History — Modern

History — Year 4

Levels:

Level 1-4 — 1st through 4th

Level 5-8 — 5th through 8th

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.

Level 1-4 Helen Keller's *The Story of My Life*, Keller; *A Lifetime of Memories*, Giles
Level 5-8 *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.

Materials:
- Basic Supplies
- History, Year 4, Level L
Printables – Level L (above) and Level M (below)
These are the worksheets you are asked to print out throughout the year, including the optional worksheets. Use the pictures to buy the workbook. Use the links to print the workbook for yourself. You can also print the worksheets as you need them throughout the year.

George Washington Carver, The Transcontinental Railroad
Day 1
Level 1-4

1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.
2. Read biography of George Washington Carver
3. Tell a parent or older sibling about George Washington Carver’s life. How many things can you remember?
4. Scroll up to print the worksheets for the year or to buy them as a workbook. If you are using Physics and Chemistry as well, you can look at the combined workbook.

Level 5-8

1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.
2. Watch animation about the Growth of the Nation for review and preview.
3. *Color a map of the USA to show what states belonged the United States at the end of the Civil War.
4. Scroll up to print the worksheets for the year or to buy them as a workbook. If you are using Physics and Chemistry as well, you can look at the combined workbook.

Day 2
Level 1-4**

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.

Level 5-8**

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 the 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
Level 1-4(*)

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

Level 5-8

1. Play Railroad Race — You will read pages and either click next or answer the questions asked. 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.
   1. 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?
      1. The Badlands
      2. The Sandhills
      3. The North Platte River Valley
   2. Here’s a new link for The Big Four of the Central Pacific Railroad. You don't need to click on each individual name on the game page.

Day 4
Level 1-4*
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.
3. Steam engines weren’t only used in trains. Read about Benjamin Bradley.

**Level 5-8**

1. Read about the **people** who made the transcontinental railroad. You DON’T need to click on next. Here’s **more info** if you need it.
2. **Print out map** and label the Central Pacific route and the Union Pacific 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. Level 1-4 and Level 5-8 **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(*)**

**Level 1-4(*)**

**History(*)**

1. Watch this video clip about **Alexander Graham Bell** and *do this worksheet*. Check your **answers**.

**Level 5-8**

1. Watch 30 minute movie about **Alexander Graham Bell**.

**Day 7**

**Level 1-4**

1. Read this biography of **Alexander Graham Bell**
2. *Complete the **worksheet** (and the page from Day 6 if you haven’t already). You can check your **answers** to learn more about Mr. Bell.
3. Cut out timeline piece and write inside about Alexander Graham Bell. What were his accomplishments? What did he care about?

**Level 5-8**

1. Read a biography of **Alexander Graham Bell**.
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.

4. Read about Lewis Latimer who worked with him.

Day 8  
Level 1-4

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

Level 5-8

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
Level 1-4*

1. *Copy Edison’s quote. Then explain what it means. Print out — Edison Quote Notbooking Page. (The quote was made in 1903 and published in Harper’s Monthly in 1932.)  
2. Watch the videos below and look at the list of all of Edison’s inventions.  
   - one  
   - two

Level 5-8

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
Level 1-4

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.

Level 5-8

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
Level 1-4
1. Watch this video about Thomas Edison. Here's an alternate link if that one disappears.

Level 5-8

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
Level 1-4

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.

Level 5-8

1. Read chapter 9 and 10 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 13
Level 1-4

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.)

Level 5-8

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
Level 1-4

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.

Level 5-8

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
Level 1-4

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

Level 5-8

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
Level 1-4

1. Read this short biography of Helen 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.

Level 5-8

1. Photos from the coal mines: one, two, three
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 mines. 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 and 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)

1. (optional) Read chapters 1 and 2 of Facing Death
   •  Parents: If this is too much reading, you can take out this book.

Day 17
Level 1-4

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

Level 5-8*

1. (optional) Read chapters 3 and 4 of Facing Death.
2. The Industrial Revolution (a time period in which the nation moved from an agricultural focus to an industrial focus; marked by an increase in factories and machines) — 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
Level 1-4*

1. Read chapter 3 of The Story of My Life: Helen Keller  If you need help, you can listen while you read along or just listen. 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. You can do this while you listen.

Level 5-8

1. (optional) 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
Level 1-4

1. It’s optional to continue Helen Keller’s story as we move on in what we’re learning about. Read chapter 4 of The Story of My Life: Helen Keller  If you need help, you can listen while you read along or just listen. Just click on the chapter number.
2. Watch this video on the industrial revolution. Tell someone about how life changed for Americans.
Level 5-8

1. Watch this video on the industrial revolution. (This will require you to disable adblock for this site.) 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. (optional) Read chapters 7 and 8 of Facing Death.

Day 20
Level 1-4

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, or just listen. Just click on the chapter number. (optional)
3. Maybe over the weekend you’d like to watch this animated movie about Helen Keller. Here’s the link to the video on youtube. Get permission to watch this!

Level 5-8

1. Read a news article. Write out or tell someone the answers to the journalist’s questions: who, what, where, when, why and how.
2. (optional) Read chapters 9 and 10 of Facing Death.

Henry Ford, Child Labor, Suffrage Movement

Day 21
Level 1-4

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

Level 5-8

1. (optional) 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
Level 1-4

1. Read chapter 7 of The Story of My Life: Helen Keller If you need help, you can listen while you read along, or just listen. Just click on the chapter number. (optional)
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.

Level 5-8

1. (optional) 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
Level 1-4

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

Level 5-8

1. (optional) 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.

Day 24
Level 1-4

1. Read chapter 9 of The Story of My Life: Helen Keller If you need help, you can listen while you read along, or just listen. Just click on the chapter number. (optional)
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.

Level 5-8

1. (optional) 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
Level 1-4

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, or just listen. Just click on the chapter number. (optional)
Level 5-8

1. Read a news article. Write out or tell someone the answers to the journalist’s questions: who, what, where, when, why and how.
2. (optional) Read chapters 19 and 20 of Facing Death.

Theodore Roosevelt, Immigration

Day 26
Level 1-4

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. (optional)

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."

Level 5-8

1. Read this biography of Theodore Roosevelt.
2. Read chapters 21 and 22 of Facing Death.
3. 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...)
4. Do you need tips on writing a proper paragraph? topic sentence supporting details closing sentence
5. If you like Theodore Roosevelt and want to read more, he wrote an autobiography and there is a biography about him.

Day 27
Level 1-4

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. (optional)

Level 5-8

1. Watch video on immigration and Ellis Island.
2. Read chapters 23 and 24 of Facing Death.

Day 28
Level 1-4*

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. (optional)
3. *Color this picture of the Statue of Liberty and/or copy the quote from the Statue of Liberty.

Level 5-8*

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
Level 1-4

1. Watch this video showing what it was like to build the Statue of Liberty.
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. (optional)

Level 5-8

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*
Level 1-4

1. Play City of Immigrants. (You don’t have to complete the whole thing, but I think you’ll probably want to!)
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. (optional)
3. Write or tell about why you think Helen Keller is important.
4. Maybe your family would like to watch The Miracle Worker, a Disney movie about Helen Keller. Here’s the link to the movie on youtube. Get permission to watch this!

Level 5-8*

1. Finish Facing Death.
If you're 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**

Level 1-4

1. Watch this video on the Wright Brothers.
2. If that video disappears, you can watch these animated movie clips about the Wright Brothers and this old-time film.

**Level 5-8**

1. Read this comic book about the Wright Brothers (you have to click on “Next Page.)
2. Watch this short video which I believe is from a flight demonstration in 1908.

**Day 32**

Level 1-4*

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.

**Level 5-8**

1. Read about Amelia Earhart.
2. *Write about her life. Amelia Earhart Notebooking Page

**Day 33**

Level 1-4

1. Read about Bessie Coleman.
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.

**Level 5-8**


**Day 34**

Level 1-4

1. Read about Charles Lindbergh. Click “Next Page” to read through all 12 pages of the story.
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.

Level 5-8*

1. Read about Charles Lindbergh.
2. *Write about his life. Charles Lindbergh Notebooking Page*

**Day 35**
Level 1-4

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.

Level 5-8

1. Read about a period inventor.
2. 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**
Level 1-4

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.

Level 5-8

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

**Day 37***
Level 1-4*

1. *Print out map. 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.

Level 5-8**

1. Read chapter 1 of *The Little Book of the War.*
2. *Print out a map and label the countries and bodies of water mentioned. Create a key if necessary.*
3. *Also print out 11 copies of a 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
Level 1-4*

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.
5. With the other color, color in Austria-Hungary and Germany.
6. Color neatly. Do the best you can.
7. 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.)
8. 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.

Level 5-8*

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 you 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
Level 1-4*

<table>
<thead>
<tr>
<th>July 28th</th>
<th>Austria declared war on Serbia</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1st</td>
<td>Germany declared war on Russia</td>
</tr>
<tr>
<td>August 3rd</td>
<td>Germany declared war on France and invaded Belgium. Germany had to implement the Schlieffen Plan.</td>
</tr>
<tr>
<td>August 4th</td>
<td>Britain declared war on Germany</td>
</tr>
</tbody>
</table>

1. 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.
2. *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.
3. Put a title on your map, “Declares War 1914” might be a good one.
4. 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.

Level 5-8*

1. *Complete this worksheet, WWI political cartoon. (You can check your answers when
you are done.)
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.)

Level 1-4*

1. 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.
2. Read the News. Choose an article and write (or tell someone) the who, what, where,
when, why and how of it.
3. 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.
4. *Here’s a book report page to fill out after you finish reading whatever you are reading.

Level 5-8*

2. Read an article. *Fill in the chart.

Day 41

Level 1-4*

1. Watch this lesson about countries declaring war in 1914 and 1915.
2. *Color a map to match the one in the lesson. Title for the map, “WWI Expands”

Level 5-8*

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

Level 1-4
1. Read the **timeline for 1914**. Tell someone a few key events. What happened on Christmas?
   Level 5-8*

   1. *Print this [worksheet](#) or just take notes in your own notebook. Read about the **causes of WWI**.

**Day 43**
Level 1-4*

   1. *Color this picture of a plane from **WWI**. Why is it called a tri-plane?
   2. Look at these photos of WWI airplanes.
   Level 5-8

   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**
Level 1-4*

   1. *Color this picture of soldiers in the trenches in WWI. Follow the directions on the page to write a postcard.
   2. Watch the **soldiers in training**.
   Level 5-8

   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**
Level 1-4*

   1. Do this **vocabulary activity**. Check your **answers**.
   2. Watch **Songs of World War I** while you work.
   Level 5-8*

   1. Complete this **vocabulary matching**. Check your **answers**.
   2. Watch **Songs of World War I** while you work.

**Day 46**
Level 1-4*
1. *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?”
2. Here’s a map to help you answer the “Triple Alliance” question.

Level 5-8*

1. *Fill in this worksheet on the causes of WWI. Check your answers.

Day 47
Level 1-4

1. Take a look at these diagrams of trenches used in WWI.
2. Draw a diagram of a trench.
3. Read about weapons used in the war.
4. Take the weapons quick quiz.

Level 5-8

1. Read chapter 6 and chapter 7. Take notes.

Day 48*
Level 1-4*

1. Read about Zeppelin raids.
2. *Complete this worksheet to learn about WWI warfare. Check your answers.

Level 5-8

1. Read chapter 8 and chapter 9. Take notes.

Day 49*
Level 1-4*

1. *Fill in the timeline worksheet and read it. Check your answers.

Level 5-8

1. Read chapter 10. Take notes.
2. Look at these questions for review.
3. Make a list of what you think are the key things to remember about WWI.

Day 50*
Level 1-4 *

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 this.

Level 5-8

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**

**Level 1-4**

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.

**Level 5-8**

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**

**Level 1-4**

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.

**Level 5-8**

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. Keep turning the page.
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**

**Level 1-4**

1. Read this page telling about how much the countries’ did not like the treaty.
2. Look at this map from before the war. Then look at this map from 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

**Level 5-8**

1. Read about the consequences of the League of Nations.
2. Look at this map from before the war. Then look at this map from after the war.
3. *Color in this map to show what new countries formed. Map of Europe After Versailles

**Day 54**

**Level 1-4**
1. Read about Rememberence 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.

Level 5-8

1. Look at some of these political cartoons from WWI (You don’t have to look at them all. Ones with skeletons and such you might want to avoid.)
2. Pick one you think is 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 Flander’s Field, the name of a cemetery.

Day 55
Level 1-4

1. Type up your facts from Day 50 with a title. Write your facts in this fashion. Who: (name) When: (date) What: ...

Level 5-8

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
Level 1-4/5-8

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 well. If not, you can list a timeline of events for an article and even make an advertisement if you like.
3. You’ll be able to print or save.

The Roaring Twenties
Day 57
Level 1-4

1. Read about the 1920s. Write down a few interesting facts on your timeline.

Level 5-8

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
Level 1-4

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

Level 5-8

1. Read “Finance” and take notes on your timeline.

Day 59

Level 1-4

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

Level 5-8

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*

Level 1-4

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.

Level 5-8

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

Level 1-4

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. (You don’t have to read them all).
3. Are you interested in hearing more jazz music and learning more about it?

Level 5-8*

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.

**Radio**

**Day 62**

**Level 1-4**

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!)

**Level 5-8**

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**

**Level 1-4**

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

**Level 5-8**

1. Listen to the second half of *The War of the Worlds*.
2. You are going to be writing a radio show. You can think about what it will be.

**Day 64**

**Level 1-4**

1. Choose a story you have written to use as a radio broadcast. Or, you can choose a short book or part of a book.
2. Plan out how you will include sound effects.

**Level 5-8**

1. Read about **radio sound effects**.
2. Write a short radio show. You can use a story you have written, or write a new one, or maybe an easy thing to do would be a commercial. Choose places to add sound effects and figure out how you will do them.

**Day 65**
Level 1-4

1. Read your 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).

Level 5-8

1. You don’t have to look at this, but if you’d like to see a radio script, here is one.
2. Read your radio show. Do the different voices and sound effects. Perform it for an audience. (You could record it if you wanted so that you can play it like a real radio show.)
4. Read about the allegorical characters in the book and the real-life characters they were a metaphor for. Scroll down to “characters.”

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

Level 1-4*

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.

Level 5-8

1. *Print this Great Depression worksheet. Answer the questions. You can use these sites to find the answers.
   1. Introduction
   2. Causes
   3. Agencies
2. Read chapter 8 of Animal Farm. Describe what’s happening in the book to someone.

Day 67

Level 1-4*

1. Read “Life During the Great Depression” starting on the second page.
2. *Print out this worksheet and write about the effects of the Depression.

Level 5-8
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.

**Day 68**
Level 1-4

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

**Level 5-8**

1. Teens left home during the Depression to search for work, “to escape poverty or troubled families, others because it seemed a great adventure. At the height of the Great Depression, more than 250,000 teenagers were living on the road in America. Many criss-crossed the country by hopping freight trains, although it was both dangerous and illegal.” *(source reference; you do NOT need to visit this site PBS)*
2. Watch part of this documentary on the great depression and riding the rails: part 2.

**Day 69**
Level 1-4

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.
3. You could start playing this game, Up from the Dust.

**Level 5-8**

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.)*

**Day 70**
Level 1-4*

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.
3. You could keep playing the game, Up from the Dust.

**Level 5-8***
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**

**Level 1-4**

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. Here’s a paper one. Here’s an **online** one. You have to sign up to use the online one for it to remember you and save your timeline. If you have more than one student using it, each would need his own account.

**Level 5-8**

1. Read this page **recounting the beginnings of WWII.** This is a long page, but not lots of writing. Take your time to look at the pictures.
2. Write down or tell someone what was happening during this time. You don’t have to know all the details, but in general, what is taking place.
3. Start a **WWII timeline** with at least one thing you found most important from the information you learned today. Here’s a paper one. Here’s an **online** one. You have to sign up to use the online one for it to remember you and save your timeline. If you have more than one student using it, each would need his own account.

4. Read this [Wikipedia page on Animal Farm](#).

**Day 72**

**Level 1-4/5-8**

1. *Print out the map of the world. ([L map](#) and [M 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. Or this [option](#).

**Day 73**

**Level 1-4**

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.

Level 5-8

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.

Level 1-4*

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

Level 5-8*

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
Level 1-4/5-8

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
Level 1-4*

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.

Level 5-8*
1. Print out this worksheet. Look at the political cartoon and answer the questions.

**Day 77**
Level 1-4*

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.

Level 5-8

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**
Level 1-4

1. Make a page with all the flags of the axis countries. Look at this page to find the flags on Germany's side. (Scroll down and look for the heading. You don’t need “ensigns” or “personal” or “battle” flags.)

Level 5-8

1. Do this worksheet.

**Day 79**
Level 1-4

1. Read about the Battle of Britain.
2. Add it to your timeline along with some information about it.

Level 5-8

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**
Level 1-4*

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.

Level 5-8*
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**
Level 1-4

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.

Level 5-8

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**
Level 1-4

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.

Level 5-8

1. Do this worksheet about women shopping.

**Day 83**
Level 1-4

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?

Level 5-8

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: It is saying that women are strong and able to work. They wanted women to work and wanted them to think of themselves as capable.)

**Day 84**
Level 1-4

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.)

Level 5-8

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

Day 85
Level 1-4

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

Level 5-8

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

Holocaust
Day 86*
Level 1-4*

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 about Anne Frank on this notebooking page.

Level 5-8*

1. Read about Anne Frank
2. Read an excerpt from her famous diary
3. *Write about Anne Frank on this notebooking page.

Day 87
Level 1-4

1. Read this timeline of the Holocaust
2. Work on your timeline.

Level 5-8

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.

Day 88 (Materials for L: yellow felt or construction paper. safety pin)
Level 1-4

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.

Level 5-8

1. Try these three quizzes:
   • Nazification
   • Ghettos
   • Victims
   • You can search for answers by clicking on “Review” at the bottom of each page. You can also learn from finding out the right answer when you click to submit and check each answer.
2. Choose a star of David craft to make: cutting, folding—this one is youtube, get permission

Day 89
Level 1-4*

1. Watch these two video clips.
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.

Level 5-8

1. Try these quizzes — Camps  Resistance  Bystanders  Resisters

Day 90
Level 1-4

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?

Level 5-8

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**

Level 1-4* Read about Pearl Harbor and fill out this graphic organizer.
Level 5-8* Read about Pearl Harbor and fill out this graphic organizer.

**Day 92**

Level 1-4* Do this matching activity using World War II and Pearl Harbor terms. Check your answers.
Level 5-8* Complete this fill in the blanks activity. Check your answers.

**Day 93**

Level 1-4*

1. Read more about Pearl Harbor.
2. Look at the information about ships damaged in the attack on Pearl Harbor. Complete the map activity at the bottom of the page.

Level 5-8*

1. Read this letter written by someone who witnessed the Pearl Harbor attack.
2. Use the top the page to notebook about what you have learned about Pearl Harbor. Complete the map activity at the bottom of the page.

**Day 94**

Level 1-4*

1. Today you will complete a Pearl Harbor timeline. You will need to use this site to help you fill in the blanks. Check your answers.

Level 5-8*
1. Take a look at this website on Theodore Geisel’s (Dr. Seuss) political cartoons. 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. (Image: 29 April 1941, *PM. UCSD*)

**Day 95**
Level 1-4*

1. Complete this worksheet to learn more about the Pacific front of World War II. Check your answers.
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.

Level 5-8

1. **Read the news.** Choose an article and tell someone the who, what, where, when, why and how of it.

**Day 96**
Level 1-4*

1. Color this page. Tell the story of Pearl Harbor. Why is Pearl Harbor so significant? *(answer: It got America into WWII.)*
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.

Level 5-8

1. Watch the first twenty minutes of this documentary on China during the period of the first and second World Wars. Stop at about 22:03.
2. Tell a parent about what you learned.

**Day 97**
Level 1-4*

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.

Level 5-8

1. Watch the next section of this documentary on China during the period of the first and second World Wars. Start where you left off at 22:03. Stop at 35:43. Please stop it at this point. **Do not** keep watching.
2. Tell a parent about what you learned.
Day 98
Level 1-4

1. Print out a map of the world.
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.

Level 5-8

1. Watch the next section of this documentary on China during the period of the first and second World Wars. Start at 38:00, not where you left off. Stop at 57:07.
2. Tell a parent about what you learned.

Day 99
Level 1-4

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: almost 24 million)
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: If you have five people in your family, one would have been killed during the war.)

Level 5-8

1. Watch the next section of this documentary on China during the period of the first and second World Wars. Start at 57:07 and stop at 1:21:14.
2. Tell a parent about what you learned.

Day 100*
Level 1-4

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.

Level 5-8*

1. Watch the last section of this documentary on China during the period of the first and second World Wars. Start at 1:21:14 and finish it.
2. *Fill a notebooking page. Write about what you learned about China.

Day 101
Level 1-4

1. Listen to President Roosevelt declare war on Japan.

Level 5-8

1. Watch these videos on the fight between America and Japan. Video One  Video Two

Day 102

Level 1-4

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.

Level 5-8

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

Level 1-4

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.

Level 5-8

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

Level 1-4

1. Watch this video about the Japanese American internment.

Level 5-8

1. Take the quick quiz on Japanese American internment.
2. Read their story. What was life like?

Day 105

Level 1-4/5-8
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**
Level 1-4

1. Read about pigeons during the war.
2. Here is a video with pigeons during the war.
3. Draw a picture of a pigeon carrying a message.
4. There is a cartoon movie rated G I believe called *Valiant* which is about carrying pigeons during WWII.

**Level 5-8**

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**
Level 1-4*

1. Watch this video on the enigma machine that coded Germany’s messages. It had more than 158 million million million different combinations (ways it could be set to code). Alan Turing, built what became an early model for digital computers. That computer was able to crack the code each day when the Enigma machine was reset to a new combination. Turing and his team of mathematicians gave the allies valuable information as they could now read all of Germany’s secret messages.
2. Print out this code activity. This is a shift code.

**Level 5-8**

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**
Level 1-4

1. Try this coded messages (or try this link) page. Start with the practice and work down the links. (This can take awhile to load.)

**Level 5-8**

1. Take the technology quiz.
2. Write what you got wrong, “I learned that...”

**Day 109**
Level 1-4
1. Write a coded message. **Encode** a message. Figure out the shift. The whole alphabet is moved over a certain number. What is it? For instance a shift of 1 might mean that B is now A.

2. You can encode and decode messages for each other if you can find someone to do it with you.

**Level 5-8**

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: It couldn’t be cracked.)*

**Day 110**

**Level 1-4/5-8**

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**

**Level 1-4**

1. Read about the **Axis Successes and Failures**.
2. Put these events on your **timeline**.

**Level 5-8**

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 the box about the Geneva Convention.
4. Watch this **animation** on the Battle of Dunkirk when France fell to Germany.
5. You can also **read about Dunkirk**.
6. Fill in the Dunkirk box on your worksheet.

**Day 112**

**Level 1-4**

1. Take the **quick quiz**.
2. Do this **word search**. Click and drag over the word when you find it.

**Level 5-8**

1. Read about **Mussolini** and the Italians in the War.
2. Watch this animation on the **Italian Campaign**.
3. Write about what you have learned. Use one of the blank topic boxes on your worksheet from Day 111.
4. Define **blitzkrieg**. Use the box on your worksheet from Day 111.

**Day 113**

**Level 1-4**
1. Do your best with this crossword puzzle.
2. You can check your answers by clicking on the key.

Level 5-8

1. Read about U boats.
2. Write about this on your worksheet from Day 111.
3. Use this World War II webpage to choose one more topic to read and write about.
4. Fill in a box on your worksheet from Day 111.

Day 114
Level 1-4

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.

Level 5-8

1. Use this World War II webpage to choose two more topics to read about.
2. Fill in the rest of your worksheet from Day 111.

Day 115
Level 1-4

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.)

Level 5-8

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*
Level 1-4

1. Watch D-Day video.
2. Find where they landed on a map.

Level 5-8*

1. *Do the D-Day Invasion page.
2. Watch D-Day video.
3. Describe D-Day on your worksheet.

Day 117
Level 1-4
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**?

**Level 5-8**

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 **worksheet**.

**Day 118**

**Level 1-4**

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.

**Level 5-8**

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 in the quiz.
4. Read about the different perspectives on the **atom bomb**. Answer the questions.

**Day 119**

**Level 1-4**

1. Read about the **atom bomb**. Answer the questions in the quiz.

**Level 5-8**

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. Before the war, Prime Minister of Great Britain, Neville Chamberlain, decided the way to deal with Hitler was by trying to appease him, attempting to meet German grievances in hopes of avoiding war. Read these **arguments for and against appeasement**. Choose a side. Write a persuasive speech convincing someone of your position.
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**

**Level 1-4**

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.
5. You can look at this timeline.

Level 5-8

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.
5. You can look at this timeline.

Optional Reading Suggestions for Civil Rights Movement: These are not free. 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
Level 1-4

1. What happens after the war? There are two big things that happen in the fifties, at least from my viewpoint 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?

Level 5-8

1. What happens after the war? There are two big things that happen in the fifties, at least from my viewpoint 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. How did fighting in the War inspire African Americans to fight for desegregation (an end to segregation)?

5. 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 saying 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
Level 1-4

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.

Level 5-8

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
Level 1-4

1. Listen to a story about segregation, when blacks and whites were separated in daily life. The story is titled, “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 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 Debaters, 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. His character debates in this clip.

Day 125

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.

Day 126

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

Level 5-8

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

**Day 126**
Level 1-4

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 1908. It is still active today.
3. Another organization was SCLC, Southern Christian Leadership Conference. Its 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**
Level 1-4

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 127**
Level 5-8

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 about this historic event.
4. Add Brown vs. the Board of Education to your project.

Day 128
Level 1-4

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. 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?
3. Add the Montgomery Bus Boycott and Rosa Parks to your project. We will be learning about some other Non-Violent Protests.

Level 5-8

1. Another major event of the Civil Rights Movement was the Montgomery Bus Boycott organized by the SCLC.
2. First read about its impetus. Answer the “Think About It” questions. (You can just talk about it with someone instead of writing answers.)
3. Next, read about the boycott.
4. Add the Montgomery Bus Boycott and Rosa Parks to your project. We will be learning about some other Non-Violent Protests.

Day 129
Level 1-4

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.

Level 5-8

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
Level 1-4/5-8

1. Do you remember about the Civil Rights Movement? (more tablet friendly)
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
Level 1-4

1. Read about the freedom riders and sit-ins. Add them to your project.
Level 5-8

Day 132
Level 1-4/5-8

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 it 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
Level 1-4*

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 this worksheet. Go to this website to help you answer the questions. Click the arrows to move through the timeline. Check your answers.
Level 5-8*

Day 134
Level 1-4
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. Learn about it and look at the pictures.
3. Add the March on Washington piece to your paper timeline.

**Level 5-8**

1. Read about one of the most famous events of the Civil Rights Movement, the **March on Washington**.
2. Answer these “think about it” questions (adapted from “Kids for King” site):
   - Dr. King hoped that everyone in the world would want to join his fight for equality if he could gather thousands of people to march in Washington, DC. What would you most want to march for? What do you care most about? What do you want the whole world to know about?

**Day 135**

**Level 1-4**

1. Watch a portion of **Dr. Martin Luther King, Jr.’s speech** at the March on Washington.
2. Add Martin Luther King, Jr. to your project.
3. Maybe you’d like to watch this hour-long cartoon on **Dr. Martin Luther King, Jr.**

**Level 5-8**

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**.

**Day 136**

**Level 1-4**

1. Do you remember about the **Civil Rights Movement**? (more tablet friendly)
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?

**Level 5-8**

1. Do you remember about the **Civil Rights Movement**? (more tablet friendly)
2. Can you match these dates to the events?
3. Add Martin Luther King, Jr. to your project.

**Day 137**

**Level 1-4/5-8**

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**  
Level 1-4

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: communist government)*

**Level 5-8**

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 Napolean 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 prospective (*Make Mine Freedom*) and write or tell about capitalism from a communist prospective (*The Millionaire*). Write or tell what do you think?
5. What is this 1911 **propaganda poster** about capitalism saying?

**Day 139**  
Level 1-4

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.

**Level 5-8**
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**
Level 1-4

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 George Orwell describes how Lenin took over Russia with communism during the Russian revolution toward the end of WWI. Lenin is the pig, Napolian.
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 propaganda (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.

Level 5-8

1. Communism was begun by a Russian named Lenin. Stalin (whom you read about during WWII) learned from him.
2. The book you read, *Animal Farm*, written by George Orwell describes how Lenin took over Russia with communism during the Russian revolution toward the end of WWI. Which character is Lenin? *(answer: the pig, Napolian)*
3. Watch the cartoon 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 propaganda (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.

**Day 141**
Level 1-4*

1. Look at this map. Communism was called “the Red Threat.”
2. *Print out a world map and color in red the countries that were controlled by communist leaders.

Level 5-8

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
During which years does it seem communism was thriving?  \textit{(answer: from about 1950 to 1990)}

2. Look at this map of where \textbf{communism was in the 1950s}.

3. Try this \textbf{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 cold war leader goes with which country.

\textbf{Day 142}

\textbf{Level 1-4}

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 WWI 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 \textbf{cartoon}. It shows how England and America were now on the opposite side from Russia.

5. Learn about \textbf{President Truman}. On the games page you can find the ones you can play online by scrolling down.

\textbf{Level 5-8*}

1. *Print out these \textbf{Cold War political cartoons} and answer the questions.

\textbf{Day 143}

\textbf{Level 1-4}

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

\textbf{Level 5-8}

1. President Truman created the Marshall Plan to stop being an \textbf{isolationist} country (isolated, off by ourselves) to getting involved with the affairs of the world. The plan to stop communism from spreading was called \textbf{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.

\textbf{Day 144} \textbf{(*)}

1. Read these facts about \textbf{President Eisenhower}.

2. Read this timeline about \textbf{President Eisenhower}.

3. Look at \textbf{one more} page.

4. \textbf{(*)} Color \textbf{President Eisenhower}. You can color him on paper or online.

\textbf{Level 5-8}
1. Read about Korea after WWII.
2. *Fill in this notebooking page about the Korean War. Add a title.

**Day 145**
Level 1-4

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?

**Level 5-8**

1. Read about McCarthyism.
2. Explain to someone about McCarthyism or write a paragraph explain what the term means.

**Day 146**
Level 1-4*

1. *Do this timeline activity. Here’s the answer key if you get stuck.

**Level 5-8**

1. *Do this timeline activity. Check your answers.

**Day 147**
Level 1-4

1. Read about John F. Kennedy.
2. Kennedy made it the nation’s goal to send an American to the moon by the end of the decade. It was 1961 when he made the declaration. In 1969 an American walked on the moon. They just made the goal. Read about the historic event.
3. Fill in the Apollo 11 timeline piece.
4. Here is a video of Kennedy giving a famous speech.

**Level 5-8**

1. Read about John F. Kennedy.
2. *Look at this political cartoon and answer the questions.
3. Here is a portion of Kennedy’s inaugural address. You read the most famous quote from it.

**Day 148**
Level 1-4

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 timeline piece.

Level 5-8

1. Read about Lyndon B. Johnson.
2. Read about the Vietnam War.
3. Fill in your Vietnam War timeline piece.

Day 149
Level 1-4

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.
2. Watch the video.
3. Fill in your Berlin Wall timeline piece.

Level 5

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 and take the simple quiz. 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.
4. 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.
5. 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
Level 1-4

1. Read about Richard Nixon.
2. View his timeline.
3. Fill in your timeline piece for him.

Level 5-8
1. Read about Richard Nixon.
2. Put him on your timeline.

**Day 152**
Level 1-4

1. Read about Gerald Ford.
2. View his timeline.
3. Fill in your timeline piece for him.

Level 5-8

1. Read about Gerald Ford.
2. Put him on your timeline.

**Day 153**
Level 1-4

1. Read about Jimmy Carter.
2. View his timeline.
3. Fill in your timeline piece for him.

Level 5-8

1. Read about Jimmy Carter.
2. Put him on your timeline.

**Day 154**
Level 1-4

1. Read about Ronald Reagan.
2. View his timeline.
3. Fill in your timeline piece for him.

Level 5-8

1. Read about Ronald Reagan.
2. Put him on your timeline.
3. Learn about students in China protesting against their limiting government.

**Day 155**
Level 1-4

1. Read about a period inventor.
2. Read the News. Choose an article and tell someone the who, what, where, when, why and how of it.

Level 5-8

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
Level 1-4
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 red/blue divide in America.

Level 5-8
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 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
Level 1-4
1. Read about George H. W. Bush.
2. View his timeline.
3. Add him to your timeline.

Level 5-8
1. Read about George H. W. Bush.
2. Add him to your timeline.

Day 158
Level 1-4
1. Read about Bill Clinton.
2. View the timeline.
3. Add him to your timeline.

Level 5-8
1. Read about Bill Clinton.
2. Add him to your timeline.

Day 159
Level 1-4
1. Read about George W. Bush.
2. View his timeline.
3. Add him to your timeline.

Level 5-8
1. Read about George W. Bush.
2. Add him to your timeline.

Day 160
Level 1-4
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 essays and letters by Japanese-American students. 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: As we know tolerance means to be friendly to other in any way.)

6. We just read 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 defiant sinner, someone who has refused to repent, may mean asking them to leave the church in the hopes that they will be sad and repent (1 Cor. 5:2, 2 Cor. 7:10). 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 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.

- The Lord is my helper. I will not be afraid. What is it that man can do to me? (Nothing!) For the Lord Himself has said, “I’ll never leave you.” He will provide for me, all that I need.
- 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.

Level 5-8

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 was 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 essays and letters by Japanese-American students. 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: As we know tolerance means to be friendly to other in any way.)

6. We just read 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 defiant 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 and over again 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 this page of letters. 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 161
Level 1-4
1. Read about Barack Obama.
2. View his timeline.
3. Fill in his timeline piece. How did he make history?
4. 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.)

Level 5-8
1. Read about Barak Obama.
2. Fill in his timeline piece. How did he make history?
3. Maybe you would be interested in watching this mini biographical film on his life. (5 minutes)

Day 162
1. Read the News. Choose an article and tell someone the who, what, where, when, why and how of it.
Level 5-8
1. Play the Orange Revolution game based on the events in Ukraine in 2004.
2. See if you can do this matching game again.

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; you could learn about “The Real McCoy.” 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 you are going to do. You can make a lapbook, a poster, a power point presentation, an online presentation, 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: George’s 100th birthday party and his whole family is with him at his home in NY.)
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.
4. 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 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. The book mentions the 1965 *World’s Fair*. Here’s a scrapbook from the 1962 one.
4. 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.

Congratulations, You’re done!