

The Story of the World

Activity Book Four

The Modern Age

From Victoria's Empire to the Fall of the USSR

Edited by Susan Wise Bauer
and Charlie Park

Turn *The Story of the World* into a multilevel history curriculum! This book includes comprehension questions and answers, sample narrations, recommended readings, maps, timeline figures, and projects to accompany *The Story of the World, Volume 4: The Modern Age*.



With activities, maps, and drawings by:
Peter Buffington, Sara Buffington, Tim Carroll, Heather Estes,
Justin Moore, Sarah Park, Betsy Rountree, and Elizabeth Weber



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Other Books Written / Edited by Susan Wise Bauer

The Well-Trained Mind: A Guide to Classical Education at Home
revised and updated edition
(W.W. Norton, 2004)

The Well-Educated Mind: A Guide to the Classical Education You Never Had
(W.W. Norton, 2003)

The Complete Writer: Writing With Ease: Strong Fundamentals
(Peace Hill Press, 2008)

The History of the Ancient World: From the Earliest Accounts to the Fall of Rome
(W.W. Norton, 2007)

The Story of the World, Volume 4: The Modern Age
(Peace Hill Press, 2005)

The Story of the World, Volume 3: Early Modern Times
(Peace Hill Press, 2004)

The Story of the World, Volume 2: The Middle Ages
(Peace Hill Press, 2003)

The Story of the World, Volume 1: Ancient Times
(Peace Hill Press, 2001)

The Story of the World Activity Books 1–3
(Peace Hill Press, 2002–2004)

Though The Darkness Hide Thee
(Multnomah, 1998)

To find out more about Susan Wise Bauer, visit her website at susanwisebauer.com.

To find out more about *The Story of the World* series and other titles published by Peace Hill Press, visit our website at peacehillpress.com.

Table of Contents

Table of Contents	i
How to Use This Activity Book	v
Coloring Instructions for Timeline Flags and Emblems	ix
Pronunciation Guide for Reading Aloud	xiii
Reprinting Notice	xix
Parent’s Guide (<i>see “Chapters” list below for chapter-specific page numbers</i>)	1
each chapter contains:	
• Encyclopedia Cross-References	
• Review Questions	
• Complete the Outline / Write from the Outline	
• Additional History Reading	
• Corresponding Literature Suggestions	
• Map Work	
• Activities	
Map Answer Key	177
Student Pages (<i>indicated by “sp” preceding page number</i>)	sp 1
each chapter contains:	
• Blank Student Outlines	
• Blank Student Maps	
• Consumable Pages for Student Activities	
Timeline Pages	sp 180

Chapters

Chapter 1—Britain’s Empire		Chapter 4—Resurrection and Rebellion	
in <i>The Story of the World</i> text	5	in <i>The Story of the World</i> text	37
Parent’s Guide	1	Parent’s Guide	14
Map Answer Key	178	Map Answer Key	179
Student Outline	sp 1	Student Outline	sp 14
Blank Student Maps	sp 2	Blank Student Maps	sp 15
Student Timeline	sp 181	Student Timeline	sp 182
Chapter 2—West Against East		Chapter 5—The American Civil War	
in <i>The Story of the World</i> text	15	in <i>The Story of the World</i> text	49
Parent’s Guide	6	Parent’s Guide	19
Map Answer Key	178	Map Answer Key	180
Student Outline	sp 6	Student Outline	sp 21
Blank Student Maps	sp 7	Blank Student Maps	sp 22
Student Timeline	sp 181	Student Timeline	sp 182
Chapter 3—British Invasions		Chapter 6—Two Tries For Freedom	
in <i>The Story of the World</i> text	25	in <i>The Story of the World</i> text	59
Parent’s Guide	10	Parent’s Guide	24
Map Answer Key	179	Map Answer Key	180
Student Outline	sp 11	Student Outline	sp 25
Blank Student Maps	sp 12	Blank Student Maps	sp 26
Student Timeline	sp 181	Student Timeline	sp 183

Chapter 7—Two Empires, Three Republics, and One Kingdom	Chapter 13—The Old-Fashioned Emperor and the Red Sultan
in <i>The Story of the World</i> text	in <i>The Story of the World</i> text
Parent's Guide	Parent's Guide
Map Answer Key	Map Answer Key
Student Outline	Student Outline
Blank Student Maps	Blank Student Maps
Student Timeline	Student Timeline
Chapter 8—Becoming Modern	Chapter 14—Two Czars and Two Emperors
in <i>The Story of the World</i> text	in <i>The Story of the World</i> text
Parent's Guide	Parent's Guide
Map Answer Key	Map Answer Key
Student Outline	Student Outline
Blank Student Maps	Blank Student Maps
Student Timeline	Student Timeline
Chapter 9—Two More Empires, Two Rebellions	Chapter 15—Small Countries with Large Invaders
in <i>The Story of the World</i> text	in <i>The Story of the World</i> text
Parent's Guide	Parent's Guide
Map Answer Key	Map Answer Key
Student Outline	Student Outline
Blank Student Maps	Blank Student Maps
Student Timeline	Student Timeline
Chapter 10—A Canal to the East, and a Very Dry Desert	Chapter 16—The Expanding United States
in <i>The Story of the World</i> text	in <i>The Story of the World</i> text
Parent's Guide	Parent's Guide
Map Answer Key	Map Answer Key
Student Outline	Student Outline
Blank Student Maps	Blank Student Maps
Student Timeline	Student Timeline
Chapter 11—The Far Parts of the World	Chapter 17—China's Troubles
in <i>The Story of the World</i> text	in <i>The Story of the World</i> text
Parent's Guide	Parent's Guide
Map Answer Key	Map Answer Key
Student Outline	Student Outline
Blank Student Maps	Blank Student Maps
Student Timeline	Student Timeline
Chapter 12—Unhappy Unions	Chapter 18—Europe and the Countries Just East
in <i>The Story of the World</i> text	in <i>The Story of the World</i> text
Parent's Guide	Parent's Guide
Map Answer Key	Map Answer Key
Student Outline	Student Outline
Blank Student Maps	Blank Student Maps
Student Timeline	Student Timeline

Chapter 19—China, Vietnam—and France		Chapter 25—Armies in China	
in <i>The Story of the World</i> text	203	in <i>The Story of the World</i> text	269
Parent’s Guide	81	Parent’s Guide	104
Map Answer Key	186	Map Answer Key	189
Student Outline	SP 75	Student Outline	SP 106
Blank Student Maps	SP 76	Blank Student Maps	SP 107
Student Timeline	SP 191	Student Timeline	SP 195
Chapter 20—Revolution in the Americas ... War in the World		Chapter 26—The Great Crash, and What Came of It	
in <i>The Story of the World</i> text	211	in <i>The Story of the World</i> text	281
Parent’s Guide	84	Parent’s Guide	108
Map Answer Key	187	Map Answer Key	190
Student Outline	SP 80	Student Outline	SP 109
Blank Student Maps	SP 81	Blank Student Maps	SP 110
Student Timeline	SP 191	Student Timeline	SP 195
Chapter 21—A Revolution Begins, and the Great War Ends		Chapter 27—Civil War and Invasion	
in <i>The Story of the World</i> text	223	in <i>The Story of the World</i> text	293
Parent’s Guide	88	Parent’s Guide	112
Map Answer Key	187	Map Answer Key	190
Student Outline	SP 87	Student Outline	SP 113
Blank Student Maps	SP 88	Blank Student Maps	SP 114
Student Timeline	SP 192	Student Timeline	SP 196
Chapter 22—National Uprisings		Chapter 28—The Second World War	
in <i>The Story of the World</i> text	233	in <i>The Story of the World</i> text	305
Parent’s Guide	93	Parent’s Guide	116
Map Answer Key	188	Map Answer Key	190
Student Outline	SP 93	Student Outline	SP 119
Blank Student Maps	SP 94	Blank Student Maps	SP 120
Student Timeline	SP 193	Student Timeline	SP 197
Chapter 23—“Peace” and a Man of War		Chapter 29—The End of World War II	
in <i>The Story of the World</i> text	245	in <i>The Story of the World</i> text	317
Parent’s Guide	96	Parent’s Guide	120
Map Answer Key	188	Map Answer Key	191
Student Outline	SP 96	Student Outline	SP 122
Blank Student Maps	SP 97	Blank Student Maps	SP 123
Student Timeline	SP 194	Student Timeline	SP 197
Chapter 24—The King and Il Duce		Chapter 30—Partitioned Countries	
in <i>The Story of the World</i> text	257	in <i>The Story of the World</i> text	329
Parent’s Guide	101	Parent’s Guide	124
Map Answer Key	189	Map Answer Key	191
Student Outline	SP 100	Student Outline	SP 127
Blank Student Maps	SP 101	Blank Student Maps	SP 128
Student Timeline	SP 194	Student Timeline	SP 198

Chapter 31—Western Bullies and American Money		Chapter 37—Two Short Wars and One Long One	
in <i>The Story of the World</i> text	339	in <i>The Story of the World</i> text	411
Parent's Guide	128	Parent's Guide	155
Map Answer Key	192	Map Answer Key	194
Student Outline	SP 130	Student Outline	SP 156
Blank Student Maps	SP 131	Blank Student Maps	SP 157
Student Timeline	SP 198	Student Timeline	SP 202
Chapter 32—Africa and China After World War II		Chapter 38—Two Ways of Fighting	
in <i>The Story of the World</i> text	351	in <i>The Story of the World</i> text	423
Parent's Guide	134	Parent's Guide	160
Map Answer Key	193	Map Answer Key	195
Student Outline	SP 133	Student Outline	SP 159
Blank Student Maps	SP 134	Blank Student Maps	SP 160
Student Timeline	SP 199	Student Timeline	SP 203
Chapter 33—Communism in Asia		Chapter 39—The 1980s in the East and the Mideast	
in <i>The Story of the World</i> text	363	in <i>The Story of the World</i> text	433
Parent's Guide	138	Parent's Guide	163
Map Answer Key	193	Map Answer Key	195
Student Outline	SP 138	Student Outline	SP 162
Blank Student Maps	SP 139	Blank Student Maps	SP 164
Student Timeline	SP 200	Student Timeline	SP 204
Chapter 34—Dictators in South America and Africa		Chapter 40—The 1980s in the USSR	
in <i>The Story of the World</i> text	373	in <i>The Story of the World</i> text	445
Parent's Guide	143	Parent's Guide	167
Map Answer Key	193	Map Answer Key	196
Student Outline	SP 142	Student Outline	SP 167
Blank Student Maps	SP 143	Blank Student Maps	SP 168
Student Timeline	SP 200	Student Timeline	204
Chapter 35—The Cold War		Chapter 41—Communism Crumbles—but Survives	
in <i>The Story of the World</i> text	385	in <i>The Story of the World</i> text	455
Parent's Guide	147	Parent's Guide	170
Map Answer Key	194	Map Answer Key	196
Student Outline	SP 150	Student Outline	SP 169
Blank Student Maps	SP 151	Blank Student Maps	SP 170
Student Timeline	SP 201	Student Timeline	SP 205
Chapter 36—Struggles and Assassinations		Chapter 42—The End of the Twentieth Century	
in <i>The Story of the World</i> text	397	in <i>The Story of the World</i> text	465
Parent's Guide	151	Parent's Guide	173
Map Answer Key	194	Map Answer Key	196
Student Outline	SP 154	Student Outline	SP 173
Blank Student Maps	SP 155	Blank Student Maps	SP 175
Student Timeline	SP 202	Student Timeline	SP 206

How to Use This Activity Book

History is the most absorbing and enthralling story you can tell a young child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they *really existed!*

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the “best way to tell a story,” as the King tells Alice in *Alice in Wonderland*, “is to begin at the beginning and go on to the end.” When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

This activity guide is designed to go along with Volume 4 of Susan Wise Bauer's *The Story of the World: History for the Classical Child*. Think of each section in *The Story of the World* as a “springboard” into the study of world history. This book provides you with a simple, chronological overview of the progression of history. It isn't intended to be complete, but when you do history with young students, you're not aiming for a “complete” grasp of what happened in the Modern Age. Instead, you want to give the child an enthusiasm for history, a basic understanding of major cultures and an idea of the chronological order of historical events.

Using This Activity Book at Home

The Activity Book has two sections: a “parents' guide” in the front, and consumable “Student Pages” in the back. (Note the page numbers at the bottom of each page to see what section you're in.) For each section in *The Story of the World*, follow this pattern:

- 1) Have the child read one section from *The Story of the World*. Each chapter features two sections.
- 2) **Review Questions:** These test the student's comprehension. When he has thoroughly studied the chapter, he should answer these questions orally without looking at the book. Encourage him to answer in complete sentences when possible. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he's really understanding what he's reading). Answers given are approximate; accept any reasonable answer. You can also make up your own questions.
- 3) **Complete the Outline:** This is beginning practice in writing an outline. We provide a portion of the outline; the student should fill in the remainder. The student should make use of the book while completing this exercise. Suggested answers are given in the parents' section of the book in *italics*. If the student seems completely stuck, give the student the first supporting point so that he knows what kind of information he's looking for. Outlines can be done either in complete sentences or in phrases; the points should follow the form set in the topic sentence. We have included a Student Page to be used with each section, giving each outline's main points.

If you would like to practice dictation, do not use the Student Pages; dictate the main point to the student while he writes it down on a clean sheet of paper. Be sure to tell the student whether the main point is a phrase or a sentence.

- 4) **Write From the Outline:** These exercises begin halfway through the book, after the student has had plenty of practice in completing outlines. This is practice not only in remembering what's been read, but also in writing from an outline. We suggest that the student attempt this exercise without looking back at the book, unless he or she gets stuck. The Writing Outline is intended to give the student practice in writing from an outline, without forcing the student to also come up with the outline in the first place.
- 5) When you have finished both sections of a chapter, stop and do **additional reading** and **activities** on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional history reading, as well as maps, hands-on activities, and other projects. Some topics have many more resources available than others.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself; don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in

difficulty from fourth-grade read alouds (with a few titles for younger students) to eighth-grade independent reading. When appropriate, ask the child to draw pictures, to narrate, or to complete brief outlines about the additional reading as well. Put these pictures, narrations, and outlines into a three-ring History Notebook. This should begin to resemble the child's own one-volume history of the world. Don't ask the child to narrate every book or she'll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

Because students from a wider range of grades will be using this Activity Book, we have tried to provide a range of activities, appropriate for different levels. Some are more appropriate for younger students; others will require more in-depth thought. The vast majority of projects and activities are usable by all grades that will be reading Volume 4 of *The Story of the World*. Nevertheless, we encourage you to judge for your families and students what projects are most appropriate for them.

- 6) **Maps:** Almost every section in Volume 4 of *Story of the World* has an accompanying map activity. A blank map is in the Student Pages; an answer key—showing the correct, completed maps—begins on page 177. Some chapters only include one map, which spans both sections; a few sections do not have a map activity.
- 7) We have provided **encyclopedia cross-references** to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia (revised)*, *The Usborne Book of World History*, *The Usborne Internet-Linked Encyclopedia of World History*, and *The Usborne History of The Twentieth Century*. Use these books for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.
- 8) Choose appropriate titles from the **recommended literature lists** and read these with your child. Classical philosophy discourages the use of “reading textbooks” which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore—an assignment that has to be finished—rather than a wonderful way to learn more about the world. Instead of following a “reading program,” consider using the “real books” from these literature lists. Following each title is a range of grades showing the appropriate reading level.
- 9) **Timeline Figures:** The very back section of this Activity Book contains figures for a year-long timeline activity. More details on how to set up the timeline are on Student Page 180. You'll also find coloring instructions for the timeline's flags on pages ix–xi (beginning three pages after this page).
- 10) Optional: You can administer written **tests** (available separately from Peace Hill Press) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

Multilevel Teaching

The Story of the World series is intended for children in grades 1–4, but is often used by older students: Volume I is written primarily for grades 1–4; Volume II for grades 2–5; Volume III for grade 3–6; Volume IV for grades 4–8. The maps and many of the activities in this book are also appropriate for children in grades 4–8. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*; follow this with the appropriate pages from the *Kingfisher History Encyclopedia*; place all important dates on a timeline (see the timeline cards at the back of this book); do additional reading on his or her own level. For more book lists and detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home*, by Jessie Wise and Susan Wise Bauer (W.W. Norton, 2004), available from Peace Hill Press (www.peacehillpress.com) or anywhere books are sold.

An Important Note for Parents

Families differ in their attitudes about potentially sensitive subjects that will come up during the study of history. Volume 4 of *The Story of the World* covers a span of time that contains many dark topics that require sensitive handling. We suggest that you skim through the activities in this guide and skip anything that might be inappropriate for your own family. We strongly encourage you to skim the recommended literature suggestions before you pass them on to your children. We have worked hard to select books that appropriately handle the historical events of the Modern Age, but eighth graders are able to handle far more than fourth graders, and it's important to note that not all of the books listed will be right for all families using this book. You'll see a “PREVIEW” next to titles that we especially encourage parents to screen.

Using This Book in the Classroom

Although this Activity Guide was initially designed to be used by homeschooling families, it adapts well to the classroom. Below is a sample of how each chapter may be taught:

- 1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days.
- 2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help her prepare for the upcoming test. If you would like to administer formal tests, you can purchase them separately from Peace Hill Press.
- 3) Have the students do the map exercises in the Student Pages.
- 4) Select one or two activities, found in the Student Pages. Some are more appropriate for classroom use than others.
- 5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as “Around the World,” “Jeopardy!” or “Last One Standing.”
- 6) Before the test, have the students add new timeline figures to the classroom wall timeline.
- 7) Test the students.
- 8) Periodically review past lessons so your students will remember history chronologically.

Pronunciation Guide for Reading Aloud

Abdul Aziz — ahb DOOL ah ZEEZ	Bao Dai — bow DIE
Abdul Hamid II — ahb DOOL hah MEED	Batetela — bah tih TAY luh
Abdulhamid — ahb DOOL hah MEED	Battenberg — BAHT ihh berg
Acheh (Aceh) — aa CHAY	Batutsi — buh TOOT see
Adolf Hitler — AH dolf HIT ler	Beijing — BAY jing
Adowa — AH doh wuh	Benito Mussolini — ben ee toh moo soh LEE nee
Afghanistan — ahf GAHN ih stahn	Berlin — BIHR lin
Afrikaners — ah frih KAAH ihrz	Bhopal — BOH pahl
Ahmad — aa MAAD	Boer — BOHR
Ahmad Fu'ad — aa MAAD foo AAD	Boris Grebenshikov — BOHR ihs gruh BEN shih kawf
Aida — ie EE duh	Boris Yeltsin — BOHR ihs YELT sin
Alamogordo — ah luh muh GOHR doh	Bosphorus — BAWS fih ihs
Aleksandr Kerensky — ah lihk ZAHN dihr ker EN skee	Brandenburg Gate — BRAHND in berg GAYT
Aleksei — ah LEK say	Brazil — bruh ZIHL
Alexander Dubcek — ah lihk ZAHN dihr DOOB chek	Brutus — BROO tihs
Alfonso XIII — ahl FON zoh	Burundi — buh ROON dee
Alsace-Lorraine — ahl ZAHS lor AYN	Carbonaria — caar boh NAAR ee uh
Amaterasu — AA muh tay raw soo	Casa Rosada — CAA zuh roh ZAA duh
Amritsar — aam RIT saar	Catalonia — cah tuh LOHN yuh
Anatolia — ah nuh TOHL ee uh	Cawnpore — KAWN pohr
Andreas Ramos — ahn DRAY uhs	Cecil Rhodes — SE suhl ROHDZ
Andrew Carnegie — AHN droo kaar NAY gee	Cerro Corá — SAY roh coh RAA
Angola — AHNG gohl uh	Charles de Gaulle — SHARLZ dih GAWL
Annam — AA naam	Charles Guiteau — SHARLZ gee TOH
Antofagasta — ahn toh fah GAH stuh	Charles Lindbergh — CHARLZ LIHND berg
Anwar el-Sadat — AAN waar el suh DAAT	Charles Mangin — CHARLZ MAHNG gin
apartheid — uh PAAR tied	Che Guevara — CHAY gay VAAR uh
Appomattox — AH puh mah tix	Chernobyl — cher NOH buhl
Arco, Idaho — AAR koh, IE duh hoh	Chiang Kai-shek — CHYANG kie SHEK
Ardennes — aar DEN	Chosun — CHOH suhn
Argentina — aar jen tee nuh	Chung Dong-kyu — CHUHNG dong KYOO
Armenia — aar MEE nee uh	Ciudad Juárez — see oo DAAD HWAR ayz
Armenians — aar MEE nee ihnz	Cixi — TSOO SHEE
Assyria — uh SEER ee uh	Cochin — KOH chihn
Atacama — ah tuh KAA muh	Congo — KON goh
Auschwitz — OW shwihts	Constantinople — kawh stahn tih NOH pul
Australian — aw STRAYL yin	coronated — KOHR uh nay tid
Austria — AW stree uh	creoles — KREE ohlz
Austro-Hungarian — AW stroh huhng GAYR ee in	Crimean — krie MEE ihh
Ayatollah Khomeini — ie uh TOHL uh koh MAY nee	Crisostoma Ibarra — kree soh TOH muh ee BAAR uh
Ba'th — BATHH	Cuba — KYOO buh
Babur — BAW bur	Czechoslovakia — chek oh sloh VAA kee uh
Bahadur Shah — bah HA door SHAA	Dachau — daa KOW
Bahutu — bah HOO too	Dáil Éireann — DIEL AYR ihh
Balaklava — bah lahk LAA vuh	daimyo — DIE myoh
Balkan — BAAL kin	Danakil — DAA nuh kihl
Bangladesh — BAHNG gluh desh	David Livingstone — DAY vihd LIH vihng stuhn

Democratic Republic of Vietnam — dem uh KRAH tihk
 rih PUHB lihk uhv vee et NAAM
 descamisados — days caa mee SAA dohs
 Desmond Tutu — DEZ muhnd TOO too
 Diederick de Beer — DEED rihk day BAYR
 Dongbei — dong BAY
 Doroteo Arango — doh roh TAY oh aa RAANG goh
 Dost Mohammad Khan — DOHST moh HAA mid
 KAAAN
 Dow Chemical — DOW KEM ih kuhll
 Dui Tan Hoy — DWEE taan HOI
 Dunkirk — DUHN kihrk
 Durrani — duh RAA nee
 Duy Tan Hoi — DWEE taan HOI
 Dwight Eisenhower — DWIET IE zen how ihr
 Edo — AY do
 Egypt — ee jihpt
 Éire — AYR
 Emilio Aguinaldo — Ay MEEL yoh aa gee NAAL doh
 Empress Cixi — EM prihs TSOO SHEE
 Enola Gay — ih NOHL uh GAY
 Enrico Fermi — En REE koh FAYR mee
 Erich Hoppe — AYR ihk HAW pee
 Ethiopia — ee thee OH pee uh
 Eva Perón — AY vuh payr-OHN
 Evita — ay VEE tuh
 F. W. de Klerk — F.W. day KLAYRK
 Fasci di Combattimento — FAH shee dee kohm bah tee
 MEN toh
 Fascists — FAH shihsts
 Fidel Castro — fee DEL KAH stroh
 Flores — FLOH rays
 Fort Sumter — FORT SUHM tihr
 Francisco Franco — frahn SEES koh FRAANG koh
 Francisco Madero — frahn SEES koh muh DAY roh
 Francisco Solano López — frahn SEES koh soh LAA noh
 LOH pez
 Franco Bahamonde — FRAHN koh baa aa MON day
 Franklin Delano Roosevelt — FRAHNK lihn DEL uh noh
 ROHZ uh vel
 Franz Ferdinand — FRAANZ FIHR dih nahnd
 Friedrich — FREED rihk
 Fulgencio Batista — fuhl HEN see oh bah TEES tuh
 Gamal Abdel Nasser — gh MAHL ahb DEL NAA sihr
 Gavrilo Princip — GAHV ree loh PREEN tsep
 George Gipp — JOHRJ GIHP
 Georges Clemenceau — ZHORZH kle men SOH
 German — JER min
 Germany — JER min ee
 Geronimo — jer AW nee moh

Gettysburg — GET eez berg
 Giuseppe Garibaldi — juh SEP ee gar ee BAHL dee
 Giuseppe Mazzini — juh SEP ee maht SEE nee
 Giuseppe Verdi — juh SEP ee VAYR dee
 Glenrowan — glen ROH win
 Gorbachev — GOHR buh chawf
 Granth Sahib — GRAHNTH suh HEEB
 Guangxu — GWAANG shoo
 Guinevere — GWEN ih veer
 Guizhou — GWAY joh
 Haerbin — HAYR bihn
 Hainan Dao — HIE naan DOW
 Hendrik Willem van Loon — HEN drihk WIHL em vahn
 LOHN
 Henri-Philippe Pétain — en REE fih LEEP
 hieroglyphs — HIE roh glihfs
 Hirohito — hee roh HEE toh
 Ho Chi Minh — HOH chee mihn
 Hong Xiuquan — HAWNG SHYOO chwaan
 Hosni Mubarak — HOHZ nee MOO baa rihk
 Huáscar — WAH skaar
 Huaxian — hwaa CHAWN
 Humaitá — oo maa ee TAA
 Humayan — hoo MIE yihn
 Hunan — hoo NAAN
 Hutu — HOO too
 Hyde Park — HIED PAARK
 Ibu Perbu — EE boo PAYR boo
 Il Duce — ihl DOO chay
 Il Popolo d'Italia — ihl POP oh loh DEE tahl ee uh
 Independencia — IHN dih pen DEN see uh
 ¡Independencia o muerte! — IHN dih pen DEN see uh oh
 MWAYR tay
 India — IHN dee uh
 Indira Gandhi — ihn DEE ruh GAAN dee
 Indochinese — IHN doh CHIE neez
 Ioseb Dzhugashvili — YOH seb joo GAHSG vee lee
 Iran — ihr AAN
 Iraq — ihr AHK
 Ireland — IE ihr lahnd
 Ismail Pasha — IHS may el PAH shuh
 Israel — ihz ree uhl
 Israeli — ihz RAY lee
 J. Robert Oppenheimer — JAY RAW bert AW pen hie mer
 Jacqueline Bouvier Kennedy — JA kuh lihn BOO vee ay
 KEN ih dee
 Jahangir — juh han GHEER
 Jallianwala Bagh — jaa lee ahn WAA luh BAAG
 Jawaharlal Nehru — jaa waa HAAR laal NAY roo
 Jiangxi — JYAANG see

Jinggang — JIHNG gaang
 John Wilkes Booth — JAWN WIHLKS BOOTH
 Jordan — JOR din
 José Rizal — hoh ZAY ree ZAHL
 Joseph Mobutu — JOH zef moh BOO too
 Joseph Paxton — JOH zef PAHKS tin
 Juan Perón — HWAN payr OHN
 Judea — joo DEE uh
 Junino — joo NEE noh
 Juno — JOO no
 justicialismo — hoo stee see ahl EEZ moh
 Kalahari — kah luh HAA ree
 Kamal — kuh MAAL
 Kamikaze — KAH mih kaa zee
 Kandahar — KAHN duh haar
 Kashmir — KAHSH meer
 Katanga — kuh TAHNG guh
 Kenneth Greisen — KEN eth GRIE zen
 Kiangsi Soviet — kee YAANG see SOH vee et
 Kim Il-sung — KIHM ihl SOONG
 King Faruk — KIHNG faa ROOK
 Knesset — k NES it
 Kojong — koh JAWNG
 Komitet Gosudarstvennoy Bezopasnosti — KOH mee tet
 goh soo DARST ven oi bez oh pahs NOHS tee
 Korea — koh REE uh
 Kristallnacht — KRIHS tuhl naakt
 Krusevo — kroo say voh
 Kuomintang — KWOH mihn tahng
 Kuruman — koo ROO maan
 Kuwait — koo WAYT
 La Decena Trágica — laa de SAY nuh TRAH hee kuh
 Laika — LIE kuh
 Lakota — luh KOH tuh
 Lebanon — LE buh nawn
 Lee-Enfield — LEE EN feeld
 Leonid Brezhnev — LEE uh nihd BRAYZ nef
 Leopold II — LEE uh pold
 Leopoldville — LEE uh pold vih
 Les Trois Glorieuses — lay TWAA gloh ree OOOZ
 Liberia — lie BEER ee uh
 Lord Mountbatten — LORD MOWNT bah tihn
 Louis Joseph Papineau — loo EE zhoh SEF pah pihn OH
 Louis-Philippe — loo EE fih LEEP
 Luba — LOO buh
 Lucknow — LOOK now
 Luftwaffe — LUHFT waa fuh
 Lusitania — loo sih TAY nee uh
 Lutz Long — LUHTS LAWNG
 Mabotsa — maa BOHT suh
 Macedonian — mah sih DO nee in
 Mafeking — MAH fih kihng
 Majles — MAAJ lihs
 Manchukuo — man choo KOO oh
 Mao Tse-tung — MOW TSAY tuhng
 Mao Zedong — MOW TSAY tuhng
 Maria Eva Duarte — muh REE uh AY vuh doo AAR tay
 Marne — MAARN
 Marquis de Lafayette — maar KEE dih laa FAY et
 Mary Antin — MAYR ee AHN tihn
 Masai — muh SIE
 Mazamet — MAA zuh metz
 Meiji — MAY jee
 memsahibs — mem saa HEEBS
 Menachem Begin — may NAA kihm BAY gin
 Menelik II — MAYN el ihk
 Miguel Grau — mee GEL
 Mikhail Gorbachev — MEE hayl GOHR buh chawf
 millirem — MIHL ih rem
 Min — mihn
 Mirwais Hotoki Khan — MEER ways huh TOH kee
 KAHN
 Mohammad Mosaddeq — moh HAA mid moh SAA dek
 Mohammad Reza Shah Pahlavi — moh HAA mid RAY zuh
 SHAA puh LAA vee
 Mohammed Ali Jinnah — moh HAA mid ah LEE jihn uh
 Mohandas Karamchand Gandhi — moh HAAN dihs kah
 RAHM chahnd GAAN dee
 Mouvement National Congolais (French) — moov mon
 nah see oh NAHL kon goh LAY
 Mozaffar od-Din Shah — moh zaa fih aw DIN SHAA
 Muhammad Ali — moh HAA mid ah LEE
 Muhammad Iqbal — moh HAA mid IHK baal
 Mujaheddin — moo JAA hih din
 Mukden — MOOK dihn
 Murad V — MOO raad
 Muslims — MUZ limz
 Mussolini — moo soh LEE nee
 Nanjing — NAAN jihng
 Napoleon Bonaparte — nuh POHL ee uhn BOHN uh part
 Nathuram Vinayak Godse — nah THOOR aam vin AA
 yek GOHD say
 Nelson Mandela — NEL sin mahn DEL uh
 Ngo Dinh Diem — NOH dihn DYAYM
 Nguyen — NWIHN
 Nguyen Ai Quoc — NWIHN IE koh
 Nicolaas de Beer — NIHK oh laas day BAYR
 Nicolai — NIHK uh lie
 Nikita Khrushchev — nih KEE tuh KROOSH chawf
 North Korea — NORTH koh REE uh

Okies — OH keez
 Olga Korbut — OHL guh KOHR bit
 Operation Mousquetaire — OH per aa see ohn MOOS ke tayr
 Oromo — oh ROH moh
 Orval Faubus — OR vuhl FOW bihs
 Oto — OH toh
 Ottoman — AW tuh min
 P. W. Botha — P.W. BOH tuh
 Pakistan — PAH kih stahn
 Palermo — puh LAYR moh
 Palestine — PAH lih stien
 Pancho Villa — PAHN choh VEE yuh
 Patrice Lumumba — puh TREES loo MOOM buh
 Patriotes — PAY tree ihts
 Paul Tibbets — PAWL TIhB ets
 Peace of Vereeniging — PEES uhv fayr EE nih gihng
 Pedro de Alcontára Joso Carlos Leopoldo Salvador Bibiano
 Francisco Xavier de Paula Leoc dio Miguel Rafael
 Gabriel Gonzaga — PAY droh day ahl kohn TAA ruh
 HOH soh KAAR lohs lay oh POHL doh SAAL vuh
 dor bih bee AA noh frahn SEES koh haa vee AYR day
 POW luh LAY ok DEE oh mee GEL raa FAY el gaa
 BREE el gon ZAA guh ☺
 People's Republic of Korea — PEE puhlz rih PUHB lihk
 uhv koh REE uh
 Persia — PER zhuh
 Petrograd — PET roh grahd
 Petropavlovsk — PET roh PAHV lofsk
 Phan Boi Chau — fahn BOI chow
 Poland — POH lahnd
 Porfiriato — por feer ee AA toh
 Porfirio Díaz — por FEER ee oh DEE ahz
 Prague — PRAAG
 Premier Cernik — Prih MEER
 Prussia — PRUSH ah
 Punjab — POON jaab
 Punjabi — poon JAA bee
 Puyi — POO yee
 Qaid-e-Azam — KAYD ay AA zuhm
 Qing — CHING
 Queen Min — KWEEN MIHN
 Raj — RAAJ
 Ramón Castillo — ruh MOHN kah STEE yoh
 Rappahanock — rah puh HAHN ihk
 Rasputin — rah SPYOO tihn
 Reich — RIEK
 Reichstag — RIEK stahg
 Rhodesia — roh DEE zhuh
 Richelieu River — REESH loo RIH ver
 Rigoletto — ree goh LET oh
 Risorgimento — ree sohr jee MEN toh
 Robert Moffat — RAW bert MAW fiht
 Roma — ROH muh
 Romanov — ROH muh nawf
 Romulus — RAWM yoo lihs
 Ruanda-Urundi — roo WAAN duh oo ROON dee
 Ruhollah Khomeini — roo HOH luh koh MAY nee
 Rwanda — roo WAAN duh
 Saddam Hussein — suh DAAM hoo SAYN
 sahibs — Suh HEEBZ
 Saigo Takamori — SIE goh tah kah MOH ree
 Saigon — SIE gawn
 Satsuma — saht SOO muh
 satyagraha — saht yuh GRAH huh
 SAVAK — saa VAAK
 Sepoy — se POI
 Serbia — SIHR bee uh
 Sevastopol — sih VAHS tih puhl
 Shaanxi — SHAHN shee
 Shatt Al-Arab — shaht al AH ruhb
 Shewa — SHOH wuh
 Siam — SIE ahm
 Sichuan — sih SHWAAN
 Sicily — SIH sih lee
 Sieg Heil — SEEG HIEL
 Sinn Féin — SHIHN FAYN
 Sino-Japanese — SI noh JAH puh neez
 Socialist Republic of Vietnam — SOH shuh lihst rih
 PUHB lihk uhv vee et NAAM
 Somme — SUHM
 South Korea — SOWTH koh REE uh
 Sputnik — SPUHT nihk
 St. Denis — SAHN den EE
 Sudetenland — soo DAY ten lahnd
 Suez Canal — SOO ez kuh NAHL
 Sultan — SUHL tihn
 Sumatra — soo MAA truh
 Sun Yat-sen — SOON yaht SEN
 Sun Yixian — SOON yee SHWAAN
 Syngman Rhee — SIHNG muhn REE
 Syria — SEER ee uh
 Taiping — TIE pihng
 Taiping Tianguo — TIE pihng TYAANG gwoh
 Tanganyika — tahng gahn tee kuh
 Tawfiq — taw FEEK
 Thames — TEMZ
 the Gipper — thuh GIHP ihr
 Thomas Babington Macaulay — TAW mihs BAH bihng
 tihm muh KAW lee
 Thomas Gowenlock — TAW mihs GOH wihn laak

Tiananmen — tee AHN ihn men
 Tigre — TEE gruh
 Tjoet Njak Dien — CUHT nyahk DYEN
 Toda — TOH duh
 Tojo Hideki — TOH joh hee DAY kee
 Tokugawa — toh koo GAA wuh
 Tonghak — TAWNG hahk
 Tonkin — TAWNG kihh
 Transvaal — trahnz VAAL
 Trieste — tree ES tay
 Turks — TIHRKS
 Tutsi — TOOT see
 Ujiji — oo JEE jee
 Ulysses S. Grant — yoo LIH seez es GRAHNT
 Verdun — VAYR duhn
 Vereeniging — fayr EE nih gihng
 Versailles — ver SIE
 Victor Emmanuel — VIHK tihr ee MAHN yoo el
 Victoriano Huerta — Vihk tohr ee AA noh WAYR tuh
 Viet Minh — vee et mihn
 Viet Nam Quang Phuc Hoi — vee et NAAM
 Vietnam — vee et NAAM
 Vietnamese — vee et nuh MEEZ
 Vittorio Orlando — vih TOH ree oh or LAHN doh
 Vladimir Ilich Lenin — VLAH dih meer IHL yihk LE nihh
 Volturno — vohl TUR noh
 Vostok — VOH stawk
 W. E. B. Du Bois — W E B doo BOYSS
 wafd — Waafd
 Weihai — WAY HIE
 Wilhelm — WIHL helm
 William Butler Yeats — WIHL yuhm BUT lihr YAYTS
 William D'arcy — WIHL yuhm DAAR see
 William Faulkner — WIHL yuhm FAWLK nihr
 William Lyon Mackenzie — WIHL yuhm muh KEN zee
 Wuqi — wo CHEE
 Xiaoping Deng — SHOW PIHNG DUHNG
 Yangtze — YAHNG zee
 Yekaterinburg — yih kah tihr in BOORG
 Yihhe Quai — YEE hay QWAY
 yogas — YOH guhz
 Yohannes IV — yoh HAAN his
 Yom Kippur — yawm kih POOR
 Yom Ha'atzma'ut — YAWM haa AHTZ maa OOT
 Yongan — YOHNNG gihn
 Yoshihito — yoh shee HEE toh
 Yoshinobu — yoh shee NOH boo
 Yuan Shikai — yoo AAN shee KIE
 Yuri Gagarin — YOO ree gah GAH rihh
 Zhu De — JOO dih

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CHAPTER FIVE

The American Civil War

Encyclopedia cross-references—South Against North:

KIHW: 582–585 *KHE*: 354–355 *UBWH*: 175 *UILE*: 348–349 *US20*: (none)

Encyclopedia cross-references—After the Civil War:

KIHW: 584–585 *KHE*: 356 *UBWH*: 175 *UILE*: 349 *US20*: (none)

Review Questions: South Against North

[NOTE TO PARENT: United States students should know the names of the states in the questions below, but it isn't necessary for non-US students to memorize this level of detail about the Civil War.]

In 1861, what did seven of the United States announce? *They announced that they would no longer belong to the United States.*

What country would they form instead? *They would become the Confederate States of America.*

What were the seven states? *They were South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas.*

Where was the military base Fort Sumter? *It was in South Carolina.*

What happened at Fort Sumter? *The Confederate States told United States soldiers to leave and turn the fort over to Confederate soldiers. When the U.S. soldiers refused, the Confederates fired on the fort and captured it.*

How did Abraham Lincoln respond? *He declared war on the rebel states.*

After the declaration of war, what four states joined the Confederacy? *Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy.*

Which five states remained neutral? *Kentucky, Missouri, West Virginia, Maryland, and Delaware remained neutral.*

In 1860, who was allowed to decide whether slavery was legal? *Each state was allowed to decide for itself.*

Why did tobacco and cotton growers rely on slaves? *They needed cheap help because the crops had to be weeded, tended, and picked by hand.*

Did Northern states rely on farming? *No, they had factories, mills, and ironworks.*

What did Southern and Northern states argue over, when new states began to join the USA? Why? *They argued about whether or not slavery should be legal in those states, because neither wanted to be outnumbered.*

Was Lincoln for or against slavery? *He was against it; he believed it was as poisonous as a nest of snakes.*

When a state “secedes,” what does it do? *It leaves its current government.*

What were the United States soldiers called, and what color uniform did they wear? *They were called Union soldiers, and they wore blue.*

What color did the Confederates wear? *They wore gray.*

When the war began to grow difficult, whom did Lincoln invite to lead his army? *He invited Giuseppe Garibaldi.*

Who became Lincoln's general instead? *Ulysses S. Grant became Lincoln's general.*

Who was the general of the Confederate army? *Robert E. Lee led the Confederates.*

When was the Emancipation Proclamation made? *It was made on January 1, 1863.*

What did it say? Was it effective? *It announced that all Confederate slaves were free, but it could not actually change things for slaves in the South.*

Why was the Battle of Gettysburg so dreadful? *Over fifty thousand men were wounded and killed.*

Why did Robert E. Lee decide to surrender? *The Confederate army was weak and out of food.*

Where did the surrender take place? *Lee surrendered to Grant in Appomattox, Virginia.*

What are the beginning and ending years of the Civil War? *It was fought 1861–1865.*

Complete the Outline: South Against North

(Student Page 21)

- I. Events that led to the beginning of the Civil War
 - A. Disagreement between *southern and northern states over whether or not new states should have slavery*
 - B. Election of *Abraham Lincoln*
 - C. Capture of *Fort Sumter in South Carolina by Confederate troops*

- II. Three sides
 - A. Confederate states: *South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, North Carolina*
 - B. Neutral states: *Kentucky, Missouri, West Virginia, Maryland, Delaware*
 - C. Union states: *Maine, New Hampshire, Vermont, New York, Massachusetts, Rhode Island, Connecticut, Pennsylvania, New Jersey, Ohio, Indiana, Michigan, Illinois, Iowa, Minnesota, Wisconsin, Kansas, California, Oregon, Nevada*
- III. Two generals
 - A. *Confederate general Robert E. Lee*
 - B. *Union general Ulysses S. Grant*

Review Questions: After the Civil War

- What did Abraham Lincoln dream, in his nightmare? *He dreamed that the president had been killed by an assassin.*
- What theater did Lincoln and his wife attend on April 14? *They went to Ford's Theatre.*
- Why wasn't Lincoln's private box guarded, during the play? *The police officer guarding it got interested in the play and went down to sit with the audience.*
- Why did John Wilkes Booth feel guilty? *He had not fought in the Civil War to defend the South.*
- After he shot Lincoln, what did Booth do? What happened to him? *He jumped down onto the stage, but he broke his leg when he caught it on a Union flag.*
- Where did Booth ride? *He rode into Virginia, but no one welcomed him.*
- What happened to Lincoln, after he was shot? *He died without regaining consciousness. His body was laid out in the East Room.*
- Where was Booth discovered? *He was hiding in a barn in Virginia.*
- What happened to him? *He was shot by soldiers who set fire to the barn.*
- What condition was the United States in after Lincoln's assassination? *The United States was filled with hatred; many Southerners hated the Northern states and many whites hated blacks.*
- What did the Thirteenth Amendment to the Constitution say? *It said that no one could be forced to work unless he had been convicted of a crime and sent to jail.*
- What were the years after the Civil War called? *They were called "Reconstruction."*
- Did the government of the United States help the freed slaves? *No, the slaves had to try to earn their own living on farms owned by whites.*
- Were ex-slaves well off, during Reconstruction? *No, many were treated just as badly as they had been during slavery.*

Complete the Outline: After the Civil War

(Student Page 21)

- I. Lincoln's death
 - A. *Assassinated by John Wilkes Booth at Ford's Theatre*
 - B. *Died the next morning without awakening*
- II. The United States after Lincoln's death
 - A. *Hatred between Southerners and Northerners*
 - B. *Hatred between whites and blacks*
- III. The Thirteenth Amendment
 - A. *No one could be held prisoner and forced to work unless convicted of a crime*
 - B. *Slavery illegal in every state in the Union*
- IV. Reconstruction
 - A. *Supposed to be a time of rebuilding*
 - B. *Free blacks were given no help by the government. OR had to earn their living on farms owned by whites. OR were treated as badly as they had been during slavery.*

Additional History Reading

- The Union and the Civil War*, by Mary E. Hull (Enslow Publishers, 2000). Good overview of the American Civil War and Reconstruction. Looks at the role of women, soldiers, government officials, and more. (4-7) 128p
- Abraham Lincoln: A Photo-Illustrated Biography*, by T.M. Usel (Capstone Press, 1996). Short biography of the sixteenth president. Includes a "words to know" section in the back, and short timeline of Lincoln's life. Every facing page is a black and white picture. (3-5) 24p

- Abraham Lincoln*, by Amy L. Cohn and Suzy Schmidt, illustrated by David A. Johnson (Scholastic, 2002). This is another simple account, told as a story, of Abraham Lincoln's life from his birth until his assassination. Every facing page is a color illustration. (3–4) 46p
- America in the Time of Abraham Lincoln: The Story of Our Nation from Coast to Coast from 1815 to 1869*, (Heinemann Library, 2000). Includes many full-color illustrations—similar to Kingfisher History Encyclopedia in terms of presentation. Two-page chapters, with a good overview of the Civil War up through the beginning of Reconstruction. (4–6) 48p
- PREVIEW *The Civil War: 1850–1895*; Volume 5, edited by Auriana Ojeda (Greenhaven Press, 2003). This is an excellent book geared towards the advanced seventh grader or parent who wants the Civil War put in historical context. It includes five chapters, with the second chapter (60p) devoted to the Civil War. Very few illustrations and much text, but a high-quality resource for the advanced student. (7–adult)

Corresponding Literature Suggestions

- Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*, by Jean Fritz, illustrated by Charles Robinson (Grosset and Dunlap, 1993). Part of the *All Aboard* reading series. Easy reader that focuses on Lincoln and his son Tad during the time of the Gettysburg Address. The last page includes the text of the original address. (2–3) 48p
- Ulysses S. Grant*, by David C. King (Blackbirch Press, 2001). The book describes Grant's life before the Civil War, as well as his unlikely rise to Lieutenant General during the war. The series also has titles on Stonewall Jackson and Robert E. Lee. (5–7) 104p
- When Will This Cruel War Be Over? The Civil War Diary of Emma Simpson*, by Barry Denenberg (Scholastic, 1996). From the *Dear America* series, this is the diary of a fictional 12-year-old girl in Virginia. Chronicles her life for one year during the Civil War. (4–7) 160p
- Meet Addy: An American Girl*, by Connie Porter (Pleasant Company Publishing, 2000). Aimed at a younger audience than the *Dear America* series. It is the first in a fictional series about growing up during the Civil War. (3–6) 62p
- Abraham Lincoln: The Great Emancipator*, by Augusta Stevenson, illustrated by Jerry Robinson (Simon and Schuster, 1986). From the *Childhood of Famous Americans* series. Easy-read chapters—from “Abe's First Toy” to “President of the U.S.”—brings the reader to the beginning of the Civil War. (3–5) 192p
- Abe Lincoln: Log Cabin to White House*, by Sterling North (Random House, 1987). Focuses on Lincoln's life before he was president. From the popular *Landmark* series. (3–6) 160p
- The Yearling*, Marjorie Kinnan Rawlings (Scribner, 2002). The story of the Baxters, living in central Florida several years after the American Civil War. Winner of the Pulitzer Prize in 1939. (5–8) 474p
- Little Women*, by Louisa May Alcott (Aladdin, 2000). The stories of the March family, set while the men are away—fighting in the American Civil War. Long, but the Aladdin edition is typeset nicely and is easy on the eyes. (6–8) 770p
- Rifles for Watie*, by Harold Keith (HarperTrophy, 1987). An account of the Civil War as it came to Kansas, told by sixteen-year-old Jeff. A Newbery Award winner. (6–8) 334p
- Company Aytch*, by Sam R Watkins (Plume, 1999). An account of Watkins' time as a foot soldier from Tennessee. (5–7) 304p
- PREVIEW *Uncle Tom's Cabin*, by Harriet Beecher Stowe (Aladdin, 2002). The story of Arthur Shelby, who decides to sell two of his slaves. (6–8) 702p
- PREVIEW *Battle of Gettysburg*, by Frank Haskell (Chapman Billies, 2001). First-hand account of the pivotal three-day battle. Haskell's account was originally a letter that he wrote to his brother within a month of the battle. (5–7) 139p
- PREVIEW *The Boys' War*, by Jim Murphy (Clarion, 1993). Includes many first-hand accounts from boys sixteen years old and younger who fought in the war. (5–7) 128p
- PREVIEW *The Red Badge of Courage: An Episode of the American Civil War*, by Stephen Crane (Norton, 1999). Classic story of Henry Fleming's encounter with war. (5–8) 174p

Map Work

The American Civil War (Student Page 22)

Note: One map activity for this chapter. Also, students will need three colored pencils for this chapter.

Re-read the first section of the chapter, South Against North, with an eye to remembering which states left the USA to form the Confederacy.

- You'll notice that you have the names of the states on this map. Choose one of your colored pencils to represent the southern states. Abraham Lincoln felt that he had no choice but to declare war. Two months before, seven states had announced that they would no longer belong to the United States, but would form the Confederate States. Shade these in with your colored pencil.

- But not every state was pleased that Lincoln was going to war. Two days later, Virginia joined the Confederate States. A month later, three more states left the United States for the Confederacy as well. Using the same color that you chose for the Confederate States, color Virginia and the three other states that decided to join the Confederacy.
- Along the border between North and South, five states sent a message to the president. They would not join the Confederacy, but they refused to fight for the U.S.. Recall which states sent this message to the president, choose a second color, and color in these five states.
- The remaining labeled states decided to remain a part of the Union. Using a third color, color them in.

Projects

Activity Project: Names of the Civil War

Directions for this activity are on Student Page 23.

Answer Key (some of these names are vague, so it's okay to be flexible with some answers):

Confederate:

Mr. Lincoln's War
 The War for Southern Freedom
 The Second American Revolution
 The War of Northern Aggression
 The War for Constitutional Liberty
 The Yankee Invasion
 The War in Defense of Virginia
 The War of Southern Independence
 The War for Southern Nationality
 The War for Southern Rights
 The War to Suppress Yankee Arrogance
 The War for Separation
 The War for States' Rights

Union:

The War of the Southern Rebellion
 The Great Rebellion
 The War of the Southern Planters
 The War of the Rebellion
 The War to Save the Union
 The War for Abolition
 The War Against Slavery
 The Confederate War

Both:

The War of the Sixties
 The Late Unpleasantness
 The Brothers' War

Memorization Project: The Gettysburg Address

On November 19th, 1863, Abraham Lincoln dedicated the Soldiers' National Cemetery in Gettysburg, Pennsylvania. His speech was so short that the photographer at the dedication didn't even get to take a picture of Lincoln speaking.

Today, the Gettysburg Address is seen as one of the best speeches in history. At the time, though, people weren't as fond of it: The Chicago Sun Times commented, "The cheek of every American must tingle with shame as he reads the silly, flat and dishwatery utterances of the man who has to be pointed out to intelligent foreigners as the President of the United States." Since then, people have come to appreciate it more. It's now inscribed on the south wall of the Lincoln Memorial in Washington DC. Every year, people recite the speech on the anniversary of its first delivery, November 19th.

Memorize the speech (found on Student Page 24) and recite it for your family. Every November 19th, try to remember Mr. Lincoln's delivery of the Gettysburg Address, and his reminding America that all are created equal, that we are to ensure "that government of the people, by the people, for the people shall not perish from the earth."

Memorization Project: *Oh Captain! My Captain!*

Walt Whitman heard about Abraham Lincoln's assassination and wrote a eulogy for him. The poem is a metaphor—Lincoln is compared to a ship's captain. The United States, which had just made it through the Civil War, is represented by a ship returning safely from a long journey. The poem was so popular that Whitman was asked to recite it constantly. It is also found on Student Page 24.

Cooking Project: Juneteenth

On January 1, 1863, the Emancipation Proclamation took effect. This decree, issued by Abraham Lincoln, was a military order that freed all slaves in the Confederate States. But the Civil War was still going on, and this news spread slowly among slaves in the Southern states. Some did not know they were free until June 19th, 1865, when Union general Gordon Granger arrived in Galveston, Texas. He publicly announced that the slaves were, in fact, free, according to the Emancipation Proclamation, which had been issued more than two years earlier! The ex-slaves celebrated their "new" freedom.

Today, many African Americans across the United States celebrate the end of slavery on June 19th, known as "Juneteenth" (a combination of "June" and "nineteenth"). Communities gather to celebrate the occasion with food, music, dancing, and parades. Some gather in churches to pray, as the freed slaves in Texas did when they first heard the news.

Celebrate Juneteenth a little early this year. There aren't any foods specific to Juneteenth, but most dishes are prepared according to old family recipes that often originated before the Civil War. You will find some traditional recipes below.

New Orleans Red Beans and Rice

Ingredients:

- 1 lb. dried red kidney beans
- 1 qt. water
- 1 ham bone with ham
- 1 large onion, chopped
- 1/4 cup chopped celery and leaves
- 1 tsp. salt
- 1/2 tsp. Tabasco
- 3 cups hot cooked rice

Directions:

Soak beans overnight in water. Pour into large heavy pan or Dutch oven. Add remaining ingredients except rice. Simmer 3 hours, or until beans are tender. Remove ham bone, cut off meat and add beans. Add water when necessary during cooking. Water should barely cover beans at end of cooking time. Remove 1 cup beans and mash to a paste. Add to beans and stir until liquid is thickened. Serve hot over white rice. Makes 6 servings.

Biscuits (Susan Wise Bauer's recipe, which she learned from her grandmother)

Ingredients:

- 2½ cups flour
- 2 tsp. baking powder
- ½ tsp. salt
- ½ tsp. baking soda
- ½ cup shortening
- 1 cup buttermilk

Directions:

Cut the shortening into the dry ingredients with a pastry blender until the mixture is the consistency of small peas. Stir in the buttermilk, using as few strokes as possible. Add buttermilk as needed; the dough should be stiff but not dry. Pat the dough out ¾ of an inch thick. Cut the dough into 2–3 inch diameter biscuits. Bake at 450 degrees for 12–15 minutes.

Cole Slaw

Ingredients:

- 1 small cabbage, chopped
- 1 fennel, chopped (optional)
- ¼ red cabbage, chopped
- 1 carrot, grated
- 2 Tbsp. mustard
- 1–2 Tbsp. mayonnaise (optional)
- 1 Tbsp. parsley
- 1 tsp. all-purpose seasoning
- 5 Tbsp. apple vinegar
- 3 Tbsp. olive oil

Directions:

In a salad bowl, mix the mustard, parsley, all-purpose seasoning, apple vinegar, and mayonnaise. Mix well, then add olive oil. Mix well again, then add remaining vegetable ingredients. Coat well and refrigerate for at least one hour prior to serving. Add more all-purpose seasoning to taste.

Timeline Figures

Timeline Figures for this chapter are on Student Page 182.

Chapter Five

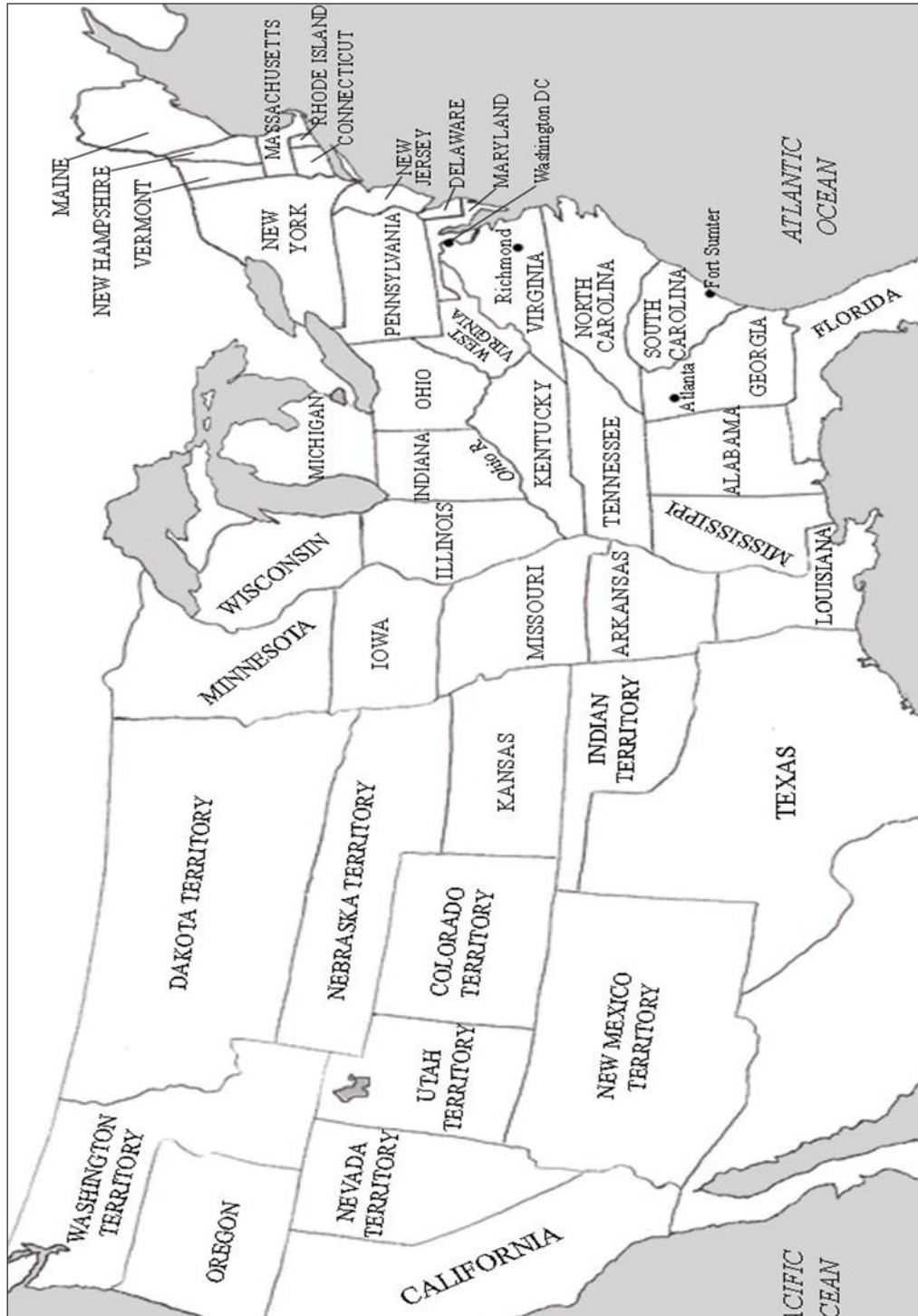
Complete the Outline: South Against North

- I. Events that led to the beginning of the Civil War
 - A. Disagreement between
 - B. Election of
 - C. Capture of
- II. Three sides
 - A. Confederate states:
 - B. Neutral states:
 - C. Union states (those states on the map that aren't Confederate or Neutral):
- III. Two generals
 - A.
 - B.

Complete the Outline: After the Civil War

- I. Lincoln's death
 - A. Assassinated by
 - B. Died
- II. The United States after Lincoln's death
 - A. Hatred
 - B. Hatred
- III. The Thirteenth Amendment
 - A.
 - B.
- IV. Reconstruction
 - A. Supposed to be
 - B. Free blacks

5: South Against North



Different Names for the Civil War

People in the Confederate States saw the Civil War in very different ways from the people in the Union States. In fact, many people in the South thought that it shouldn't be called the "Civil War" at all! Below is a list of names that people had for the Civil War. Each has its own meaning. If you called it "the War in Defense of Virginia," you probably lived in Virginia—one of the Confederate states. If you called it "the War to Save the Union," you probably lived in the Northern states, and wanted to keep the United States united.

Next to each name, write a "C" if you think it was a Confederate name for the war. Write a "U" if you think it was a Union name for the war. Write a "B" if you think both sides could have used the name.

- _____ 1. Mr. Lincoln's War
- _____ 2. The War of the Sixties
- _____ 3. The War for Southern Freedom
- _____ 4. The War of the Southern Rebellion
- _____ 5. The Late Unpleasantness
- _____ 6. The Great Rebellion
- _____ 7. The Second American Revolution
- _____ 8. The War of the Southern Planters
- _____ 9. The Brothers' War
- _____ 10. The War of Northern Aggression
- _____ 11. The War for Constitutional Liberty
- _____ 12. The Yankee Invasion
- _____ 13. The War in Defense of Virginia
- _____ 15. The War of the Rebellion
- _____ 16. The War to Save the Union
- _____ 17. The War of Southern Independence
- _____ 18. The War for Abolition
- _____ 19. The War for Southern Nationality
- _____ 20. The War Against Slavery
- _____ 21. The War for Southern Rights
- _____ 22. The Confederate War
- _____ 23. The War to Suppress Yankee Arrogance
- _____ 24. The War for Separation
- _____ 25. The War for States' Rights