

Table of Contents and
Sample Unit from

America the Beautiful Part 2

Part of the *America the Beautiful* Curriculum

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America the Beautiful
Part 2: America from the Late 1800s to the Present
by Charlene Notgrass

ISBN 978-1-60999-039-8 (hardcover)

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Lesson and Family Activities by Bethany Poore

Cover design by Mary Evelyn McCurdy
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Printed in the United States of America

Notgrass Company
975 Roaring River Rd.
Gainesboro, TN 38562

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The 1950s

When President Harry Truman chose not to run for another term in 1952, General Dwight David Eisenhower won easily. Ike served for eight years during a time when many Americans were enjoying peace and prosperity. However, African Americans still suffered discrimination. Americans watched on their new television sets as blacks and whites came into conflict when Little Rock Central High School was required to let black students attend there. Norman Rockwell painted scenes from American life. The wondrous land God created in Alaska became the forty-ninth state in 1959, followed later that year by Hawaii.



The Eisenhower family celebrates Christmas at the White House in 1955. Notice the nativity scene at right.

Lessons in Unit 25

- Lesson 121 – Our American Story: A World War II General Becomes President
- Lesson 122 – Daily Life: Drive-Ins, Bobby Socks, and Poodle Skirts
- Lesson 123 – An American Landmark: Little Rock Central High School
- Lesson 124 – An American Biography: Norman Rockwell, Painter of American Life
- Lesson 125 – God’s Wonders: God Created Alaska

Books Used in Unit 25

- *Maps of America the Beautiful*
- *Timeline of America the Beautiful*
- *We the People*
- *Homer Price* by Robert McCloskey

A World War II General Becomes President

The 1950s were prosperous years for many Americans. Business grew. More people had jobs and received good salaries. Many were able to buy their own homes and the latest appliances to go in them. When it was time to elect a new President in 1952, America turned to World War II hero Dwight David Eisenhower.

The Election of 1952

All Presidents, except Franklin Roosevelt, had followed the example of President George Washington and made the decision not to serve more than two terms. However, FDR had run and been elected four times in a row. During the two years that the Republicans had a majority in Congress from 1947 to 1949, they had passed the Twenty-Second Amendment to the U.S. Constitution. It stated that a person can only be elected as President twice. Though Harry Truman had been President for almost eight years, he had only been elected once and could have run in 1952, but he chose not to do so.

For twenty years a Democrat had been in the White House. Of course, the Democrats wanted things to stay that way, while Republicans wanted a change. Both parties looked to General Dwight David Eisenhower as a possible candidate. Eisenhower was more comfortable with Republican ideals and began to campaign as a Republican. The other

Republican candidate who had a good chance of being nominated was Robert Taft, son of William Howard Taft. When the Republican convention met, the party chose Eisenhower. Eisenhower picked Richard Nixon, a Senator from California, as his vice-presidential running mate. The Democratic Party nominated Adlai Stevenson, Governor of Illinois. Stevenson chose John Sparkman, a Senator from Alabama, as his running mate.

As Supreme Commander of all the Allied forces in Europe during World War II, General Eisenhower had overseen the D-Day invasion, which began the Allied push that defeated Germany. Eisenhower was greatly admired. The Republican vice-presidential nominee,



Dwight Eisenhower at Washington International Airport with the Nixon Family During the 1952 Campaign



Dwight and Mamie Eisenhower in the 1952 Campaign

Richard Nixon, was well-known for trying to discover government officials who were secret members of the Communist party. Eisenhower and Nixon won easily. A popular campaign slogan was, "I Like Ike." Ike was Eisenhower's nickname. See the campaign photos on page 744.

The Republicans again won a majority in Congress, but that majority lasted only two years. The Democrats won a majority in the mid-term elections of 1954. The Republicans did not have a majority in both houses of Congress again until 1994, forty years later!

President-elect Eisenhower, his wife Mamie, and his staff attended services at the National Presbyterian Church on Connecticut Avenue in Washington, D.C. before the inauguration on January 20, 1952. See photo at right.



Mamie Eisenhower, President-Elect Eisenhower, and Church Pastor Edward L. R. Elson Leaving the National Presbyterian Church



President Eisenhower and Great Britain's Queen Elizabeth II at the Dedication of the St. Lawrence Seaway

The St. Lawrence Seaway

God created the St. Lawrence River, which flows between the Great Lakes and the Atlantic Ocean. The river forms part of the border between Canada and the United States. Before 1954 it was not navigable for ocean-going vessels. In 1954 the United States and Canada began construction of the St. Lawrence Seaway. This joint project created a series of locks, dams, canals, and channels. Now ocean-going vessels can bring imports to ports on the Great Lakes and take exports into the Atlantic. Dams on the Seaway provide hydroelectric power. When the project was completed in 1959, both President Eisenhower and Queen Elizabeth II of Great Britain participated in the dedication. See photo at left.

Another transportation project that began in the 1950s was the Interstate highway system. When Eisenhower was in Germany during World War II, he was impressed with the country's Autobahn highway system. He wanted America to have good highways as well. You will study the Interstate system in Lesson 128.

The Continuing Cold War

The Korean War ended during the early months of Eisenhower's presidency, but the Cold War continued throughout the fifties. In fact it continued through the 1980s. The Soviets developed an atomic bomb in 1949. In 1952 the United States developed the hydrogen bomb, an even more powerful weapon. Russian scientists did the same the next year. (The people of the Union of Soviet Socialist Republics were often called Russians

because Russia was by far the largest of the Soviet states.) Many people feared that these powerful weapons would be used in a third world war.

In 1955 President Eisenhower traveled to Geneva, Switzerland, for a summit with Nikita Khrushchev, leader of the Soviet Union, and with the leaders of Great Britain and France. Though it did not result in any great decisions, the leaders did talk face to face with one another. In 1959 Vice President Nixon visited the Soviet Union. See photos at right. Khrushchev visited the United States later that year and invited President Eisenhower to visit the Soviet Union.

Both the Soviet Union and the United States had spies trying to gain information about the other country's military. In 1960 the Russians shot down an American U-2 spy plane that was taking photographs of Soviet military bases. They took the American pilot prisoner. Khrushchev withdrew his invitation to President Eisenhower. The Soviets released the captured pilot in 1962.

The Space Race

On October 4, 1957, the Soviet Union launched *Sputnik*, the world's first man-made satellite. Americans were shocked that the Russians had made such technological advances. A month later, the Russians launched an even bigger satellite. The United States sent up its first small satellite in January of 1958. The Russians went even farther ahead in 1959 when they hit the moon with an unmanned spacecraft. In 1961 they sent a man into orbit around the earth.

A space race had begun and America seemed to be losing. Americans were afraid that the Soviets would use spacecraft to attack the U.S., perhaps even with nuclear weapons. America was embarrassed that the Soviet Communist system apparently had better science and technology than America did. The United States began spending more money to develop rockets and satellites. The National Aeronautics and Space Administration (NASA) was created. The U.S. also tried to improve mathematics, science, and foreign language instruction in public schools.

On May 5, 1961, Alan Shepard became the first American in space. On February 20, 1962, John Glenn became the first American to circle the globe. In the photo at left are American scientists who worked in the space program. Second from left is Wernher Von Braun, a German who came to America in 1945 and became a U.S. citizen in 1955. Von Braun became a leader in the American space program.



*Nixon (center) and Reporters
on Their Way to Moscow, 1959*



*Nikita Khrushchev and Nixon
on Soviet Television, 1959*



*Kurt Debus, Wernher Von Braun, General
John Medaris, and General John Barclay
gather at the Launch of Pioneer IV.*



The President-Elect in Korea, 1952

The Domino Theory

In the photo at left, President-elect Eisenhower visits troops in Korea in December of 1952. U.N. forces had been successful in keeping Communism out of South Korea during the Korean War. Still, much of the free world (countries who do not have Communist governments) feared that Communists would continue their attempts to conquer free people.

After his experience in World War II, President Eisenhower was very concerned about this problem. In 1954 the Communists were growing in power in the small country of Vietnam in Southeast Asia. On April 7, 1954, President Eisenhower held a press conference. He spoke about his fears that many people might soon fall under a dictatorship. He talked about the world's need for the rubber, jute, sulphur, and other products that Vietnam produced. Eisenhower told the reporters that if Vietnam became Communist, other countries in the region might also. To illustrate this, Eisenhower talked about what happens when you set up dominoes and then knock them down. He was afraid that if Vietnam became Communist, other countries would fall to Communism quickly, one after the other. He called this a "falling domino principle." For many years, the "Domino Theory" was used to explain why America needed to be involved in places like Korea and Vietnam.

Later in 1954, representatives from the United States and other countries met in Geneva, Switzerland, to discuss the problems of Vietnam. At the meeting, Vietnam was divided into North and South Vietnam, with Communists in control of the North. Many Americans feared that the dominoes were beginning to fall.

The Election of 1956

President Eisenhower suffered a major heart attack in 1955 and almost died. For two months he was unable to work. His health improved, however, and he announced in February of 1956 that he would run for a second term. Richard Nixon was again his running mate. The



*Dwight and Mamie Eisenhower
During the 1956 Campaign*



Democrats again chose Adlai Stevenson. His vice-presidential candidate was Estes Kefauver (KEY-faw-ver), a Senator from Tennessee. Eisenhower won easily. See the campaign photo above.

During Eisenhower's second term, two more states joined the Union, bringing the total to fifty. Both were added in 1959, first Alaska and then Hawaii. Read about the life of Dwight David Eisenhower on pages 748 and 749.

Dwight David Eisenhower
America's Thirty-Fourth President
January 20, 1953 - January 20, 1961



In the second half of the nineteenth century, a group of Mennonites migrated to Kansas. There they became known as the River Brethren because they baptized in rivers. Among them were the paternal grandparents of Dwight David Eisenhower.

Dwight was the third child of David and Ida Stover Eisenhower of Abilene, Kansas. He was one of seven sons, all born in Kansas except Dwight, who was born in Denison, Texas, in 1890. The family lived there briefly before returning to Abilene.

After Dwight graduated from high school in 1909, he worked at a local creamery for two years to help support his brother Edgar who was in college at the University of Michigan. A friend suggested to Dwight that he apply to the Naval Academy at Annapolis. Eisenhower passed entrance exams to both Annapolis and West Point. He was too old to be admitted to the Naval Academy, however, so he entered West Point in 1911.

His first military assignment after graduation from West Point was at Fort Sam Houston, Texas. There he met eighteen-year-old Mary Geneva Doud, called Mamie. They were married nine months later. On their ten-day honeymoon, they went to Colorado and visited his parents in Kansas. Two years later Mamie gave birth to a son, Doud Dwight, whom they called "Icky." The couple was devastated three years later when he became ill with scarlet fever and died. Another son, John Sheldon Doud Eisenhower, was born the following year.

In their early years of marriage, Eisenhower was moved from one military post to another. Though he applied again and again for an assignment overseas in World War I, he was never granted his request. Instead, he trained troops for overseas combat. After the war, Eisenhower volunteered to participate in the transcontinental convoy across America on the Lincoln Highway (see page 717).

Dwight Eisenhower served in the Panama Canal Zone from 1922 to 1924. There he met General Fox Conner, who became a mentor to him. Conner encouraged Dwight to read history, military science, and philosophy. Conner told him that another world war would surely come. He helped Eisenhower to be accepted into the Command and General Staff School at Leavenworth, Kansas, an elite graduate school for Army officers. Eisenhower graduated in 1926, first in his class. From 1926 to 1941, Eisenhower served in the U.S., Europe, and the Philippines. His various responsibilities prepared him for the role he would take in World War II. About ten years before the war began, he was given the assignment of developing a plan to pull together soldiers and supplies for the Army, just in case there was another war.

A few months before Pearl Harbor, Eisenhower received a promotion to Brigadier General. Five days after Pearl Harbor, he was transferred to Washington, D.C. where Army Chief of Staff General George C. Marshall tested Eisenhower's abilities by giving him a variety of assignments one after the other. In March of 1942, Eisenhower was promoted to Major General. Two months later he arrived in England as Commanding General of the European Theater. In November he became Commander-in-Chief of the Allied Forces in North Africa, with responsibility to lead troops as they drove the Axis powers out of northern Africa. Afterwards, he commanded the Allied invasions of Sicily and Italy.

In December of 1943, Eisenhower became Supreme Commander of the Allied Expeditionary Forces. From then until June, 1944, he worked on the plan for Operation Overlord, which was

designed to defeat Germany. The main attack began on D-Day, June 6. While Allied forces continued to work their way through Europe and into Berlin, Eisenhower was promoted to General of the Army in December of 1944, making him a five-star general.

After the war, Dwight and Mamie were joyfully reunited after seeing one another for only a few days during the previous three years. Dwight spent three years as the U.S. Army Chief of Staff. In 1948 he became president of Columbia University. In December of 1950 he became the first Supreme Allied Commander of the North Atlantic Treaty Organization (NATO).

When Americans began a “Draft Eisenhower” campaign to get him elected as President, Dwight retired from active military service and announced from Abilene that he would be a candidate. After his presidency, Ike and Mamie moved close to Gettysburg, Pennsylvania, near their son John and his family and not far from where his grandparents had left to settle in Kansas many years before. Ike and Mamie enjoyed living on their own farm, having moved more than thirty times during his career. In retirement Eisenhower enjoyed painting and golf. He raised livestock and planted a garden. When he and Mamie entertained guests, Ike often cooked the meal. He wrote letters and wrote his memoirs. Both President Kennedy and President Johnson asked him for advice.

Toward the end of his life, Eisenhower suffered from severe heart disease. On March 28, 1969, Ike said, “I want to go; God take me.” He died peacefully that day. He had a full military funeral in Abilene and was buried there in a small chapel on the grounds of the Eisenhower Presidential Library near his son Icky. Mamie was later buried there also. Their son John graduated from West Point, spent twenty years in the military, and became a military historian. He served as an aide to his father during his second term as President. Modern Presidents enjoy time away at a retreat called Camp David. President Eisenhower named it after his grandson.

Eisenhower enjoyed a restful retirement. Serving as President is exhausting, and for many years Presidents have enjoyed the retreat of Camp David. Jesus told His disciples:

Come away by yourselves to a secluded place and rest a while.
Mark 6:31

Activities for Lesson 121

Thinking Biblically – During the Space Race, Soviet and American astronauts were able to see God’s created universe in a new way. Copy Isaiah 40:21-26 into your notebook.

Vocabulary – Copy these words in your notebook, each on a separate line: nominee, summit, paternal, mentor, elite. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is according to the way the word is used in the lesson.

Literature – Read “My Hope and My Deep Faith” in *We the People*, page 160, and chapter 1 in *Homer Price*.

Timeline – In *Timeline of America the Beautiful* next to 1958, write: The first U.S. satellite is launched.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 121.

Drive-Ins, Bobby Socks, and Poodle Skirts



Photographs from Thalhimer's Department Store: Bicycle, Doll with Accessories, and Record Player

Drive-Ins. Bobby Socks. Poodle Skirts. These words make us think of the 1950s. What was life really like then? For many children, the decade of the fifties was a fun time to grow up. Kids played outside—a lot! They rode bicycles and played cowboys and Indians. They joined the Boy Scouts and the Girl Scouts. They listened to records and played board games. Their parents read them Dr. Seuss.

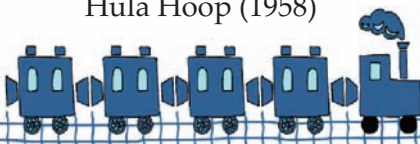
Girls played with dolls and boys played with toy guns. Girls had slumber parties; boys joined Little League. Girls and boys drank Kool-Aid, ate Life



Roy Rogers, Mamie Eisenhower, Barbara and John Eisenhower, Elivera Doud (Mamie's mother), President Eisenhower, and Dale Evans with David Eisenhower

Popular Toys of the Decade

Silly Putty (1950)
Mr. Potato Head (1952)
LEGO Building Sets (1953)
Matchbox Cars (1954)
Play-Doh (1956)
Frisbee (1957)
Hula Hoop (1958)



Savers, chewed Dubble Bubble, and tried to do the hula hoop. Ice cream trucks came to their neighborhoods, playing a jingle that brought the children to the truck to buy a treat.

At left are popular toys of the 1950s. At first, when children played with Mr. Potato Head, they had to get a real potato from their mothers because the toy came with accessories only. The plastic head was added in 1964. Play-Doh was born when a man who ran a company that made wallpaper cleaner realized that their product could be molded into different shapes.



William Fox School Safety Patrol, 1957

Bible memory verses. In some communities, chapel was held at school once a week with local ministers serving as speakers. High school football games and many other community events began with prayer.

Look at the school scenes on this page. A school safety patrol is pictured above. At top right, a boy is looking at a filmstrip projector, which is a machine that projects strips of still photographs one at a time onto a screen. The girl in the photo is holding a box of educational filmstrips. At right is a photo of six sets of twins at a school in Richmond, Virginia. Below it are children celebrating May Day. In the lower right photo, kids are enjoying watermelon at a school fair.

Television

Television became a regular part of people's lives in the 1950s. In the photo below, students gather in the school library to watch television. Children watched *The Mickey Mouse Club*, *Captain Kangaroo*, the *Howdy Doody Show*, and *Romper Room* before or after school. They followed the adventures of Roy Rogers and his wife Dale Evans and their horses Trigger and Buttermilk. On page 750 is a photo of Roy Rogers and Dale Evans when they



Students watch TV in the school library, Schenectady, New York, 1954.

Other products that entertained children are pictured on page 750. These were all sold in department stores.

Children went to school where they learned to read with the Dick and Jane readers. When they got older, they enjoyed the adventures of the Bobbsey Twins and the Hardy Boys. Teachers said prayers at school and taught the children



Schoolchildren with Film Strips and Projector, 1958



Six sets of twins stand on the stairs at William Fox School in Richmond, Virginia in 1957. The two girls at right in front are wearing their Brownie Girl Scout uniforms.



May Day at a Virginia School, 1954



School Fair, 1958

were guests at the birthday party for President Eisenhower's grandson. In the evenings, families watched *Daniel Boone*, *The Lone Ranger*, and *Davy Crockett, King of the Wild Frontier*.

Ed Sullivan was a popular variety show host who had a show on Sunday nights. He is pictured below. In the photo below Sullivan, a dad reads a newspaper while his children watch TV. In the top photos, Eleanor Roosevelt appears on two news talk shows. In the other photo below, President Eisenhower speaks to the nation in the White House broadcast room.



Eleanor Roosevelt on Meet the Press and Face the Nation, 1956



Variety Show Host, Ed Sullivan



Eisenhower in White House Broadcast Room



New York City, 1954 — Children watch TV while Dad reads newspaper.



1954 — A family shops for a car at a Nash dealership.

Drive-In Movies

Going to the drive-in was a fun family outing. Dad and Mom got into the front seat of the family station wagon, or perhaps a Nash sedan, like the one at left. The kids got in the back. Dad pulled up to the ticket booth and paid the admission. On special nights the whole carload could get in for a dollar. At the drive-in pictured on page 753, the ticket booth is the small building in the front.

Then Dad pulled into the parking lot which faced the giant movie screen. In the picture, the screen is on the reverse side of the tall structure that says "66 Drive-In Theatre." Dad pulled in between the poles stuck in the ground between each parking space. He took

down the speaker that was attached to the pole and hooked it onto his partly-rolled-down car window. The owner or an employee started the movie projector in a room above the concession stand at the back of the lot. The projector's light beamed above the cars and played the movie on the screen.

Many drive-ins showed two movies, called a double feature, and had an intermission between them. During intermission theaters showed commercials advertising the concession stand. By the end of the movie, many children were curled up asleep on the back seat. Lying down was easy because most families had no car seats or seatbelts—these came along later in American history.

Kids found it fun when their family drove by movie theaters at night, even if they were not stopping for the show. They loved to stretch their necks to see if they could catch just a glimpse of the movie as the car sped past the screen. In 1959 the Remco toy company sold a drive-in theatre toy called Movieland. Children could place its toy cars on its parking lot and turn the hand crank to show a movie.

A few drive-in theaters were used as churches. People sat in their cars and listened to the service on the speakers!



Drive-In Theater on Route 66 in Carthage, Missouri

Bobby Socks and Poodle Skirts

After the sacrifices of World War II, women's fashions began to use more fabric. Full skirts were popular, including the circle skirt. Though circle skirts were popular for girls and women, the poodle skirt was especially popular with teenage girls. A white poodle was appliqued (sewn) onto a circle skirt, sometimes with pom-poms where a groomed poodle's curls would be. The poodle had a collar and a long leash sewn in a curved line on the skirt. Girls wore their poodle skirts with white cotton blouses, bobby socks, and saddle oxford shoes.



Saddle Oxford Shoes and Other Shoe Styles from the Fifties



Cheerleaders and Members of a Girls' Basketball Team

The girl holding the filmstrips on page 751 is wearing a circle skirt and saddle oxford shoes. Saddle oxford shoes and other popular shoe styles from the fifties are pictured above. The cheerleaders at left are also wearing circle skirts.

People got dressed up often. Look at the pictures on page 754. All of the girls and women are wearing dresses. Big girls and little girls wore dresses much of the time. Moms wore dresses, hats, gloves, and high-heeled shoes, not only to church but also to go shopping! Dads wore



A Gathering for Adults, 1956



Cadet Girl Scouts



Children at a Birthday Party for David Eisenhower



Washington, D.C., Schoolgirls in 1955



Anacostia High School, Washington, D.C., 1957



Eisenhower Grandchildren on the Steps of the White House

Parades

President Eisenhower's first inaugural parade lasted two and one-half hours. It had sixty-five musical entries, 350 horses, three elephants (the Republican symbol), and a dog team from Alaska. It was the most elaborate inaugural parade that had ever been held.



St. Patrick's Day Parade, New York City, 1955



Float in a Parade in Richmond, Virginia, 1953



President Eisenhower in His First Inaugural Parade, Washington, D.C., 1953

The President waves from a convertible in the photo at right. Pictured at top right is a float in a parade in Richmond, Virginia. The float's theme is bees. In the photo above are girls dressed in Irish band uniforms for the 1955 New York City St. Patrick's Day parade. Notice the costumes of the ladies on the floats and the hairstyles of the little girls.

A Vaccine for Polio

Polio, the disease that crippled President Franklin Roosevelt, had been a serious health problem for many years. The virus infected 57,628 Americans in 1952, many of whom were children. Most people who got polio had mild cases and got well quickly and completely. Many children with polio spent time in a hospital. Children's hospital wards were similar to the nursery pictured below.

Some polio patients became very ill; a smaller number remained paralyzed for the rest of their lives. A few people died from the dreaded disease. After years of research, Dr. Jonas Salk and other researchers developed a vaccine against the disease in 1952. Dr. Thomas Francis began testing the vaccine on 1.8 million children in the United States, Canada, and Finland. In 1955 Dr. Francis announced that Salk's vaccine worked and was safe. After the vaccine became available, cases in the United States dropped about eighty-five percent. By 1994 there were no reported cases of polio in North or South America.



Junior Village, Washington, D.C., 1958



Home economics student practices as "mother of the week."



Chrome Dinette Set with Formica Top and Vinyl-Covered Cushions



Model Kitchen in Miami's Burdine's Department Store

A Family Home

Colorful appliances were first introduced in the fifties. The most popular color was pink! A model kitchen on display at a department store in a shopping center in Miami, Florida is pictured at top right. In the photo at top left a high school student practices in a more typical kitchen. She is "mother of the week" in a school home economics class. Furniture made of modern materials was popular. The dinette set above is made of Formica and chrome. In 1950 the Formica company made 55,000 tabletops per week.

During the fifties, many American mothers were homemakers. They spent their days taking care of their homes and families rather than working at a job away from home. In the evenings, families gathered around the kitchen table or in the dining room for a meal she prepared for them. A dry cleaning company picked up the family's clothes needing to be dry cleaned and brought them back a few days later. The milkman brought milk to their door step. Children used these milk bottles to play a party game. They tried to drop into the bottle one of the clothespins that their mothers used to hang laundry on an outdoor clothesline. See clothespins and milk bottles above.



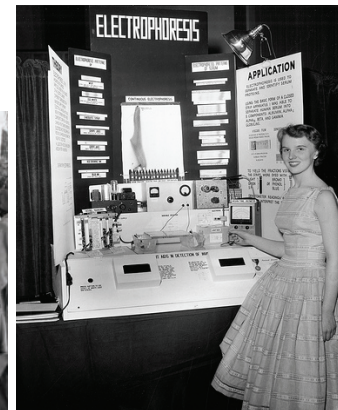
Clothespins and Milk Bottles

Technology

New technologies changed American life during the 1950s. Though the Soviet Union was advanced in space technology, its citizens had few technological conveniences in their everyday lives. In the photo below, Soviets examine American television sets at the American Exhibition in Moscow in 1959. In an attempt to catch up with the Soviets in the space race, America began to spend more on science education. See a 1956 National Science Fair winner at right.



Soviets examine American products at American Exhibition in Moscow in 1959.



Estonian Immigrant Taimi Toffer Anderson, Winner, Girl's Physical Sciences Division, National Science Fair, 1956

In God We Trust

President Eisenhower met with evangelist Billy Graham during his 1952 campaign. Graham told him he should join a church. Eisenhower said that he would do so, but not during the campaign because he did not want to use the church politically. During his first year in office, he studied with a minister and became a member of the Presbyterian church. Eisenhower once told Graham that he believed that one of the reasons he was elected President was to lead America spiritually. He once said that the principle of equality of all people meant nothing unless we recognize “the Supreme Being, in front of whom we are all equal.” When he began his first inaugural address, President Eisenhower asked his listeners to give him “the privilege of uttering a little private prayer of my own.” In his autobiography, he explained that he chose to do this because he thought America was getting too secular. While he was President, cabinet meetings began with a prayer.

In 1954, President Eisenhower pushed to have the phrase “under God” added to the pledge of allegiance. Two years later he signed a law making “In God We Trust” America’s official motto and requiring that the motto, which was already engraved on coins, also be printed on all American paper money.

Blessed is the nation whose God is the Lord.
Psalm 33:12a

Activities for Lesson 122

Literature – Read “Pledge of Allegiance” in *We the People*, page 161, and chapter 2 in *Homer Price*.

Creative Writing – Write one or two pages about how television has changed American culture. Discuss what you think are positive and negative aspects to these changes.

Timeline – In *Timeline of America the Beautiful* next to 1956, write: “In God We Trust” is adopted as America’s national motto.

Family Activity – Create a 1950s Mini TV Puppet Stage. See pages 974-976 for instructions.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 122.

In the 1950s . . .

- *I Love Lucy* premiered in 1951.
- Harlan Sanders opened his first Colonel Sanders’ Kentucky Fried Chicken in 1955.
- Cecil B. DeMille produced *The Ten Commandments* film in 1956.
- Dr. Seuss published *The Cat in the Hat* and *How the Grinch Stole Christmas* in 1957.
- The first Pizza Hut restaurant opened in Kansas City in 1958.
- Charlton Heston starred in the movie *Ben Hur* in 1959.



Little Rock Central High School



Rosa Parks

During the 1950s, African Americans struggled for equal rights in many places. Two famous events occurred in Montgomery, Alabama, and in Little Rock, Arkansas. In 1955 Rosa Parks, pictured at left, refused to give up her seat to a white man, even though a local Montgomery law said she had to do so. After she was arrested, blacks in Montgomery refused to ride on city buses for almost a year. The bus system suffered from this boycott. The Little Rock incident involved school integration.

Little Rock Central High School was built in 1927. The American Institute of Architects named it "The Most Beautiful High School in America." See photo below. Thirty years later, the Little Rock school board prepared to admit the school's first black students, three boys and six girls, who had been carefully chosen by African American leaders in Little Rock. Each one was an excellent student who was committed to participating in this historic event.

Brown v. Board of Education

In 1896 the United States Supreme Court had ruled that blacks and whites could be kept separated in public facilities as long as the facilities for each were equal. Though some schools in America had both black and white students, schools in the South and many schools in the North were segregated.

On May 17, 1954, the Supreme Court announced their ruling in the case of *Brown v. Board of Education of Topeka*. The justices declared that having separate black and white public schools was unconstitutional, meaning that the practice was illegal according to the U.S. Constitution. The following year, the Supreme Court declared that schools must be integrated "with all deliberate speed." The Little Rock school board stated that it would obey. The board decided to integrate gradually, starting with the high school. Many people in the city opposed the integration of public schools.



Little Rock Central High School, Little Rock, Arkansas
The four statues that stand above the entrance doors represent Ambition, Personality, Opportunity, and Preparation.



City Street in Little Rock, Arkansas, with State Capital in the Background, 1958

Governor Faubus and the National Guard

As the first day of the 1957-1958 school year drew near, students and parents, both black and white, were worried about whether violence would break out if blacks entered Little Rock Central High School. On Labor Day, September 2, 1957, Arkansas Governor Orval Faubus gave a speech on television, stating that he was going to send the Arkansas National Guard to Central High to keep the black students from entering the school. He said he was sending the Guard to prevent violence. See a view of Little Rock above.

On September 4, Minnijean Brown, Elizabeth Eckford, Ernest Green, Thelma Mothershed, Melba Pattillo, Gloria Ray, Terrence Roberts, Jefferson Thomas, and Carlotta Walls tried to enter the school. The Arkansas National Guardsmen turned them away.

President Eisenhower sent the Governor a telegram, saying that he would make sure the Constitution was upheld by every legal means he could use. On September 14, the President and the Governor met face to face to discuss a solution. On September 20, Federal District Judge Ronald Davies ruled that Governor Faubus had not used the National Guard to preserve law and order. He ordered that the guardsmen be removed.

Riots Break Out in Little Rock

On September 23, Little Rock police stood guard as the "Little Rock Nine" walked into Central High School amidst 1,000 angry white protestors. People began to riot. The American people watched the scene in horror that night on television news. The Little Rock police had to escort the students out through the back of the school. President Eisenhower called the riots disgraceful and made the historic decision to send in soldiers to help uphold the law in Little Rock.

The Little Rock Nine Are Escorted to School by Soldiers

On September 24, President Eisenhower sent 1,200 “Screaming Eagles” from the 101st Airborne Division at Fort Campbell, Kentucky, to keep peace in Little Rock. The Arkansas National Guard was put under the authority of the Federal government instead of Governor Faubus. After trying to keep up with their studies at home, the nine black students were allowed back into the school on September 25. As seen in the photo above, they entered the building with an Army escort. U.S. Army General Edwin Walker spoke to the white students in the school auditorium before the black students arrived. The Little Rock Nine were able to stay the whole day. Soldiers guarded them as they went to their classes. For the first month, the students were taken to school each day in military vehicles. Finally, on October 25, they went to school in civilian cars. At left are scenes inside the school.



Soldiers escort the Little Rock Nine into Central High School.



Scenes Inside Little Rock Central High School

One of the African American leaders in Little Rock was Daisy Bates. Bates was the president of the Arkansas chapter of the National Association for the Advancement of Colored People (NAACP). Her husband was the publisher of Little Rock’s largest black-owned newspaper. Mrs. Bates became a personal friend and mentor to the Little Rock Nine and was influential throughout the integration process. During the crisis, she said, “Any time it takes 11,500 soldiers to assure nine Negro children their constitutional rights in a democratic society, I can’t be happy.”

Ernest Green, First Black Graduate of Little Rock Central High School

Guardsmen gradually took over the duties of the Screaming Eagles. By the end of November, the last of the 101st Airborne were able to leave. The black students continued in school; but some white students attacked them verbally and physically. Because of their behavior about one hundred white students were suspended for a few days that year, and four were expelled from school entirely. One of the Little Rock Nine received discipline

as well. When a student hit Minnijean Brown, Minnijean called the student “white trash.” The principal expelled Minnijean, who moved to New York and graduated from high school there.

In May of 1958, Ernest Green, the only senior among the Little Rock Nine, became the first African American to graduate from Little Rock Central High School. Civil rights leader Martin Luther King attended the ceremony. A few days after graduation, the school board began an effort to get the courts to allow them to delay integration of Little Rock’s schools. The Supreme Court ordered the board to reopen the schools on September 15, 1958.

Little Rock Schools Close

Governor Faubus ordered all Little Rock high schools to close until citizens could vote on the issue. On September 27, citizens voted 19,470 against integration and 7,561 for it. The high schools remained closed for the entire school year. Both black and white high school students watched their classes on television. See photos above. Instead of being able to choose from the eighty-seven subjects they would have had at school, they were only able to take English, history, math, and science.



Central High Students Have Lessons on Television



An African American child watches a group of protestors in 1959.

A group of women formed the Women’s Emergency Committee to Open Our Schools. They joined forces with local business leaders to fight for justice from the school board and for the reopening of the schools. Even though protests continued, as seen in the photos at left and below, the schools reopened in August of 1959, allowing black and white students to be educated together.



Protests at the State Capitol

Little Rock Central High School Today

In 1977 Little Rock Central High School was listed on the National Register of Historic Places. It became a National Historic Site in 1998. Visitors can view exhibits in the Central High Museum and Visitor Center, located in a nearby service station that has been restored to look as it did in the 1950s. Each of the Little Rock Nine students received the Congressional Gold Medal in 1999.

Hundreds of people gathered at Little Rock Central High School on September 25, 2007 to remember the integration of the school fifty years earlier. Former President Bill Clinton, other dignitaries, and each of the Little Rock Nine were present for the anniversary. The photo at right was taken on the day of the celebration, which commemorated a major event in the history of the civil rights movement—the history of blacks and whites learning to live, work, and learn together.

The Lord looks from heaven;
He sees all the sons of men;
From His dwelling place he looks out
On all the inhabitants of the earth,
He who fashions the hearts of them all,
He who understands all their works.
Psalm 33:13-15



Birds Flying Above Little Rock Central High School

Activities for Lesson 123

Thinking Biblically – Imagine that you are a minister in Little Rock, Arkansas, at the time of the school integration crisis. In your notebook, write a sermon of one or two pages with the intent of guiding your congregation toward godly thinking about the situation. Use some Biblical examples and verses as part of your sermon.

Map Study – Complete the assignment for Lesson 123 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.

Literature – Read “The Situation in Little Rock” in *We the People*, pages 162-164, and chapter 3 in *Homer Price*.

Timeline – In *Timeline of America the Beautiful* next to 1957, write: Central High School in Little Rock, Arkansas, is desegregated.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 123.

Norman Rockwell, Painter of American Life

Lesson 124

An American Biography

Norman Rockwell painted moments from American life: Thanksgiving dinner with the family gathered around the table, Boy Scouts praying at their campsite, Mother's arms outstretched when her son comes back from war. Rockwell's career began well before his twentieth birthday and continued for more than sixty years. He painted scenes that made us feel good about ourselves, that lifted us up to a better way of living. He made us see the value of each human being. Norman Rockwell said:

Without thinking too much about it in specific terms, I was showing the America I knew and observed to others who might not have noticed.

Norman Rockwell was a storyteller, who used pictures rather than words. Look at the magazine cover below, painted when Rockwell was twenty-two years old. This illustration is called "Schoolitis." Why is the doctor winking at the viewer? Do you think the boy looks sick? What is the doctor holding? Why is the mother standing by the bed? Why is she holding a fan? What did Rockwell include in the picture to let us know that the man is a doctor? Do you think this doctor might remember what it was like to want to avoid going to school?



Cover of Leslie's Illustrated
Weekly Newspaper, 1916

Painting an Illustration

Rockwell tried to paint people in situations that his viewers would immediately recognize. His paintings make us smile, chuckle, or belly laugh. They make us feel sympathy for others. They make us think.

Norman Rockwell made art look simple, but the steps he took to create his illustrations were far from simple. First, he began with an idea. Then, he gathered models and objects that would illustrate the idea. When he put a bed, books, a chair, and a doctor bag in a painting, he did not try simply to imagine or remember what they looked like; he actually created the scene with real objects and real people, called models. He found his models among people he knew. He kept a supply of objects he found in antique stores

and a supply of costumes for his models to wear. When looking for a model among his neighbors and friends, he would see how far they could raise their eyebrows. He wanted to be sure that they could make the facial expressions he wanted.

Rockwell's neighbors could recognize many of the people in his work. His fans learned to recognize some of them as well because he used the same people in many paintings. He paid his own children a dollar a day to pose for him. If you look closely at his paintings you will find Norman Rockwell himself in ninety-two of them.

Detail was very important to Norman Rockwell. When he illustrated *The Adventures of Tom Sawyer*, he went to its setting in Hannibal, Missouri, to be sure his illustrations were accurate. When he painted a scene in an auto mechanic's garage, he gathered his models and objects into a local garage.

Once he had the people and objects he needed, he put them in position, moving them again and again until they looked just right. He might send his models to change clothes. He acted out the expressions he wanted them to have.



Leslie's, 1919

When everything was just to his liking, he made sketches of how he wanted the finished illustration to look and then painted it on a large canvas. When it was finished, he sent it to the magazine publisher, book publisher, or advertising agency who paid for the right to publish the illustration.

Becoming an Illustrator

Norman Percevel Rockwell was born in 1894 in New York City to Jarvis Waring and Ann Mary Hill Rockwell (called Nancy). His father worked at a textile company and enjoyed drawing for fun. Nancy's father was a painter.

Norman had an older brother, Jarvis Rockwell Jr., who was athletic. Norman was always skinny and never good at sports. When he was ten years old, he wanted to be a weight lifter, so he began an exercise program. He stood in front of his bedroom mirror and did pushups, deep knee bends, and jumping jacks. After a month he gave up. He decided to do what he was good at—drawing.

As a boy, Norman played with his friends in New York City. They pretended to dig holes to China and then listen for people speaking in Chinese. At night they watched the lamplighter light the gas street lamps. Norman also enjoyed trips to the country. When he was a child, farm families took in boarders for the summer. Until Norman was nine or ten years old, the Rockwells spent summers on a farm. He loved the cool green grass, swimming in the river, hunting for bullfrogs, and going on hay rides.

One sad memory from Rockwell's childhood happened when he was seven years old. The day after President William McKinley was assassinated, Norman's family went to church. He remembered his parents crying when the congregation sang McKinley's favorite hymn, "Nearer, My God, to Thee."

The Rockwell family moved to Mamaroneck, New York, by Long Island Sound, when Norman was nine. He enjoyed the more rural setting. As a teenager, Norman took classes

at Chase School of Art, which had been founded in 1896. American artist Edward Hopper was a student there just a few years before Rockwell. When he was fourteen, Norman left high school and enrolled full-time at the National Academy of Design, founded in 1825 by Samuel F. B. Morse and other artists. Artist Winslow Homer had once taught at the National Academy. After a year there, Norman entered the Art Students League. All three art schools were in New York City.

The first person to pay Norman Rockwell to create art was a neighbor who asked him to draw four Christmas cards. When he was just sixteen years old, he created the illustrations for a book, *Tell Me Why Stories About Mother Nature* by Carl H. Claud. By the time he turned twenty, he had illustrated four children's books and become the art director of *Boy's Life*, a magazine published by Boy Scouts of America. He also created illustrations for several publications for young people.

When Rockwell was twenty-one years old, he and his family moved to nearby New Rochelle, New York. There he set up an art studio which he shared with a cartoonist. In New Rochelle, he became acquainted with other illustrators. He began providing illustrations for magazines such as *Life*, *Literary Digest*, *Country Gentleman*, and *Leslie's Illustrated Weekly Newspaper*. The four magazine covers pictured in this lesson are all from *Leslie's*. They were created in 1916, 1917, and 1919.



Leslie's, 1917

Rockwell and the Boy Scouts

After serving as art director for *Boy's Life* for three years, Norman Rockwell resigned from that position; but he continued to illustrate for the Boy Scouts for the next six decades. He painted illustrations for stories in *Boy's Life* and also created covers. He illustrated several scouting books, including the *Boy Scouts Hike Book*, the *Boy's Camp Book*, *Scouting with Daniel Boone*, and *The Boy Scout Courageous*. In 1924 he painted "A Good Turn" for their annual calendar. To thank the Boy Scouts for helping him get his career started as an illustrator, he painted it for free. Rockwell continued to paint Boy Scout calendar covers until 1974, missing only 1928 and 1930. Forty-seven of the original paintings are in the National Scouting Museum in Irving, Texas.

Rockwell's Boy Scout paintings were designed to honor America's history, to help boys reach high standards, and to honor the boys' service. In the painting "Our Heritage," a Boy Scout helps a Cub Scout. As he does so, he looks over his shoulder and sees General George Washington praying at Valley Forge.

When Norman Rockwell was seventy-five years old, the Boy Scouts asked him to paint himself in a Boy Scout painting. In the finished work, Rockwell stands before a canvas set out in a field, holding brushes. He looks comfortable in a Scout leader's uniform. Boy Scouts stand and watch. Norman Rockwell was known to Scouts as "Mr. Scouting." He received the Silver Buffalo Award, the highest honor bestowed in Scouting.

Rockwell and *The Saturday Evening Post*

When Norman Rockwell left his job as art director of *Boy's Life*, he began to create covers for *The Saturday Evening Post*. His first cover, "Boy with Baby Carriage," published in 1916, entertained *Post* readers and made them feel sorry for the poor boy who somehow got stuck with what he felt was a very unmanly chore. For his April 29, 1922 cover, Rockwell drew from his own childhood experiences when he painted a skinny boy holding dumbbells and looking at a picture of a muscular man he had tacked to his wall.

From 1916 until 1963 Rockwell drew 323 covers for *The Saturday Evening Post*. While his work for the Boy Scouts was seen by Scouts and their families across the country, the *Post* covers were seen by millions of people from many walks of life.

Sailor and Patriot

Norman Rockwell was eight pounds underweight when he tried to enlist in the Navy during World War I. He began to consume a lot of liquid, bananas, and doughnuts to gain weight. When he tried again, he made it. He served at the Naval Reserve Base at Charleston, South Carolina, where he was made art editor of *Afloat & Ashore*, a small publication distributed on the Naval Reserve Base.

During and after World War I, Rockwell created magazine covers that honored soldiers. In 1917 he painted "They Remembered Me" for the cover of a special edition of *Leslie's Illustrated Weekly Newspaper*. In the illustration, a World War I doughboy beams a smile as he enjoys a box full of Christmas presents sent from home. The cover of a 1919 issue of *Literary Digest* was a Rockwell illustration of a young woman hugging a returning soldier, while Dad and Mom and little brother stand close by, gazing at their hero. On the little boy's head is his big brother's helmet. In another illustration, an erect soldier with medals on his chest walks down the street. Five admiring boys crowd around him.

During World War II, Rockwell created posters like the one below. The posters encouraged those on the home front to keep doing their part. A 1945 cover for *The Saturday Evening Post* had a smiling sailor in his white uniform and cap. He lies in a hammock with his dog on his lap. The title was simply, "On Leave." Another 1945 illustration was "Imperfect Fit," which depicted a young man who had just come home from the war. His Army hat and jacket are hanging on a chair while he tries on his old suit. The pants are too short and he's grown too tall for his mirror.



War Department Poster, 1942

Rockwell also created an imaginary soldier named Willie Gillis Jr. He painted several *Post* covers that showed Gillis in a variety of situations. In “Willie Gillis at the USO,” he is being served food by volunteers. In “Willie Gillis at Church,” he sits alone on a pew, wearing his uniform.

When President Roosevelt gave his State of the Union speech in 1941, he spoke of America looking forward to a world founded on four essential human freedoms: freedom of speech, freedom of worship, freedom from want, and freedom from fear. Rockwell illustrated each of these in a series entitled “The Four Freedoms” in 1943. *The Saturday Evening Post* sent the paintings around the country to sixteen cities. The Federal government made posters of them. These paintings inspired Americans to buy \$132 million dollars worth of war bonds. These illustrations remain some of Rockwell’s most recognized and beloved.

Family Life

At age twenty-two, Norman Rockwell married Irene O’Connor. They were married for twelve years before the marriage ended in divorce. In 1930 at age 34, Rockwell married a teacher named Mary Rhodes. Norman and Mary lived in New Rochelle, New York. They had three sons, Jarvis Waring, Thomas Rhodes, and Peter Barstow. Thomas grew up to be a writer, and Jarvis and Peter both became artists.

In 1939 Norman Rockwell moved his family to New England. They lived in Arlington, Vermont, until 1953, when they moved to Stockbridge, Massachusetts. The Rockwells became part of both communities, whose citizens provided many of his models.

Mary died in 1959 after they had been married for twenty-nine years. The following year Norman and his son Thomas worked together to complete an autobiography, *My Adventures as an Illustrator*. Norman also painted a self-portrait, which appeared on the February 13, 1960 issue of *The Saturday Evening Post*. The following year Norman took a poetry reading class in Stockbridge. He met retired schoolteacher Molly Punderson. They were married in 1961.

In 1963 Rockwell painted his last cover for *The Saturday Evening Post*. The following year he began publishing illustrations for *Look* magazine. During the 1960s, Rockwell portrayed many current events in his work. He created paintings of Presidents and astronauts. He painted “The Problem We All Live With,” which illustrated Ruby Bridges, a little African American girl being escorted to school by U.S. marshals as she integrated an elementary school in New Orleans, Louisiana.

In 1976 at age 82, Rockwell traveled to Rome to visit his son Peter. That year he created a painting to celebrate America’s bicentennial. He painted himself putting a Happy Birthday ribbon on the Liberty Bell. Also in 1976 he published his final Boy Scouts of America calendar. His adopted hometown of Stockbridge had a parade in his honor which



Norman Rockwell

he and Molly attended. The next year President Gerald R. Ford presented him with the Presidential Medal of Freedom. He died peacefully at his home in 1978 at age 84. He was survived by his widow, three sons, and seven grandchildren.

Keeping On Keeping On

Norman Rockwell created a successful career as an illustrator by working hard and not giving up. Though he is perhaps best remembered for the Four Freedoms and his work with the Boys Scouts and *The Saturday Evening Post*, he also created ads for more than one hundred and fifty companies and painted portraits of famous people.

Sometimes Rockwell felt stuck and wondered what to do next. He felt afraid that his career was over. He did not get discouraged or give up, however, but kept trying. When he had trouble thinking of an idea, he would get ten or twelve pads of paper and a pencil and place them on his dining room table. First he drew a lamppost and then sketched a story around it. He kept drawing sketch after sketch, letting one idea lead to another until he had figured out what to do. He also kept painting when he wasn't sure what to paint. He went to his studio at eight o'clock in the morning and painted. He stopped at noon for lunch and then went back to the studio to paint until five or six o'clock in the evening. Instead of trying to think his way out or trying to escape a problem, Norman Rockwell believed he should work his way out of it.

Do you see a man skilled in his work?
He will stand before kings;
He will not stand before obscure men.
Proverbs 22:29

Activities for Lesson 124

Vocabulary – Find each of these words in a dictionary: agency, textile, boarder, enlist, editor. For each word, decide which definition corresponds to the way it is used in this lesson. Copy the words and definitions into your notebook.

Literature – Read chapters 4-5 in *Homer Price*.

Creative Writing – In your notebook, write a short story of at least two pages based on one of the Norman Rockwell paintings in Lesson 124.

Timeline – In *Timeline of America the Beautiful* next to 1943, write: Norman Rockwell paints his series of the Four Freedoms.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 124.



Leslie's, 1917

God Created Alaska

When God made Alaska, He put many of His creative thoughts together in one magnificent place: towering mountains, gigantic glaciers, active volcanoes, giant polar bears, camouflaged snowshoe hares, and Arctic foxes, just to name a few. See photos below.

God created a massive peninsula and surrounded it with the Arctic Ocean to the north, the Bering Sea to the west, and the Gulf of Alaska to the south. It is the largest peninsula in the Western Hemisphere with a 6,640-mile-long coastline.

Peninsulas, a Panhandle, and Two Thousand Islands

As seen on the map on page 770, the giant peninsula of Alaska has three peninsulas of its own. Just south of the Arctic Circle, Seward Peninsula reaches westward into the Bering Sea. It is home to the city of Nome. At its tip is the Bering Strait, separating Alaska from Russia. The Diomed Islands are in the Bering Strait. Little Diomed belongs to America



*Top Row: Hiker in Denali National Park; Bear Track in Denali; Kenaga Volcano on Kanaga Island in the Aleutians;
Bottom Row: Arctic Fox; Holgate Glacier Calving in Kenai Fjords National Park on the Kenai Peninsula*



and Big Diomed belongs to Russia. They are two and a half miles apart. See NASA image at left.

The Alaska Peninsula divides the Bering Sea from the Gulf of Alaska. The state's largest lake, Iliamna Lake, is on the Alaska Peninsula. It covers 1,100 square miles. The Alaska Peninsula is home to more than fifty active volcanoes, all part of the Aleutian range. In 1912 volcanic eruptions changed the landscape of the area now called Valley of Ten Thousand Smokes. The 150 Aleutian Islands extend westward into the Pacific Ocean beyond the tip of the Alaska Peninsula. Scenes from the Alaskan Peninsula and the Aleutian Islands are pictured below.



Volcano Calder and Mount Griggs in Katmai National Park on the Alaska Peninsula



Mount Pavlof (right) and Pavlof Sister (left) at the Tip of the Alaska Peninsula



A brown bear gives her cub a ride in Katmai National Park



Valley of Ten Thousand Smokes on the Alaska Peninsula



Aghileen Pinnacles in the Aleutian Islands



Look again at the map above. The peninsula marked with a ^ is the Kenai Peninsula. Kenai Fjords National Park is here, as is the town of Seward (not to be confused with the peninsula of the same name). The city of Anchorage lies on Alaska's southern coast, just

west of the Kenai. Photos from the Kenai Fjords National Park are at right. Just past the tip of the Kenai Peninsula is Kodiak Island, the largest of Alaska's 2,000 islands and home to the city of Kodiak. See a bear in Kodiak National Wildlife Refuge below.

The thin strip of land extending southeast from

the main body of the state is called the Alaska Panhandle. The waters of the Gulf of Alaska are to its west and the Canadian province of British Columbia is to its east. To the west of the panhandle is the Alexander Archipelago. It is home to more than half of Alaska's islands. Between

these islands and the mainland is the calm Inside Passage where ships find protection from storms.



Scenes of Kenai Fjords National Park



A Stellar Seal in Kenai Fjords National Park



Bear in Kodiak National Wildlife Refuge



Margerie Glacier in Glacier Bay National Park



Brady Glacier in Glacier Bay National Park

Many of Alaska's thousands of glaciers are along the coast of the upper panhandle. See two of Glacier Bay National Park's glaciers at left and above.

The glaciers are a stark contrast to the rainforest in the southern panhandle. The small town of Port Walter on Baranoff Island in the Alexander Archipelago gets more than two hundred inches of rainfall per year. The towns of Skagway, Juneau, Sitka, and Ketchikan are in the Alaska Panhandle/Alexander Archipelago region. Juneau is the capital of Alaska. It is the only state capital with no road connecting it to the rest of the state. People must use a boat or a plane to get to Juneau.



Aurora Borealis Seen from Glacier Bay National Park

The beautiful aurora borealis (or northern lights) sometimes lights up the fall, winter, and spring skies in Alaska. The aurora borealis is a glow that appears in the upper atmosphere. It is made when energetic particles enter the atmosphere from above. At left is a photo of the northern lights as seen from Glacier Bay.

In southern Alaska, the terrain changes quickly from sea level to high mountains. Near the place where the panhandle joins the main body of Alaska, Mount St. Elias rises to more than 18,000 feet, making it one of the tallest mountains in North America. To the north of St. Elias are the Wrangell Mountains. This region is in St. Elias-Wrangell National Park. The photo at right below was taken in the St. Elias region. The one at left was taken where the Copper River empties into the Gulf of Alaska west of the park.



Scene at the Mouth of the Copper River



Cliff and Waterfall in St. Elias Region

The Alaska Mountain range lies between the panhandle and the Alaska Peninsula. Much of the range is in Denali National Park, including Mount McKinley, pictured below. At 20,320 feet it is the tallest mountain in the United States and in all of North America. See more scenes from Denali below.

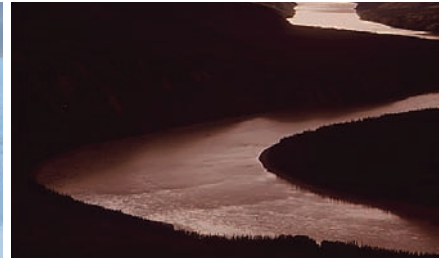


Surrounding the magnificent view of Denali National Park in the center are: a rock climber, a bull moose, Mount McKinley, and a Ptarmigan.

The Alaskan Interior

North of the Alaska Mountain range is the Alaskan interior. See photos below. Here the highest elevations are around 4,000 feet. The interior has the coldest winter and the hottest summer temperatures in Alaska. The city of Fairbanks is in this region. Notice the Federal employee in Fairbanks pictured below. As he throws water into the air at -40°F , it freezes instantly. The city of Fairbanks is about 3,280 miles from New York City, 4,230 miles from London, and 3,520 miles from Tokyo.

The Yukon River, at far right, is one of the world's longest navigable rivers. It flows from Canada's Yukon territory across the interior region and empties into the Bering Sea south of the Seward Peninsula. More than 650 species of flowering plants live in the interior, plus algae, fungi, lichens, and mosses.



*Top Row: Scene in Yukon Flats National Wildlife Refuge; Yukon River
Bottom Row: Church 190 Miles Northwest of Fairbanks;
Water Frozen in Midair in Fairbanks*

The Arctic Region

North of the interior of Alaska is the Arctic region.

The northernmost point in the Arctic region is Point Barrow, home of the town of Barrow, Alaska. In the Arctic much of the ground is permafrost, which is ground that is always frozen. Many rivers run through the region. Here God placed rich deposits of coal, gas, and petroleum underground. Many migratory birds nest here and hundreds of thousands of caribou come each summer to give birth to their calves. Running east and west through the Arctic Region are the mountains of the Brooks Range, pictured at left. Below are photos from Gates of the Arctic National Park. See more arctic photos on page 774.



Brooks Range



From Left to Right: Autumn Tundra; Snowshoe Hare; Arctic Wintergreen; and Arrigetch Peaks



Left to Right: Snow Bunting at Point Barrow, Polar Bear and Her Cubs on the Northern Arctic Coast, Ribbon Seal on Bering Sea, Walrus Giving a Pup a Ride



From Discovery to Statehood

On January 3, 1959, President Eisenhower signed legislation making Alaska America's forty-ninth state. In the photo below, Territorial Governor Mike Stepovich holds the *Anchorage Daily Times* with the giant headline,



President Eisenhower, Territorial Governor of Alaska Mike Stepovich, and Secretary of the Interior Fred A. Seaton

"We're In." In Lesson 95, we learned about the native peoples who lived in Alaska before Europeans discovered it. What happened between its discovery and 1959?

Russians, Englishmen, and Americans

One of the first Russian explorers to come to Alaska was Vitus Bering. His first exploration in the area was in 1728. He returned in 1741. Bering died in Alaska that year and was buried on Bering Island. The island, the Bering Strait between Alaska and Russia, and the Bering Sea are named for him. In 1778 English explorer Captain James Cook came to the region when he explored the Arctic Ocean. The first non-natives to live in Alaska settled on Kodiak Island, moving there from Russia in 1784. Russians were attracted to Alaska because of the wealth they could acquire as fur trappers. Russian influence in Alaska continues today.



Polar Bears and a Snowy Owl

In 1835 the United States and England received permission from Russia to trade in Alaska. American whalers began whaling in Alaskan waters in 1848. From 1865 to 1867, surveyors mapped a route for telegraph lines through Alaska to Siberia.

In 1843 the Russian Orthodox Church set up its first mission school for Native Alaskans. Many Alaskans are still part of the Russian Orthodox Church. Notice the photo of a Russian Orthodox Church in 1912 at right. The ground is covered with volcanic ash from the eruptions in the Valley of Ten Thousand Smokes (see photo on page 770).

Several churches began to establish mission schools throughout Alaska in 1867. Swedish Evangelical, Roman Catholic, Congregational, Moravian, Presbyterian, and Episcopalian churches, and the Society of Friends all had mission schools here. For many years the U.S. government helped pay for the education children received at mission schools.



*Russian Orthodox Church with Volcanic Ash
from the 1912 Eruption of Mount Katmai*

Alaska Becomes Part of America

On October 18, 1867, Russia sold Alaska to the United States. The U.S. established the District of Alaska in 1884. When Alaska became an official U.S. territory in 1912, it organized a territorial legislature. This was a step toward statehood.

During the late 1800s and early 1900s, salmon and gold, two of the resources that God had created in Alaska, began attracting businessmen and settlers. Businesses began to can salmon in 1878. The industry grew until Alaska became the largest salmon canning region in the world. The first gold discovery in Alaska was at the Stikine River in 1861. Gold was discovered in Juneau on Fortymile Creek in the 1880s. As you have learned in previous lessons, when gold was discovered in a particular location, people came flocking. The town of Skagway was founded when prospectors passed through Alaska on their way to the Klondike Gold Rush in 1897. Gold was discovered in Nome in 1898 and in Fairbanks in 1903.

In 1890 a Presbyterian missionary had the idea of importing reindeer to Alaska. The U.S. government helped fund the project. The first reindeer were imported from Siberia. In 1898 families from Norway and Lapland (in Finland) moved to Alaska to help with the project. Native Alaskans became their apprentices to learn how to be reindeer herders. Reindeer herding is still practiced in Alaska today. Notice Alaskan reindeer below.

The first railroad in Alaska was begun in 1898. It went from Skagway into the Yukon Territory. In 1923 the five-hundred-mile Alaska Railroad was completed. It connected Seward, Anchorage, and Fairbanks.

In the years before World War II, the U. S. military warned Congress that Alaska would be important if war began with Japan. America had many military resources in Hawaii but only one base in the giant territory of Alaska. Six months after Pearl Harbor, Japanese forces came to Alaska. They bombed Dutch Harbor on



Reindeer and Native Alaskans

Unalaska Island and occupied Attu and Kiska, two of the Aleutian Islands. They took Aleutian prisoners. Americans fought a nineteen-day battle on Attu in 1943. The Americans were finally triumphant. See photo at right. Canadian forces joined American forces to retake Kiska two months later, only to find that the Japanese had escaped through the fog and abandoned the island. During World War II, America and Canada joined together to build the Alaska Highway so that troops and equipment could get to Alaska. America also built large airfields there.



Troops carry supplies to Americans fighting Japanese on the Aleutian Island of Attu in May 1943.

Since the Soviet Union and Alaska were so close geographically, military bases in Alaska were important to the United States during the Cold War. The Cold War was very real to Alaskans, especially the Native Alaskans living on the Diomed Islands. The Soviets built a military base on Big Diomed. Sometimes the Soviets captured, questioned, and then released Yup'iks from Little Diomed when they visited relatives on Big Diomed. In 1960 the Alaska Army National Guard built an outpost on Little Diomed. Local residents served as scouts and participated in blackouts to keep Soviets from spying on them through their windows. While Americans across the country worried about the Cold War, it was very close to home for many in Alaska.

Alaska is full of magnificent wonders. May we all give glory and honor to the God who made them.

Let them give glory to the LORD and declare His praise in the coastlands.
Isaiah 42:12

Activities for Lesson 125

Thinking Biblically – Read Psalm 148 and reflect on what you learned about God's handiwork in Alaska.

Map Study – Complete the assignments for Lesson 125 on Map 28 "Alaska" in *Maps of America the Beautiful*.

Vocabulary – In your notebook, make a drawing that illustrates the meaning of each of these words: archipelago, panhandle, navigable, prospector, outpost. Write the word under the drawing. Check in a dictionary if you need help with their definitions.

Literature – Read "The Northern Lights" in *We the People*, pages 165-166, and chapter 6 in *Homer Price*.

Timeline – In *Timeline of America the Beautiful* next to 1897, write: The Klondike Gold Rush begins.

Student Workbook or Lesson Review – If you are using one of these optional books, complete the assignment for Lesson 125. If you are using the Lesson Review, answer the questions on *Homer Price* and take the quiz for Unit 25.



1950s Mini TV Puppet Stage

The introduction of the television into many American homes both reflected and shaped 1950s culture. Many shows for children that were popular during the 1950s used puppets, including *Romper Room*, *Captain Kangaroo*, and *Howdy Doody*. For this activity, you will make a mini 1950s-style TV that doubles as a mini puppet stage!

Supplies

- ♦ an extra-large empty cereal box
- ♦ clear 2" mailing tape
- ♦ brown craft wrapping paper
- ♦ silver or black duct tape
- ♦ piece of fabric slightly larger than your screen opening
- ♦ small piece corrugated cardboard
- ♦ white school glue
- ♦ 2 white or gray chenille stems ("pipe cleaners")
- ♦ finger puppets

**Parental
Supervision
Required**

This project requires
use of scissors.

Instructions

1. Securely tape the opening of the cereal box closed with 2" mailing tape. Wrap the box like a gift with brown craft wrapping paper. Use 2" clear mailing tape to securely tape the wrapping paper. Make sure your paper fits as tightly as possible around the box.
2. Cut a piece of paper to the size you want for your screen opening. (The example shows a half sheet of 8.5 x 11" paper.) Lay the piece of paper in the middle of the box near the top on the side without tape. Trace around it.



3. Look closely at the picture of televisions on page 756. Notice that the screens have curved edges. Draw curved edges for your “screen” that fit just inside the rectangle you drew.



4. Carefully cut out the screen opening. (Cutting tip: use a point of your scissors to spear a hole in the center. Using a sawing motion, cut an approximately 4-inch slit. Use the slit as access to cut out the rest of the shape.)



5. Neatly edge the screen opening with duct tape, using an individual strip of tape for each edge. As illustrated below, you will need to cut slits on one side of the tape so it can fit around the curved opening.

Duct tape with slits



6. Find a circle about 3.5" diameter to trace two circles near the bottom of the back of the box. Cut out the circles, then edge with small pieces of duct tape. These are for your hands and puppets to enter the puppet stage.



7. Staple the piece of cloth along the top of your screen. (This will be tricky! Ask for a parent's help and don't staple your finger!)



8. With corrugated cardboard, make two round dials, one for "volume" and one marked with numbers for "channels." (The examples are about 2 inches in diameter.) Glue them near the bottom corners of the front of your TV. Draw indicator arrows next to them.



9. Cut off about 2 inches from the ends of the chenille stems. Bend them as shown in the photo for antennas or "rabbit ears." Tape them to the top of the TV as shown.



10. Gather or make finger or mini puppets. You can draw a character on paper, cut it out, and tape it to a popsicle stick or drinking straw. You can cut two finger-shaped pieces of felt, sew the rounded edges together, and draw faces and clothing on one side. You can cut the fingers from an old knitted glove and decorate with yarn hair and beads for eyes. With a parent's help, you can also find printable finger puppets online. Enjoy sharing puppet shows with your family and friends!





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U.S. Environmental Protection Agency 773 (Yukon River)

U.S. Fish and Wildlife Service 545t, 587 (squirrel), 642tl, 646mr, 664 (puffin), 666 (murrelet), 699 (albatrosses, seal - John and Karen Hollingsworth, damselflies - Dan Polhemus, nene geese - John and Karen Hollingsworth), 759tr (E. Klett)/bl (Keith Morehouse), 770 (Aghileen - John Sarvis), 773 (Yukon Flats - Jim Akaran, church, water vapor, Brooks Range - William Troyer), 774 (snow bunting - Donna Dewhurst, polar bears [top] - Susanne Miller, seal, walrus - Liz Labunski, owl, polar bear with cub/lr - Scott Schliebe, polar bear cubs), 805 (all birds), 806t, 891 (filming, eggs), 891 (pinelands), 894 (alligator flag), 929tl, 930 (columbine - Dr. Thomas G. Barnes)

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Sources

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Please note that websites listed in these sources were used in research to complete *America the Beautiful*, but they have not been reviewed to see if they are suitable for children:

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Businesses and Business Organizations

Burma Shave
California Dried Plum Board
Country Music Television
Dole Plantation
Glenn Miller Orchestra
Hasbro
Hershey's
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Sunkist
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Children's Television Workshop

Daughters of the American Revolution

Detroit Historical Society

The Eisenhower Foundation

Field Museum (Chicago)

Grand Ole Opry

Habitat for Humanity International

Historic Columbus Indiana, "The Drive In, Columbus Indiana: 'One Mile North On 31A' Memories," David Sechrest (www.historiccolumbusindiana.org)

Home School Legal Defense Association

Jackie Robinson Foundation

The John F. Kennedy Center for the Performing Arts

National Home Education Research Institute — Facts on Homeschooling (www.nheri.org)

Naval and History Heritage Command

New York Historical Society

Norman Rockwell Museum

Screen Actors Guild

Scripps National Spelling Bee

Smithsonian Institution

Songwriters Hall of Fame

Transportation Research Board, National Academy of Sciences

Presidential Libraries (In order of their presidencies)

Herbert Hoover Presidential Library and Museum

Franklin D. Roosevelt Presidential Library and Museum

Harry S. Truman Library and Museum

Dwight D. Eisenhower Presidential Library and Museum

John F. Kennedy Presidential Library and Museum

Lyndon Baines Johnson Library and Museum

Nixon Presidential Library and Museum

Gerald R. Ford Presidential Library and Museum

Jimmy Carter Library and Museum

Ronald Reagan Presidential Library

George Bush Presidential Library and Museum

William J. Clinton Presidential Library and Museum

George W. Bush Presidential Library

Special Interest Websites

www.alaskool.org (online materials about Alaska Native history, education, languages, and culture) — “Aspects of Traditional Inupiat Education” by Paul Ongtooguk. Information about education among Native Alaskans in Lesson 145 was obtained from this article.

www.biography.com (The Biography Channel)

www.extramile.us — The Extra Mile Points of Light Volunteer Pathway

www.history.com (The History Channel)

www.roadtraveler.com (a travel website)

www.thegatesnotes.com (Bill Gates’ blog)

www.whitehousemuseum.org (an online White House museum)

Universities

American University Fourth of July Celebrations Database, Researched, Compiled, and Arranged by James R. Heintze

Andrews University, Department of Biology

Bryan College

City University of New York — American Social History Project at the Center for Media and Learning

George Mason University: Center for History and New Media

Harvard Business School

Rollins College

University of California — Whither California Agriculture, Up, Down or Out? Some Thoughts about the Future by Gionnini of the Foundation of Agricultural Economics

University of Hawaii Institute for Astronomy

University of Mississippi — Department of Music

University of Virginia — American Studies at the University of Virginia; Miller Center for Public Affairs

Vassar University

Weber State University Department of Botany

Wheaton College

Yale University — The Formation of Modern American Culture Since 1920, an American Studies Class by Professor Michael Denning

Websites Dedicated to Famous People

www.baberuth.com (Family of Babe Ruth and Babe Ruth League, Inc.)

www.billygraham.org

www.drmartinlutherkingjr.com

www.shirleytemple.com

www.woodie Guthrie.org

Quotes

Mrs. Rogers’ comment to her son Fred Rogers about his Christmas sweater on page 852:
<http://asp3.rollins.edu/olin/oldsite/archives/golden/rogers.htm>

Norman Rockwell quote on page 763: Norman Rockwell Museum at www.nrm.org



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A simple and effective record-keeping system that helps you focus on the most important things and feel good about what you are accomplishing each week. All ages.

Draw to Learn by The Notgrass Family

Art curriculum that helps children and adults hide God's word in their hearts. All ages.

Walking In Faith by Mary Evelyn McCurdy

A 30-lesson study of what the Bible says about faith. Ages 7-12.

Walking In Peace by Mary Evelyn McCurdy

A 30-lesson study of what the Bible says about faith. Ages 7-12.

Walking In Truth by Mary Evelyn McCurdy

A 30-lesson study of what the Bible says about truthfulness. Ages 7-12.

Celebrate the Savior by Charlene Notgrass

A 15-lesson study of the birth of Jesus and Christmas around the world. Ages 7-12.

Celebrate Thanksgiving by Charlene Notgrass

A 15-lesson study of the history and traditions of Thanksgiving. Ages 7-12.

Resources for High School

Exploring World History by Ray Notgrass

Study world history from Creation to the 21st century with history narrative, literature, and Bible integrated into one course. Three high school credits.

Exploring America by Ray Notgrass

Study American history from Columbus to the war in Iraq with history narrative, American literature, and Bible integrated into one course. Three high school credits.

Exploring Government by Ray Notgrass

Learn about Federal, state, and local government with an emphasis on the Biblical basis for government and on the U.S. Constitution. One semester for high school.

Exploring Economics by Ray Notgrass

Survey Biblical teachings on money and finance, get an overview of the economic history of the United States, find a clear explanation of terms and concepts used in economics, and study current issues in the national and world economies. One semester for high school.