

TEACHER GUIDE

3rd–6th Grade

Includes Student
Worksheets

History



Weekly Lesson Schedule



Student Activity Sheets



Reviews



Answer Key

*A Living History
of Our World*

AMERICA'S STORY 2



ANGELA O'DELL



From the Civil War to
the Industrial Revolution

TEACHER GUIDE

Includes Student
Worksheets



Weekly Lesson Schedule



Student Activity Sheets



Reviews



Answer Key

3rd–6th Grade

History

America's Story 2



First printing: May 2017

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Course Description: *A Living History of Our World, America's Story Volume 2* is written with narration as a key element of this course. Please take the time to employ oral narration whenever the book suggests it. Included in each chapter of the teacher guide is a written narration prompt for the older child. Students will learn about the Civil War to the Industrial Revolution. In between, they will study the Wild West, homesteaders, the Indian Wars, American Victorian culture, Ellis Island, and more.

This curriculum has two parts, which includes this teacher guide and the student book. There are 28 chapters and five built-in reviews, making it easy to finish in one school year. The activity pages are an assortment of map adventures, areas to write/journal, Scriptures and famous sayings for copy work, hands-on projects, and pictures to draw and color. There is also a timeline project, including simple instructions for completion.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all reviews. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding activity pages provided by the teacher. Assessments, which may include worksheets and activities, and reviews are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 45 minutes per lesson, five days a week



Includes answer keys for activity sheets and reviews



Activity sheets for each chapter



Reviews are included to help reinforce learning and provide assessment opportunities.



Designed for grades 3 to 6 in a one-year history course

Course Objectives: Students completing this course will

- ✓ Become familiar with American history from the Civil War to the early 1900s.
- ✓ Study history using the Charlotte Mason education philosophy to learn through interaction and story elements that connect students emotionally through learning about America and its influence throughout the world.
- ✓ Develop comprehension through oral and written narration, and create memories through notebooking and hands-on crafts.
- ✓ Connect to the lessons, including elements of writing and drawing, special project pages, written narration pages, and timeline characters to help children narrate their way through history's story.

Course Preparation

Supply List

What preparations do you need to make to get ready for a wonderful year of history?

1. Have this teacher guide with activity pages.
2. You will need the following items to complete your student activity pages:

- ☐ Scissors and clear tape
- ☐ Glue
- ☐ Colored pencils, markers, and crayons
- ☐ A package of index cards (lined or unlined — optional)
- ☐ A plastic or metal ring on which to place the timeline cards (optional)
- ☐ Hole punch
- ☐ Stapler
- ☐ Hole reinforcers
- ☐ Construction paper
- ☐ Poster board (optional)
- ☐ Encyclopedias (books or CD-ROM)
- ☐ Old magazines for pictures
- ☐ World and U.S. maps (current)(see pages 17 and 18 of this teacher guide)
- ☐ Ruler

Optional Artist Study supply list:

- ☐ straws
- ☐ masking tape
- ☐ floss or thread
- ☐ paper clips
- ☐ a paper cup
- ☐ pennies
- ☐ old or disposable container, safety mask and goggles, and sculpting tool (butter knife, spoon, plastic scraper, etc.)
- ☐ plaster of Paris
- ☐ watercolor paints
- ☐ paper or small artist canvas

Teaching Tips for Struggling Learners

- ✓ Look through this book and the student book and decide which material is the most important for your student to learn permanently. Before you even start the program with your students, write those chosen concepts on index cards. As you go through the course use them to review.
- ✓ Connect all new information to something familiar. It is easier for any of us to permanently remember something when we have something familiar to tie it to. Teach your student mnemonic devices. Y
- ✓ Hands-on activities! Most children remember better the more senses they use. Just hearing it is not enough for most of us; we need to write about it, see it, and create it.
- ✓ Review often! Spend the entire week really getting into the story. Take time to plan crafts, skits, and anything else you can think of that will cement the story for your students. All children benefit from review. (Adults do too!) Ideas are included in the special projects section of this teacher guide.
- ✓ Encouragement; something so simple but so profound. Words of encouragement are always remembered.
- ✓ For most students who struggle, repetition is the key. The more times they hear it, the more likely they will be to remember it. Don't be afraid to re-read a chapter as a bedtime story. Or, if students can read on their own, let them re-read it. As they read, they can point out words they may not know.
- ✓ Show the students how the story relates to them. Talk about how they can apply it to themselves.
- ✓ Last, but most certainly NOT least, pray with your students. Teach them to pray for understanding and the ability to learn. Let them see you praying for them.

A Note from the Author

Through our years of homeschooling, I have noticed that my children learn better and retain more when we take the time to do notebook pages about what we are learning. Our studies take on a new tone as they look back over their notebooks that have accumulated over the year. Even our youngest child has several “knowledge scrapbooks” she has made with all of her drawings and “writings.” She still frequently peruses the one from the year the first edition of this book was written as she remembers her favorite stories, science experiences, and historical heroes.

It was with this in mind that I decided to create this course. I have included several different types of pages. Please do not feel like you need to have your student fill in every space and every page. Use this book the way it works best for you. If your student is on the younger side, letting him draw and then dictate a few sentences is just fine. I have a child who loves to cut out internet pictures about our topic. (Please remember to supervise when your child is using the internet!) After gluing her pictures on her page, she adds her personal touches to it.

Getting Started

On the opposite page there is a parent’s bookmark. Cut it out on the dotted black line, fold it on the gray line so the writing is on the outside, cover it with contact paper, and use it to keep your place as you are reading through *A Living History of Our World, America’s Story Volume 2*. On one side is information about narration, and on the other is an encouraging word from me to you, one homeschooling parent to another.

On pages 17 and 18, you will find two maps. There is a map of the world and one of the United States. Geography skills are directly connected with history, and doing them both together makes the picture clearer in the child’s mind.

Included in this Teacher Guide:

Draw/write pages: These are pages that have journaling lines and spaces to draw (or paste pictures) in. On many of these pages, there are copywork sections and/or pictures to color.

Mini-project pages: Also scattered through the Teacher Guide are mini-project pages. These will involve cut-and-glue projects needed to complete certain activity pages. These activities, when scheduled, can also be completed on the free Chapter Review days that follow the completion of each chapter (optional special projects on pages 307–312).

Written Narration pages: These pages are included for the older child who would like a place to write about his or her history chapter.

Timeline: Timeline cards for each chapter are provided. There are detailed instructions for creating a fun and usable timeline that will help your child narrate his or her way through our story of history. Each chapter includes a timeline page.

Book of Kindness: This book on pages 274-278 is meant to be cut apart and assembled into a small book. Students record one kind thing they have done for someone else every week. Instructions are included, and the activity is optional.

Artist Study: A quick introduction to an influential artist in history. Includes a variety of art activity ideas. The journal prompts can also be used as oral narration questions.

Learn the Presidents, Part 1: This ongoing activity encourages students to memorize the first 22 presidents. They will learn the remaining presidents the following year in Volume 3. This activity is optional and on page 308.

If the student is not yet ready to write answers to all questions or journaling prompts, simply have him or her give the answers orally. An alternative for a younger child would be to simply draw or color a picture showing his or her response to what he or she is learning. These pages can then be hole-punched and placed in the student’s notebook.

The Importance of Narration

Narration helps children to analyze a story and to choose the parts they deem important to them; it makes the thoughts their own, not someone else's.

How do you use narration as a learning tool?

After reading a chosen portion of a living book, have your child retell in his or her own words what you just read. By having your child retell or narrate, he or she is making the knowledge his or her own. It really is quite simple!

What if my child makes a mistake in the retelling of the storyline?

Years ago my son retold me a chapter from "Freedom Train," a story about the Underground Railroad. He was convinced that this was a train that ran underground much like a subway train.

When something like this happens, gently correct the misunderstood information without making the child feel badly. With my son, I have learned to tell him about when I have made silly mistakes. It helps him to understand that everyone does, and it is through these mistakes we learn our most lasting lessons.

Here are some sample narration prompts:

- ✓ And then what happened?
- ✓ Could you describe that in a little more detail?
- ✓ What did he do next?
- ✓ How did this make you feel?

Try to let your child think his retelling through by himself. Only use the prompts if absolutely necessary. Never, ever criticize a child's attempt at narrating. Be encouraging and he will improve!

Forming a Relationship with Knowledge

Encouragement from me to you...

How many of us grew up with the "fill-in-the-blank" approach to education? I did. Fortunately I had a dad who did not grow up that way; he had experienced the living, breathing education of a one-room school house. My dad knew that a child's mind was much bigger than the "snacksized-baggie-brain" much of our current culture believes children to have.

How is it possible that a child, such as myself who dutifully sat for hours a day filling in blanks, correcting the problems that the teacher key deemed "wrong!" could grow up to LOVE learning? Even though I did "my time at the desk," I give all credit of my real education to my dad. Those many, many times when he stopped walking to point at the brilliant night sky, teaching me the constellations or explaining the phenomenon of the Aurora Borealis, the historical fiction he would surprise me with even when money was nonexistent, the set of laminated maps and beautifully bound picture books of animals, the time spent just talking about who God really is, the always-accepting-of-me look ever present in his eyes... these are what made my true education.

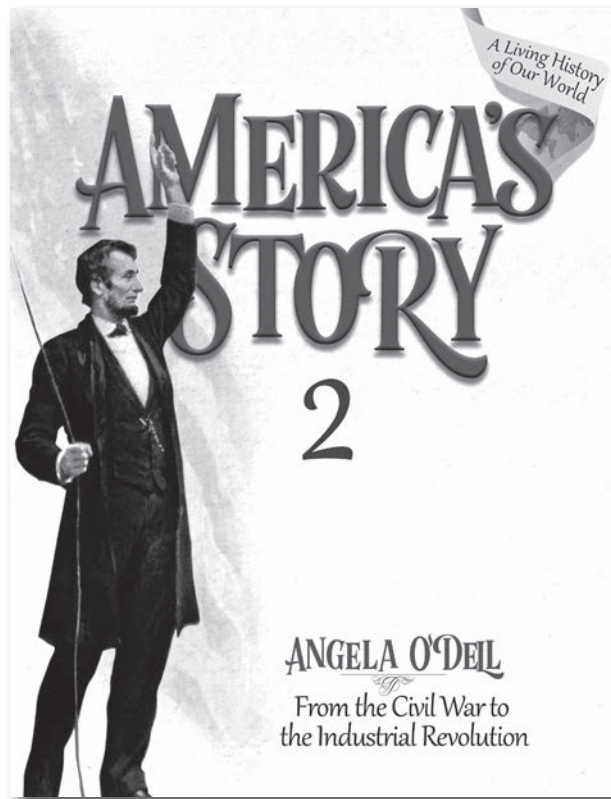
All the blanks I filled, chopped-up bits of information I read, and sentences I diagrammed were all washed away within months. The relationship with real stories and life through my relationship with my dad never left me, and it is still the very foundation of who I am. Never underestimate your relationship with your children. It is a powerful tool that can be used to the glory of God in an astounding way.

Those of you who are new to homeschooling may be overwhelmed with the logistics of educating your children. Please don't be. Pray for guidance. Accept life with all its imperfections. **Choose** love, joy, and peace. Lean not on your own understanding. Know that you are going to be learning more than your children. Keep growing; keep learning; lead by example. **Know** God knows and loves you and your children, and He has great plans for your lives.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Chapter 1: Storm Clouds • Read pages 5-7 • <i>America's Story 2</i> • (AS)			
	Day 2	Chapter 1: Storm Clouds Complete activity pages 23-24 • Teacher Guide • (TG)			
	Day 3	Chapter 1: Storm Clouds • Read pages 8-14 • (AS)			
	Day 4	Chapter 1: Storm Clouds • Complete activity pages 25-26 (TG)			
	Day 5	Complete Chapter 1 timeline pages 27-28 • (TG)			
Week 2	Day 6	Chapter 1 Review Day: finish chapter materials or special projects if needed.			
	Day 7	Chapter 2: The Story of Abraham Lincoln, Part 1 Read pages 15-17 • (AS)			
	Day 8	Chapter 2: The Story of Abraham Lincoln, Part 1 Complete activity pages 31-32 • (TG)			
	Day 9	Chapter 2: The Story of Abraham Lincoln, Part 1 Read pages 18-24 • (AS)			
	Day 10	Chapter 2: The Story of Abraham Lincoln, Part 1 Complete activity pages 33-34 • (TG)			
Week 3	Day 11	Complete Chapter 2 timeline pages 35-36 • (TG)			
	Day 12	Chapter 2 Review Day: finish chapter materials or special projects if needed.			
	Day 13	Chapter 3: The Story of Abraham Lincoln, Part 2 Read pages 25-27 • (AS)			
	Day 14	Chapter 3: The Story of Abraham Lincoln, Part 2 Complete activity pages 39-40 • (TG)			
	Day 15	Chapter 3: The Story of Abraham Lincoln, Part 2 Read pages 28-34 • (AS)			
Week 4	Day 16	Chapter 3: The Story of Abraham Lincoln, Part 2 Complete activity pages 41-42 • (TG)			
	Day 17	Complete Chapter 3 timeline pages 43-44 • (TG)			
	Day 18	Chapter 3 Review Day: finish chapter materials or special projects if needed.			
	Day 19	Chapter 4: Important People of the Civil War Read pages 35-38 • (AS)			
	Day 20	Chapter 4: Important People of the Civil War Complete activity pages 47-48 • (TG)			
Week 5	Day 21	Chapter 4: Important People of the Civil War Read pages 38-44 • (AS)			
	Day 22	Chapter 4: Important People of the Civil War Complete activity pages 49-50 • (TG) Start Mini Civil War Timeline Project pages 50-53 • (TG)			
	Day 23	Complete Chapter 4 timeline pages 55-56 • (TG)			
	Day 24	Chapter 4 Review Day: finish chapter materials or special projects if needed.			
	Day 25	Chapter 5: More About the Civil War • Read pages 45-47 • (AS)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Chapter 5: More About the Civil War Complete activity pages 59-60 • (TG)			
	Day 27	Chapter 5: More About the Civil War • Read pages 48-54 • (AS)			
	Day 28	Chapter 5: More About the Civil War Complete activity pages 61-62 • (TG) Continue Mini Civil War Timeline Project pages 50-53 • (TG)			
	Day 29	Complete Chapter 5 timeline pages 63-64 Read Gettysburg Address on page 273 • (TG) Read Artist Study page 65 • (TG) Complete activity of choice page 66 • (TG)			
	Day 30	Chapter 5 Review Day: finish chapter materials or special projects if needed.			
Week 7	Day 31	Chapter 6: The End of the Confederacy • Read pages 55-57 • (AS)			
	Day 32	Chapter 6: The End of the Confederacy Complete activity pages 69-70 • (TG)			
	Day 33	Chapter 6: The End of the Confederacy • Read pages 57-64 • (AS)			
	Day 34	Chapter 6: The End of the Confederacy Complete activity pages 71-72 • (TG)			
	Day 35	Complete Chapter 6 timeline pages 73-74 • (TG) Finish Mini Civil War Timeline Project pages 50-53 • (TG)			
Week 8	Day 36	Chapter 6 Review Day: finish chapter materials or special projects if needed.			
	Day 37	Chapter 7: Our Bruised and Broken Country Read pages 65-68 • (AS)			
	Day 38	Chapter 7: Our Bruised and Broken Country Complete activity pages 77-78 • (TG)			
	Day 39	Chapter 7: Our Bruised and Broken Country Read pages 68-74 • (AS)			
	Day 40	Chapter 7: Our Bruised and Broken Country Complete activity pages 79-80 • (TG)			
Week 9	Day 41	Complete Chapter 7 timeline pages 81-82 • (TG)			
	Day 42	Chapter 7 Review Day: finish chapter materials or special projects if needed.			
	Day 43	Review Day: review previous worksheets			
	Day 44	Complete Review Sheet 1 • Pages 281-283 • (TG)			
	Day 45	Chapter 8: America Turns 100 Years Old • Read pages 75-77 • (AS)			
First Semester-Second Quarter					
Week 1	Day 46	Chapter 8: America Turns 100 Years Old Complete activity pages 85-86 • (TG)			
	Day 47	Chapter 8: America Turns 100 Years Old • Read pages 78-84 • (AS)			
	Day 48	Chapter 8: America Turns 100 Years Old Complete activity pages 87-90 • (TG)			
	Day 49	Complete Chapter 8 timeline pages 91-92 • (TG)			
	Day 50	Chapter 8 Review Day: finish chapter materials or special projects if needed.			



Chapter Activity Pages
for Use with
America's Story 2



STORM CLOUDS

1

“We see, then, that the children’s lessons should provide material for their mental growth, should exercise the several powers of their minds, should furnish them with fruitful ideas, and should afford them knowledge, really valuable for its own sake, accurate, and interesting, of the kind that the child may recall as a man with profit and pleasure.” —Charlotte Mason

(*The Original Homeschooling Series, Volume 1, Part V Lessons as Instruments of Education*, p. 177)

Materials needed for this chapter:

- ✓ Student Activity Pages
- ✓ Pencil/eraser
- ✓ Colored pencils or crayons
- ✓ Globe or atlas (we recommend *Children’s Atlas of God’s World*, Master Books)

Oral Narration Questions and Answers.

Q. Retell and discuss what we have read so far today.

A. The student’s retelling should include how the atmosphere was charged over the topic of slavery. Also, discuss the debates between Abraham Lincoln and Stephen Douglas.

Q. Retell and discuss what we have read so far today.

A. The student’s retelling should include how America does not have royalty and how the building industry changed with the invention of “balloon houses.” Take time to discuss this section with your children.

Optional Digging Deeper

- ✓ Using an encyclopedia or library books, find pictures of the “balloon houses” of the 1800s.
- ✓ Find pictures of other inventions of this time period that helped America grow.



Written Narration Idea for Older Children:

What was America like during this time period before the Civil War?



Storm Clouds. As you can see in the map, it shows the original thirteen colonies down the East Coast of the country. Using the map from Chapter 1 of *America's Story, Volume 2* (pages 10-11), draw in where the states and territories were around the year 1820. Make sure you color it as nicely as you can! (Older children can draw a map key to explain how they colored it.)



What were the effects of the Kansas-Nebraska Act? Why was neither side happy?

What is the difference between a territory and a state?



SKETCHING

Name _____

Storm Clouds. We learned that the United States was growing quickly during this time. What are some of the ways it grew?

We also learned about a new way of building houses – called balloon houses. See if you can draw your own version of the home shown below.



My House Drawing

A lot of exciting things were happening – but an old problem kept popping up. What issues were causing unrest in the country? Why do you think these things were happening?

Word Collectors:

It’s fun to learn new words and figure out what they mean. Each chapter of your history book has a special word and a definition. Did you find it? Write the word below.

_____ Put a star (★) on at least one example of this word on your map from Day 2!

Now, collect three other words you learned from this chapter by writing them below!

Tell your teacher what your collected words mean. You may demonstrate them too. Choose one of your words, and write a sentence using it.

MY TIMELINE!

Name _____

Storm Clouds. Pretend you are a reporter living in 1820 when the Missouri Compromise is created. Write a short news report that explains to readers the terms of the agreement.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Missouri Compromise

Great Irish Potato
Famine starts

Glue here.

March 1820

1845

August 1851*

PLEASE NOTE: This timeline project is chronologically arranged, but the chapters in the student books are not. Sometimes the author will choose to feature the life or accomplishments of a person or event of historical importance. This means that sometimes the student will have to wait until a future chapter is read in the student book before completing part of the timeline from an earlier chapter. For example, the student will learn about The Great Irish Potato Famine in Chapter 22 of the student book. This means that the student will need to come back to this page to do the timeline card for that event.

*See Chapter 13



THE STORY OF ABRAHAM LINCOLN,

2 PART 1

Materials needed for this chapter:

- ✓ Student activity pages
- ✓ Pencil/eraser
- ✓ Colored pencils or crayons
- ✓ Globe or atlas
- ✓ Access to encyclopedia or internet

Oral Narration Questions and Answers.

Q. Retell and discuss our story so far.

A. The student's retelling should include the details about Abraham Lincoln's childhood and early adulthood covered in the chapter — the death of his mother, his father marrying his stepmother, and the death of his sister.

Q. Retell and discuss the rest of the chapter.

A. The student's retelling should include the details about how Lincoln met Mary, and the happenings of their early life together.

Optional Digging Deeper

Find pictures of modern day Springfield, Illinois and discover what historical monuments and museums are there today.



Written Narration Idea for Older Students:

Imagine you are a friend of young Abe Lincoln. Write a letter to him regarding one of the events of this chapter in his life.



SKETCHING

Name _____

The Story of Abraham Lincoln, Part 1. Draw your own version of a young Abe in this activity. Be creative in your use of colors and background details!



My Young Abe Lincoln

We are going to learn a lot about the life of Abraham Lincoln in the next few days. What was one thing you have learned so far that you never knew about Lincoln?

What do you like most about young Abe’s story?

Abraham Lincoln is an excellent example of someone who diligently worked toward a goal. Do you set goals for yourself? If so, give one example. If not, set one now!

Copywork

“Always bear in mind that your own resolution to succeed is more important than any one thing.”

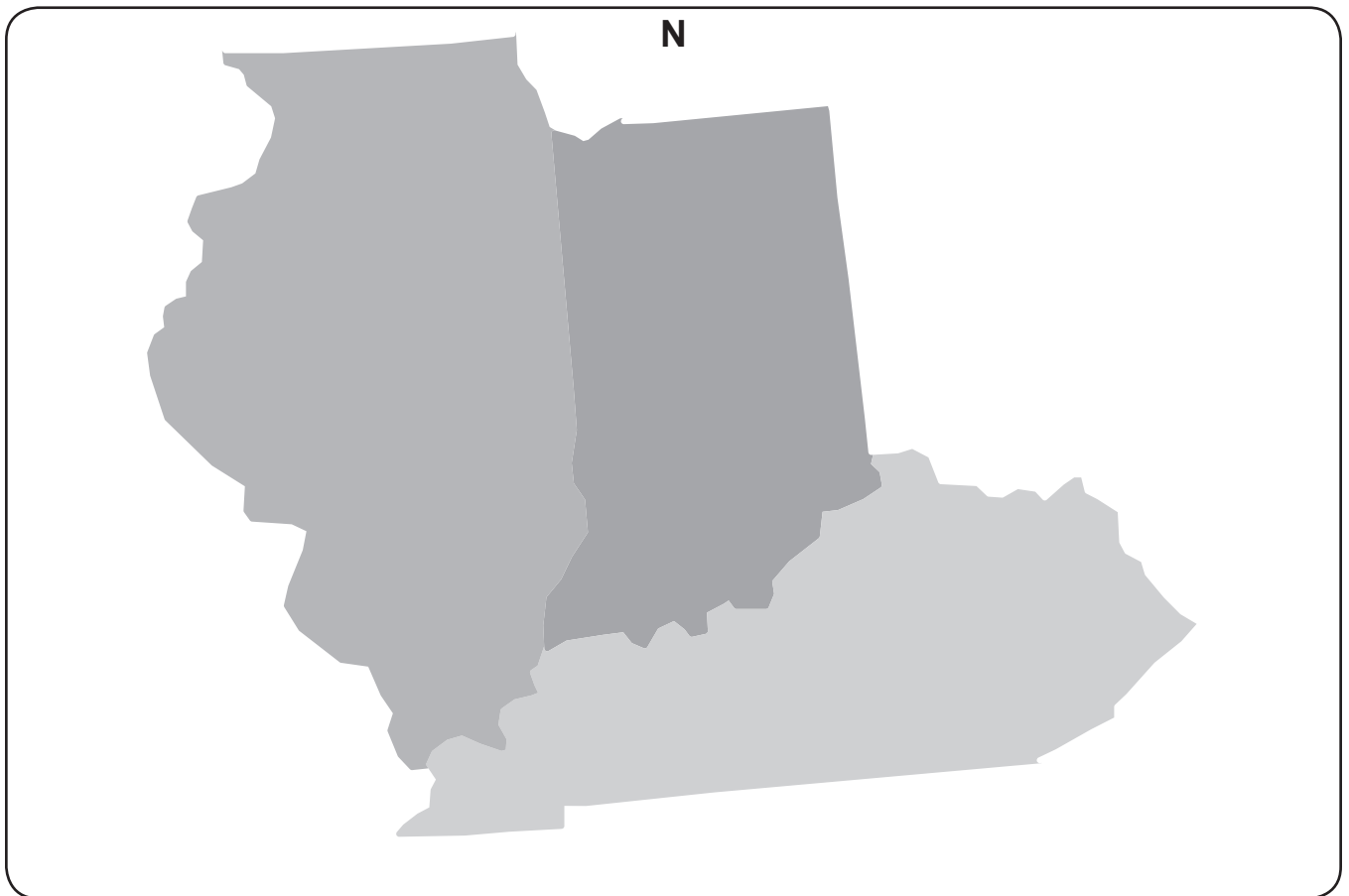
— Abraham Lincoln

What does this quote mean? Can you explain it to your teacher?



The Story of Abraham Lincoln, Part 1. Label the following places on the map:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Illinois | <input type="checkbox"/> Decatur |
| <input type="checkbox"/> Kentucky | <input type="checkbox"/> Spencer County |
| <input type="checkbox"/> Indiana | <input type="checkbox"/> Knob Creek |
| <input type="checkbox"/> Springfield | <input type="checkbox"/> Hodgenville |
| <input type="checkbox"/> New Salem | |



Where is there? Can you match the correct location to the events of Lincoln's life? Use the locations marked on the map for this activity sheet.

1. Where he married and his children were born?
2. Where Lincoln was born?
3. Where Pigeon Creek Farm is located?
4. Where he lived when he was first elected to the legislature?
5. Where the farm was where he lived until he was age 7?
6. Where Lincoln only lived a year with his father and stepmother?

In this chapter we learned how three people in Abraham Lincoln's family died. Who were the three who died? Why do you think so many more people died back in Lincoln's day than today?

Fast Facts – True or False! Circle the correct answer.

1. Abraham Lincoln was named after his grandfather. **T F**
2. Lincoln did not like to learn. **T F**
3. Lincoln worked on a ferryboat on the Ohio River. **T F**
4. Lincoln trained as a lawyer. **T F**
5. Lincoln supported the war with Mexico. **T F**

Word Collectors:

It's fun to learn new words and figure out what they mean. Each chapter of your history book has a special word and a definition. Did you find it? Write the word below.

Now, collect three other words you learned from this chapter by writing them below!

Do you know what all the words mean? See if you can tell your teacher.

Name _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Great Irish Potato
Famine ends**

Kansas-Nebraska Act

Glue here.

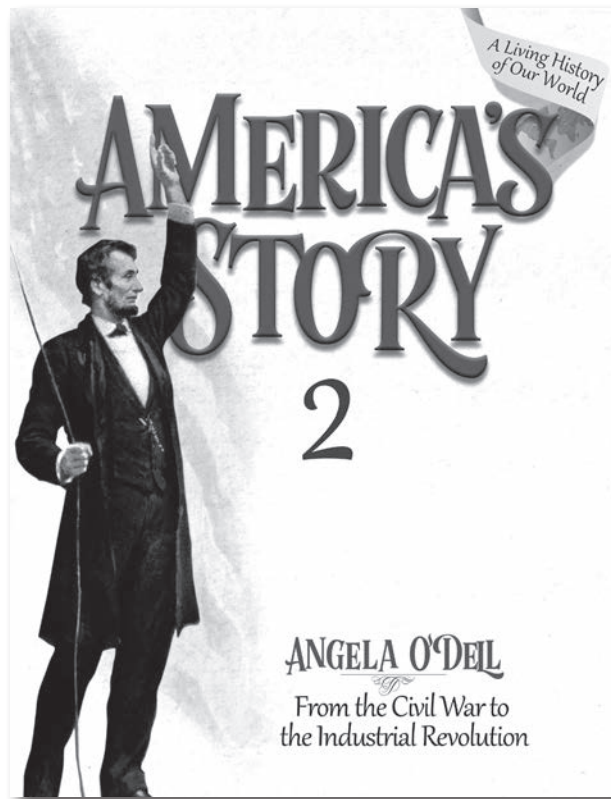
November 1852

1852*

May 1854**

*There is some debate about what year it ended, but the effects were still being felt in some areas in 1852. You will learn more about this and how it affected immigration to America in Chapter 22.

**See Chapter 1.

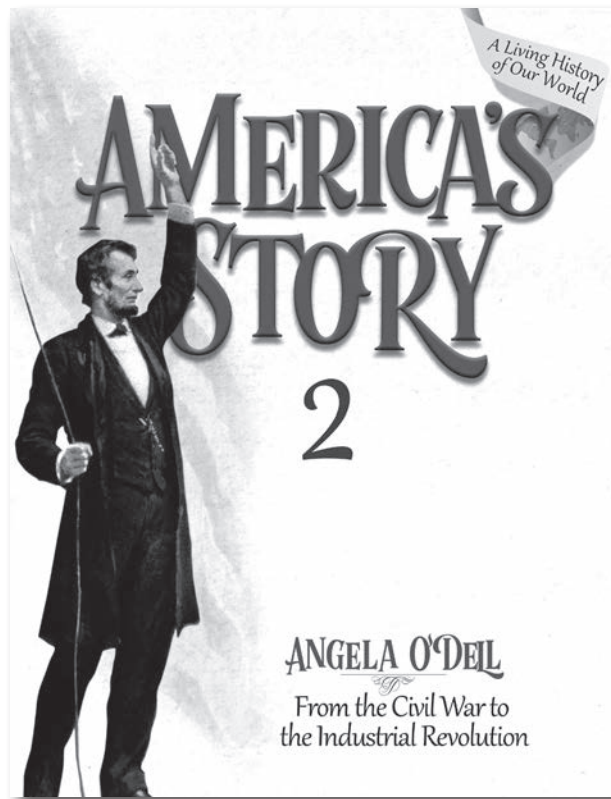


Review Sheets
for Use with
America's Story 2



Match the following people, places, and events with their description. (Students can do 1-11 and 12-22 on two different days if it is too much to complete at one time.)

- | | |
|----------------------------------|---|
| 1. Dred Scott | A. Founder of American Red Cross |
| 2. Missouri Compromise | B. Rival of Abraham Lincoln, debated him several times |
| 3. Abraham Lincoln | C. Time period when the South was brought back into the Union |
| 4. Stephen Douglas | D. Union ironclad ship |
| 5. Mary Ann Todd | E. Law that made slavery illegal in Confederate states |
| 6. Kansas-Nebraska Act | F. Birthplace of Abraham Lincoln |
| 7. Kentucky | G. Leading Union general |
| 8. Jefferson Davis | H. Slave who sued for his freedom |
| 9. Confederate States of America | I. Law that allowed two specific territories to vote on slavery |
| 10. Ulysses S. Grant | J. Confederate general, taught a Sunday school class for slaves |
| 11. William T. Sherman | K. President of the Union during the Civil War |
| 12. Robert E. Lee | L. Abraham Lincoln's vice president who was president after him |
| 13. Thomas "Stonewall" Jackson | M. President of the Confederacy |
| 14. Clara Barton | N. Major Civil War battle, fought in Pennsylvania in 1863 |
| 15. Gettysburg | O. Leading Confederate general, surrendered at Appomattox |
| 16. Vicksburg | P. Wife of Abraham Lincoln |
| 17. Emancipation Proclamation | Q. Union general who led famous march through the South |
| 18. <i>Monitor</i> | R. Assassin of Abraham Lincoln |
| 19. <i>Merrimack</i> | S. Confederate ironclad ship |
| 20. John Wilkes Booth | T. 11 states who seceded from the Union |
| 21. Reconstruction | U. Town in Mississippi, surrendered to Union in 1863 |
| 22. Andrew Johnson | V. Law that banned slavery in states north of a set line |



Answer Keys
for Use with
America's Story 2

Page 33

1. Springfield, IL
2. Hodgenville, KY
3. Spencer County, KY
4. New Salem, IL
5. Knob Creek, KY
6. Decatur, IL

Page 34

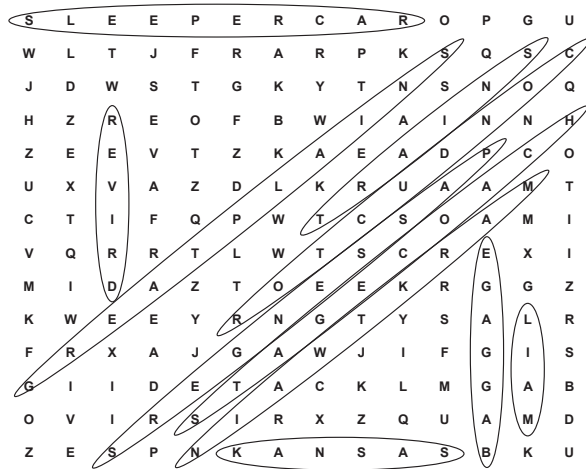
His mother, his sister Sarah, and his son Eddie

1. T
2. F
3. T

Page 49

1. Virginia
2. Tennessee
3. Kentucky

Page 104



Page 105

1. Texas
2. Nebraska
3. Oklahoma and Kansas
4. Goodnight-Loving Trail
5. Shawnee Trail
6. Fletcher's Route
1. Fletchers Route
2. Western Trail
3. Goodnight-Loving Trail
4. Chisholm Trail
5. Shawnee Trail

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1. California
2. Wyoming
3. Colorado
4. Kansas
5. Arizona
6. Kansas
7. Montana
- Bonus! Virginia City

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1. Vanderbilt
2. Rockefeller
3. Carnegie
4. Carnegie
5. Vanderbilt
6. Rockefeller

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understands
water
Anne

Helen
equals
spells

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1. left
2. river
3. Highway BB
4. second
5. forward

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1. 4 p.m.
2. 5 p.m.
3. 2 a.m.

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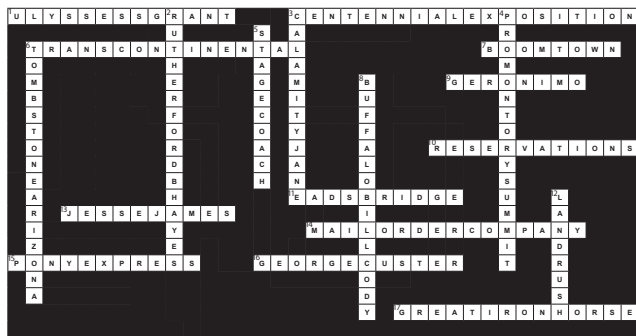
1. Germans
2. Bohemians
3. 1,515,301
4. Answers will vary based on what the student picks out of the map image.

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1. H.
2. V.
3. K.
4. B.
5. P.
6. I.
7. F.
8. M.
9. T.
10. G.
11. Q.
12. O.
13. J.
14. A.

15. N.
16. U.
17. E.
18. D.
19. S.
20. R.
21. C.
22. L.

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Across

1. Ulysses S. Grant
3. Centennial Exposition
6. Transcontinental
7. Boomtown
9. Geronimo
10. Reservations
11. Eads Bridge
13. Jesse James
14. Mail-order company
15. Pony Express
16. George Custer
17. Great Iron Horse

Down

2. Rutherford B. Hayes
4. Promontory Summit
5. stagecoach
8. Buffalo Bill Cody
12. Land rush

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Matching

Thomas Edison:

1. Lived in New Jersey
4. Was homeschooled
5. Invented the lightbulb
7. Invented the kinetoscope
8. Once kept his science lab on the train where he worked
12. Invented the phonograph
15. Stopped working with X-rays due to health concerns
16. Was granted 1,093 patents

Alexander Graham Bell:

2. Lived in Nova Scotia
3. Sued Western Union Telegraph Company
6. Educator of deaf students
9. Had an assistant named Thomas Watson
10. Invented the telephone
11. Helped improve the phonograph
13. Born in Scotland
14. Founded Bell Telephone Company

Word Scramble

1. John D. Rockefeller
2. Cornelius Vanderbilt
3. Andrew Carnegie
4. Robber barons
5. The Great Chicago Fire
6. Peshtigo, Wisconsin
7. Holland, Michigan
8. Port Huron, Michigan
9. Menlo Park
10. Alexander Graham Bell
11. Helen Keller
12. Annie Sullivan
13. Perkins
14. Oliver Wendell Holmes
15. Chicago