarus' poem.
2. Read [chapters 25 and 26](#) of *Facing Death*.
3. \*Print out this notebooking page, [Statue of Liberty quote](#). What is the meaning of this poem? What is its invitation?
4. Practice saying this part of the poem out loud. Stand up in front of your family and read this poem. Say it like you mean it!

### Day 29

1. Read these stories about [coming to Ellis Island](#).
2. Was life easy for new immigrants? What was it like for them?
3. Read [chapters 27 and 28](#) of *Facing Death*.

### Day 30\*

1. [Finish of Facing Death](#).
2. \*Fill out a [book report form](#) for *Facing Death*.

Maybe your family would like to watch *The Miracle Worker*, a Disney movie about Helen Keller. Here's the link to the [first part on youtube](#). Get permission to watch this!

If your looking for more books to read, check out the tons of [Alger books listed under level 5](#). These fit the time period.

### The Wright Brothers and other flyers

### Day 31\*

Read this [comic book](#) about the Wright Brothers (you have to click on "Next Page.")

1. Watch this short video which I believe is from a flight demonstration in 1908.
2. Draw/write about what you learned. Use a notebooking page with a blank top for drawing.

### Writing

1. Read this [example of a "persuasive essay."](#) It means they are writing to convince someone to do something.
2. Last week you wrote a persuasive paragraph. Reading this essay, can you think of ways to improve your paragraph? If you need to, do a little research so you can include some real facts.
3. Rewrite your paragraph and make it better, include more detail. Make your introduction and conclusion more interesting.

### Day 32\*

1. Read about [Amelia Earhart](#).
2. Write about her life. [Amelia Earhart Notebooking Page](#)

### Day 33

1. Read about [Bessie Coleman](#). Write about her life. [Bessie Coleman Notebooking Page](#)

### Day 34

1. Read about [Charles Lindbergh](#).
2. Write about his life. [Charles Lindbergh Notebooking Page](#)

### Day 35

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

### World War I

### Day 36

1. Read about where [airplanes](#) went from the time of the Wright brothers OR watch this video on [airplanes in WWI](#).

### Day 37\*\*

1. Read [chapter 1](#) of *The Little Book of the War*.
2. \*Print out a [map](#) (click on Europe) and label the countries and bodies of water mentioned. Create a key if necessary.
3. \*Also print out 11 copies of your [favorite WWI notebooking page](#) and take notes on each chapter.
4. Two books you could consider reading **just for fun** over the next several weeks (to day 65) are [Rilla of Ingleside](#) ([audio book](#)) which is about life on the home front and is from the *Anne of Green Gables* series and [Air Service Boys Over Enemy Lines](#).

### Day 38\*

1. Read [chapter 2](#) of *The Little Book of the War*.
2. Take notes and keep marking your map. This book can be sparse on dates. Here is a [concise timeline](#) to help you out as your read. (Remember, no clicking on ads!)
3. \*Print out another [map of Europe](#). (This is a map from 1914. Your other one is more modern day.)
4. Read this sheet about [European Alliances Before WWI](#) and color this map to show the alliances, who was on whose side. Label the map with a title and the date. Work neatly. Do your best!
5. Need help? Here's a [map](#) from 1914.
6. When the war starts, this is what the ["sides"](#) look like.

**Day 39\***

1. \*Complete this worksheet, [WWI political cartoon](#).
2. Read [chapter 3](#) of *The Little Book of the War*. Take notes.

**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.

1. [Read an article](#). \*Fill in [the chart](#).

**Day 41**

1. Watch this lesson about [countries declaring war](#) in 1914 and 1915.
2. Label [a map](#) to show the sides—who is in which alliance, and label what year each country joined the war.

**Day 42**

1. Complete this lesson on the [causes of WWI](#). Keep clicking on continue. Hit the back button if you need to go read something again.

**Day 43**

1. Read [chapter 4](#).
2. Read about [planes in WWI](#).
3. Write about one of the planes used. You can [draw it too](#) if you like (these are notebooking pages with space for drawing). Do you remember that the Wright brothers sold their plane design to the government to use for warfare?

**Day 44**

1. [Read chapter 5](#). Remember to take notes.
2. Take a look at the uses of [trenches in WWI](#). Click on the different places in the diagram for a picture and description.
3. Take the trenches [quick quiz](#).

**Day 45\***

1. Read the [vocabulary on page 4](#). (M is just using pages 4 and 7, although 4 could be read online.)
2. Watch [Songs of World War I](#) while you work on number 3.
3. Do the [vocabulary crossword](#) on page 7.

**Day 46\***

1. \*Fill in this worksheet on the [causes of WWI](#). Answer the questions under “Levels 5 and 6.”

**Day 47**

1. Read [chapter 6](#) and [chapter 7](#). Take notes.

**Day 48**

1. Read [chapter 8](#) and [chapter 9](#). Take notes.

**Day 49**

1. Read [chapter 10](#). Take notes.
2. Read this [online book](#) to review.
3. Make a list of what you think are the key things to remember about WWI.

**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](#). Hold onto it.

**Day 51**

1. Read [chapter 11](#) (postscript).
2. Make sure to include “armistice” on your timeline. Write a definition of the word along with it.
3. Take the [quick quiz](#).

**Day 52**

1. Read the [terms of peace](#), or President Wilson’s 14 points. They were rejected, but his League of Nations was established.
2. Read about the actual [Treaty of Versailles](#). Click on next.
3. Read about the [countries’ opinions on the treaty](#).
4. What about the treaty made Germany so mad? (Give more than one answer and write in complete sentences.) You can write in the timeline piece if you like.
5. Cut out and attach the timeline piece. (and write inside!)

**Day 53\***

1. Watch/listen/do this [online activity](#) on the League of Nations and the years following WWI.
2. Look at [this map](#) from after the war.
3. \*Color in this map to show what new countries formed. [Map of Europe After Versailles](#)

4. Here's a [pre-war map](#) if you need it. Remember only the dark, thick dotted lines show country borders.
5. Label your map with a title.

#### Day 54

1. Look at these [political cartoons from WWI](#) (their captions are written small underneath them). You can read descriptions of them on the right.
2. Which one do you think is the most effective? Describe it, tell what the point is and why it is effective in making its point.
3. Listen to this famous WWI poem called, *In Flanders' Field*, the name of a cemetery.

#### Day 55

1. Write a news article using your notes from Day 50.
2. Here are [examples and an outline](#) of what an article should look like.
3. Don't stress about it. Work quickly. Write your opening line, include your facts, and write your conclusion.

#### 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 "[World News](#)" and take notes on your timeline.
2. Read chapter 1 of *Animal Farm*. This is an allegory about the [Russian Revolution](#) that took place during the end of WWI. The animals are those who revolted against the government. Their leaders convince them it is for their benefit, but really it was only for their own benefit.

#### Day 58

1. Read "[Finance](#)" and take notes on your timeline.
2. Read chapter 2 of *Animal Farm*. Describe what's happening in the book to someone.

#### Day 59

1. Read "[Science and Technology](#)" and take notes on your timeline.
2. Read chapter 3 of *Animal Farm*. Describe what's happening in the book to someone.

#### Day 60

1. Read either "[Sports](#)" or "[Arts and Literature](#)" and take notes on your timeline.
2. Read chapter 4 of *Animal Farm*. Describe what's happening in the book to someone.

#### Day 61\*

1. Read "[Life](#)" and take notes on your timeline.
2. \*How is life today similar or different from the 20s. [Venn Diagram](#)
3. While you work, play some [jazz music](#) from the 20s. [some more](#) [some blues](#) [some church music](#)
4. Read chapter 5 of *Animal Farm*. Describe what's happening in the book to someone.
5. 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 the book, *The War of the Worlds*.
2. Notice the sound effects and voice acting.
3. This is a very famous radio broadcast. They told the story of an alien invasion as a news broadcast so that people thought it was really happening and many actually fled their homes. They have music playing like the radio show is really a music broadcast that is interrupted with these news reports.

#### Day 63

1. Listen to the second half of *The War of the Worlds*.

#### Day 64

1. Read about [radio sound effects](#).
2. Choose a dialog you have written for English. You will read this tomorrow as a radio show. Choose places to add sound effects and figure out how you will do them.
3. Read chapter 6 of *Animal Farm*. Describe what's happening in the book to someone.

#### Day 65

1. Read about [radio scripts](#).

2. Read your dialog as a radio show. Do the different voices and sound effects. Perform it for an audience.
3. Read chapter 7 of *Animal Farm*. Describe what's happening in the book to someone.
4. Read about the [allegorical characters](#) in the book and the real-life characters they were a metaphor for.

### 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 this lesson on the [Great Depression](#) and print out pages 5 and 6. Answer the questions on page 5 and write a complete answer to number 11 on page 6.
2. Read chapter 8 of *Animal Farm*. Describe what's happening in the book to someone.

### Day 67\*

1. Read through this website on [the Depression](#) — three tabs along the top. Read some of the letters to the president.
2. Watch Franklin Delano Roosevelt's [inaugural address](#), his speech when he became president.
3. \*Cut out and fill in [president Roosevelt's](#) minibook. (You can do Hoover too if you like.) Add to your timeline.
4. Read chapter 9 of *Animal Farm*. Describe what's happening in the book to someone.

### Day 68

1. Watch the first half of this video on [the great depression and riding the rails](#). You can watch the rest if you like on your own time. PBS has other videos from this period including ones on the CCC and the Dust Bowl.

### Day 69

1. Read about the [dust bowl](#).
2. See pictures of a [dust storm](#).
3. Read a [poem](#). Perform the poem for your family or friends. (If you want to print it out, click [here](#).)
4. Read chapter 10 of *Animal Farm*. Describe what's happening in the book to someone.

### 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 and complete this [newspaper assignment](#).
3. Write a description of how the animal's leaders were able to carry out the revolution. [Animal Farm notebooking page](#)

**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 "[Countdown to War](#)". You will have to scroll down to find it. You just need to read that one section and can stop at Dunkirk.
2. Start a [WWII timeline](#) with the information you learned today.
3. Read this [Wikipedia page on Animal Farm](#).

### 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.
4. Read about [Hitler as a boy](#). Answer in complete sentences. Does reading this make you think of him as just a person like the rest of us? What events of his childhood do you think affected who he became as an adult? Did anything surprise you about his childhood? what?
5. Add to your timeline whatever you deem important. Not every date you come across should go on your timeline.
6. Keep *Animal Farm* in mind as you read about this generation of dictators. How would the characters apply during WWII?

**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 during WWII](#)
3. Decide whether or not you want to add anything to your timeline.

**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 document](#) and save the remaining pages. Today complete page 1.

**Day 77**

1. Read this timeline up through 1939. Update your [timeline](#).
2. [Print a map](#). Mark with an X all 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. Do the second page of the [picture worksheets](#) you printed out.

**Day 79**

1. Read about the [Battle of Britain](#).
2. Read about [the blitz](#).
3. Take notes on your [timeline](#). Please add information to your timeline, not just “Battle of Britain.”

**Day 80**

1. Fill in this [news organizer](#) for an article on the Blitz.
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 this [news brief after the Blitz](#).
2. Listen to [one woman’s experience](#).
3. Listen to [Winston Churchill](#).
4. Write a news broadcast about the Blitz (30 seconds) and perform it as if on the radio.

**Day 82**

1. Do the third page in your packet of picture worksheets about women shopping.

**Day 83**

1. Read about the [role of women](#) in 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? Write your answers in complete sentences.
3. Look at this [poster](#) from the war. It is a famous piece of propaganda from the war. What is it saying to women? Why did they post this around the country? (answer: )

**Day 84**

1. Read about [rationing](#) during the war.
2. Look at these [rationing posters](#). There are many.
3. Make your own rationing poster.

**Day 85**

1. Use your organizer from day 80 to write a news article on the Blitz.
2. Display your finished poster.

**Holocaust**

**Day 86\***

1. [Read about Anne Frank](#)
2. [Read an excerpt from her famous diary](#)
3. Write about Anne Frank on this [notebooking page](#).

**Day 87**

1. [Read this timeline](#)
2. Listen to Hitler’s speech in 1939 threatening the Jews.



3. Notice on the timeline the basic steps that Hitler used against the Jews: propaganda to turn public opinion against them, laws to discriminate against them, star of David to separate them, ghettos to isolate them, deportation to get rid of them.
4. Work on your [timeline](#).
5. Choose page 6 or 8 from your picture worksheet packet to complete.

#### **Day 88**

1. Try these four quizzes — [Nazification](#) [Ghettos](#) [Victims](#) [Perpetrators](#) It's okay not to know all the answers. In fact you won't know all the answers, but learn from finding out the right answer. Click submit and check each answer.
2. Choose a star of David craft to make: [cutting](#), [folding](#)—this one is youtube, get permission

#### **Day 89**

1. Try these quizzes — [Camps](#) [Resistance](#) [Bystanders](#) [Resisters](#)

#### **Day 90**

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Do you see anything in the news today that reminds you of Hitler's steps to get rid of the Jews? Propaganda, laws, separation, isolation, deportation?
3. 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\***

Today you will do page 2 of the [Pearl Harbor lapbook](#), definitions. You can just use this as a worksheet, or you can cut and fold it and put it in your notebook or in a sibling's lapbook.

#### **Day 92**

1. Today you will do page 8-9 of the [Pearl Harbor lapbook](#). Make a new cover for it based on the information on the timeline. (That cover is for South Africa.) Add it to your notebook timeline.

#### **Day 93\***

1. Today you will read pages 12-14 of the [Pearl Harbor lapbook](#). Choose one of the notebooking pages from the back and write about one of their experiences.

#### **Day 94\***

1. Take a look at this website on [Theodore Geisel's \(Dr. Seuss\) political cartoons](#). One of them should look familiar. Scroll down to the second cartoon on the page with the ostrich heads and read the paragraph next to it.
2. Print out [this notebooking page on the cartoon](#) and answer the questions.

#### **Day 95**

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 96**

1. Watch [part 1](#) and part 2 of this documentary on China during the period of the first and second World Wars.
2. Tell a parent about what you learned.

#### **Day 97**

1. Watch [part 3](#) of this documentary on China during the period of the first and second World Wars. (**Skip part 4.**)
2. Tell a parent about what you learned.

#### **Day 98**

1. Watch [part 5](#) and part 6 of this documentary on China during the period of the first and second World Wars.
2. Tell a parent about what you learned.

#### **Day 99**

1. Watch [part 7](#) and part 8 of this documentary on China during the period of the first and second World Wars.
2. Tell a parent about what you learned.

#### **Day 100**

1. Watch [part 9](#) and part 10 of this documentary on China during the period of the first and second World Wars.
2. Fill a notebooking page. Write about what you learned about China.

#### **Day 101**

1. Watch these videos on the fight between America and Japan. [Video One](#) [Video Two](#)

#### **Day 102**

1. Read this timeline of [America's fight with Japan](#). (You can click on the pictures.)
2. This is [one of the most famous images](#) of the war.
3. Find which info goes with the picture and write about it on your [timeline](#).

#### Day 103

1. Read about [Japanese internment camps](#) in America. Fearing Japanese spies in America, the American government forced Japanese Americans to live in camps during the war with Japan.
2. Go to this [wikipedia page](#) on the topic. Choose one of the many photographs or images. Click on it. Right click on the new larger image. Click on copy image. Paste it into a word processing document. You probably need to click on it again and drag a corner in to make it smaller. Write on the page about the photo and the internment of Japanese Americans during the war. Print it out.

#### Day 104

1. Take the [quick quiz](#) on Japanese American internment.
2. Complete the [crossword puzzle](#).

#### 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 this [essay on the development of technology](#) during WWII.
2. Explore the darkroom and read about [technology](#) developed for the war.
3. Write on your [timeline](#) about two different types of technology used during the war.

#### Day 107

1. Read about the [top ten technologies](#) of the war. (Click on top ten list, then the starred top ten list and then on the different choices in the poll to read about them. Vote.)
2. Write about what you think are the two most important. Describe them and tell why.

#### Day 108

1. Take the [technology quiz](#).
2. Write what you got wrong. "I learned that..."

#### Day 109

1. Read about the [Navajo code talkers](#).
2. Send a [coded message](#).
3. Why were the code talkers so important? What was different about their "code" compared to the one in the online activity? (answer: )

#### 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 [Geneva Convention](#).
2. Read about [prisoners of war in Japan](#).
3. Print out this [World War II worksheet](#) and fill in number one.
4. Watch this [animation](#) on the Battle of Dunkirk when France fell to Germany.
5. You can also [read about Dunkirk](#).
6. Fill in number two on your worksheet.

#### Day 112

1. Read about [Mussolini](#) and the Italians in the War.
2. Watch this animation on the [Italian Campaign](#).
3. Fill in number three on your worksheet.
4. Define [blitzkrieg](#). It's number four on your worksheet.

#### Day 113

1. Read about [U boats](#).
2. Fill in number five on your worksheet.
3. Use [this World War II webpage](#) to choose one more topic to read and write about.
4. Fill in number six on your worksheet.

#### Day 114

1. Use [this World War II webpage](#) to choose two more topics to read and write about.
2. Fill in numbers seven and eight on your worksheet.

#### 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](#). Add events from what you studied this week.

#### Day 116

1. Do the D-Day Invasion page in your [worksheet packet](#).
2. Watch [D-Day video](#).
3. Describe D-Day. [D Day Notebooking Page](#)

#### Day 117

1. Watch this [news reel about the liberation of cities](#) that followed D-Day. Warning—dead bodies. You can't see much, but you see them lying there. You can listen if you don't want to watch.
2. Do the V-E day page in your [worksheet packet](#).

#### Day 118

1. Franklin Roosevelt died and Truman took over as President on April 12, 1945.
2. Watch Truman's [inaugural address](#).
3. Read about the [atom bomb](#). Answer the questions.
4. Do this exercise on [why the bomb was dropped](#).

#### Day 119

1. Now that the war is over. Look back. They say, "Hindsight sight is 20/20." That means it's easier to know what to do once you already know the results of your decisions. Read these [arguments for and against appeasement](#). Color code the for and against arguments (you don't have to follow the directions just mark each blue or red—or whatever colors you choose.) Decide what you think and choose to do either extension 1 or 2.
2. You have to write to convince them. Have a strong introduction but even stronger conclusion. Leave them convinced that you are right.
3. Read your speech to your family. Be fiery!

#### 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 part of this video on [African Americans in WWII](#). You don't have to watch the whole thing. You can stop after twenty minutes. "Mess" means kitchen. They only let blacks work in the kitchen, basically they were allowed to be servants.
4. You can now do the final worksheet in your packet about African Americans in WWII.
5. How did fighting in the War inspire African Americans to fight for **desegregation** (an end to segregation)?
6. Note: blacks vs. African Americans. African American is the proper, polite term. It shows respect. Black is the color of death, of evil, of mud, etc. However, Blacks/Whites is an accepted way to talk about the issue. When I worked as a teacher at an all black school, I remember one of the teachers saying, "It's okay. We know we're black." They didn't mind me calling them black because of my attitude toward them. However, the word Negro, which you will see in older books and even hear in this video, is considered discriminatory and abusive. Its use is even outlawed in many places.

#### 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. Write a paragraph for your project about the background to the civil rights movement. Blacks were slaves, then won their freedom, but remained segregated. Blacks fought for and won equal treatment in the military, but remained segregated in daily life. Next we'll look a little more at what segregation meant.

### Day 123

1. Look at this photograph of [white and "colored" drinking fountains](#). It says "colored" not black. Mexicans, Native Americans, etc. were also discriminated against.
2. Do you notice a difference between the two fountains? The **Jim Crow** laws of the South established "separate but equal" facilities for whites and blacks. Were they really equal?
3. Look at these [Jim Crow images](#). What do you see? How far reaching was segregation? How much hate do you think was behind segregation?
4. Add Jim Crow laws to your project. You can use pictures from [Wikipedia](#).
5. You might be interested in watching the end of this movie, [The Great Debators](#), based on a true story about the debate team at Wiley College, an all black school. Tomorrow you will learn about the youngest member of their team. He debates in this clip. (This is YouTube, but there were no comments when I checked.)

### Day 124

1. Read about [James Farmer](#).
2. 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.
3. Listen to James Farmer talk about using non-violence to fight discrimination.  
[youtube.com/watch?v=y8ybz1\\_nytI](https://youtube.com/watch?v=y8ybz1_nytI)

### Day 125

1. Listen to this interview about discrimination today and take notes.
2. Write a paragraph about discrimination today. Intro, at least two points, one counter-point, conclusion  
[youtube.com/watch?v=QK8IJ0idPRg](https://youtube.com/watch?v=QK8IJ0idPRg)

### 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. You can explore the timeline a little.
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. You can read a little about it [here](#) (and read about the NAACP's first lawyer too, Thurgood Marshall). He became America's first African American supreme court justice.
3. Now watch the video below about this historic event.
4. Add Brown vs. the Board of Education to your project.  
[youtube.com/watch?v=TTGHLdr-iak](https://youtube.com/watch?v=TTGHLdr-iak)  
[youtube.com/watch?v=TpU5WZHMM](https://youtube.com/watch?v=TpU5WZHMM)

### Day 128

1. Another major event of the Civil Rights Movement was the **Montgomery Bus Boycott** organized by the SCLC. [Read about it.](#)
2. Answer the "Think About It" questions. (You can just talk about it with someone instead of writing answers.)
3. 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." [Read about them](#) and add them to your project.
2. Discuss with your family: How would you feel about being one of those nine? Would you go to school in that situation? Why was it important that they went to school?

#### 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. Print out the student worksheet at this [cyberhunt site](#). Use the links to find the answers. (Notice that some of the answers are found on the same page. You might want to look for them all at once.)

#### Day 134

1. Read about one of the most famous events of the Civil Rights Movement, the [March on Washington](#). Answer the "think about it" questions.

#### Day 135

1. Listen to Dr. Martin Luther King, Jr.'s speech at the March on Washington. Towards the end listen for the phrases "let freedom ring" and "I have a dream."
2. Give this portion of the speech to an audience. Here is a copy of that part of the speech, [I Have a Dream](#).  
[youtube.com/watch?v=smEqnklfYs](https://www.youtube.com/watch?v=smEqnklfYs)

#### 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. Add Martin Luther King, Jr. to your project.

#### 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. Read about [different types of government](#). Click on them down the list.
2. Which ones describe America?
3. Read about [communism](#). Communism was started by Lenin, or Napoleon the pig in *Animal Farm*.
4. Watch these two videos about the capitalist way vs. the communist way. After watching them, write or tell about communism from a capitalist perspective (*Make Mine Freedom*) and write or tell about capitalism from a communist perspective (*The Millionaire*). Write or tell what do you think?

Make Mine Freedom

[youtube.com/watch?v=u6H63CD7uQA](https://www.youtube.com/watch?v=u6H63CD7uQA)

The Millionaire

[youtube.com/watch?NR=1&feature=endscreen&v=jETJt\\_zbnKk](https://www.youtube.com/watch?NR=1&feature=endscreen&v=jETJt_zbnKk)

### 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 the events 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. Which character is Lenin?
3. Watch the cartoon movie based on the book. You don't have to watch during school time. Maybe you'd like to watch as a family.
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 with your family about how *Animal Farm* portrays communism or write a paragraph about it.  
[youtube.com/watch?v=6MKXgrF9IRc](https://youtube.com/watch?v=6MKXgrF9IRc)

### Day 141

1. Look at this [graph](#). Communism was called the "Red Threat." The red on this graph represents the number of people living under communism. The blue represents those living under democracy (at least in terms of getting to vote freely from a choice of people). During which years does it seem communism was thriving? (answer: \_\_\_\_\_)
2. Look at this map of where [communism was in the 1950s](#).
3. Try this [game](#). I know you don't know these names. But use your logical thinking skills and play it like a puzzle. Figure out which famous communist leader goes with which country.

### Day 142\*

1. \*Print out these [Cold War political cartoons](#) and answer the questions.

### Day 143

1. President Truman created the Marshall Plan to stop being an **isolationist** country (isolated, off by ourselves) to getting involved with the affairs of the world. The plan to stop communism from spreading was called **containment**.
2. The Marshall Plan of sending aid to Europe was in effect from 1948-1952.
3. Put the Truman minibook on your timeline and write about the Marshall Plan.

### Day 144

1. Read about [Korea after WWII](#). (Just at the top of the page. The same thing repeats.) You don't have to do the assignment.
2. Now read about what happened in [Korea](#).
3. Fill in this notebooking page about the [Korean War](#). Add a title.

### Day 145

1. Read about [McCarthyism](#).
2. Explain to someone about McCarthyism or write a paragraph explain what the term means.

### Day 146\*

1. \*Do this [timeline activity](#).

### Day 147\*

1. Read about [John F. Kennedy](#).
2. \*Look at this political cartoon and answer the questions. (Print out only page 1.) [Kennedy and Kruschev](#)
3. Here is a portion of Kennedy's inaugural address. You read the most famous quote from it.  
[youtube.com/watch?v=Z2ifh0QGGq8&feature=endscreen&NR=1](https://youtube.com/watch?v=Z2ifh0QGGq8&feature=endscreen&NR=1)

### Day 148

1. Read about [Lyndon B. Johnson](#).
2. Read about the [Vietnam War](#).
3. Fill in your Vietnam War lapbook piece.

### Day 149

1. We're going to skip ahead for the moment. The Cold War with Russia and communism dragged on and on. One symbol of communism had been the [Berlin Wall](#). Read about it. The wall was built in 1961.

2. In 1989 when George H. W. Bush was president, the wall came down. The Russian ruler at the time was Michael Gorbachev.
3. Listen to President Reagan tell Gorbachev (Russia's head at the time) to tear down the Berlin Wall. Bush was his vice president.

[youtube.com/watch?v=WjWDrTXMgF8](https://www.youtube.com/watch?v=WjWDrTXMgF8)

1. You can also see Gorbachev and Bush in this video. You can start after 1 minute. The man speaking Russian is Gorbachev and Bush follows him.

[youtube.com/watch?v=YJ8o6G7tkms](https://www.youtube.com/watch?v=YJ8o6G7tkms)

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. Put him on your timeline.

#### **Day 152**

1. Read about [Gerald Ford](#).
2. Put him on your timeline.

#### **Day 153**

1. Read about [Jimmy Carter](#).
2. Put him on your timeline.

#### **Day 154**

1. Read about [Ronald Regan](#).
2. Put him on your timeline.
3. Watch this video on The Tienanmen Square Story about students in China protesting against their limiting government.

[youtube.com/watch?v=TDKVEprC948&feature=related](https://www.youtube.com/watch?v=TDKVEprC948&feature=related)

#### **Day 155**

1. [Read the news](#). Choose an article and tell someone the who, what, where, when, why and how of it.
2. Use your new organizer to write an article about the Berlin Wall coming down.

#### **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.
5. Using your parents for information: make a list of issues that define the republicans (red) and democrats (blue).

#### **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.
2. See if you can do this [matching game](#) again.

#### **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. The members of the Taliban are considered to be terrorists by the United States.
2. 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.
3. 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. It is different than the Cold War because there is actual fighting instead of just the treat of fighting.
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. 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.
11. Read the [next page of letters](#) (page 14). America reacted in fear toward these students. They were locked up during the war. Was there anything to fear? Never let fear control your actions. Submit to God and let the Holy Spirit control your actions.
12. Fill out your timeline piece on the War on Terror.

#### **Day 162**

1. Read about [Barak Obama](#).
2. Fill in his timeline piece. How did he make history?
3. Maybe your family would be interested in watching together this [biographical film](#) on his life. (50 minutes)

#### **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. 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. 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. 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. 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. 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!