

5th Grade American History

(With Utah State Core Standards)

Books Required for this Program:

The Pilgrim Hypothesis by Timothy Ballard

The Washington Hypothesis by Timothy Ballard

The Lincoln Hypothesis by Timothy Ballard

King James Bible

Various Unit Books (see description below)

Optional: Miracles and Massacres by Glenn Beck

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Unit 1: America's Early Explorers

**Standards Taught: 5.SS.1, 5.SS.1.1.a, 5.SS.1.1.b, 5.SS.1.1.c,
5.SS.1.1.d, 5.ELA.W.7, 5.ELA.RIT.3, 5.ELA.RIT.10**

Unit Book Choice:

***A Note about Unit Books: A unit book will be chosen by the student. It needs to be a chapter book at grade-level that follows along with the theme of the unit. The student will choose the book, write down the title below the unit title, read the book, and give an oral or written report on it at the end of the unit.**

Unit Project: Sailing the Seas

****Unit projects will be started near the beginning of a unit, worked on throughout the unit in addition to normal lessons, and completed by the end of the unit. Unit projects can be showcased to friends or family members through video, photo, written, or oral reports or by using the included materials to explain the process to others.**

Explore and learn about what it takes to sail across the seas to a new world. Take notes below on the structure, size, shape, and attributes on the different boats and ships we learn about in these lessons. Then, using tin foil, popsicle sticks, and/or natural materials, construct your own boat. Test it out in a sink or bathtub against waves (create waves in the water), rain (pour water over your boat), and whirlpools (create one by moving the water in circles with your hand).

Christopher Columbus's Boat

Size	Draw a Picture	Special Features	Other Notes

Viking Ships

Size	Draw a Picture	Special Features	Other Notes

Your Boat

Size	Draw a Picture	Special Features	Other Notes

America's Earliest Explorers

Lesson 1: Early Settlers

The Bering Land Bridge

Long ago the continents of North America and Asia were connected by a land bridge. This bridge was located between the lands that are now known as Siberia and Alaska, over the Arctic Ocean.

Find Siberia and Alaska on a globe and trace the route of the land bridge with your finger

This land bridge allowed many people to walk from North America to Siberia and back. Some came following the herds of animals, in search of food. Others came to claim and settle the land. The land bridge is still there but is, due to rising ocean levels, under the Atlantic Ocean.

Recent DNA testing states that many of the earliest Americans are of Asian descent and were on the American continents long before historians recently believed. Footprints have been found, even in sites far from oceans, which date back as far as 14,000 years ago. This suggests that people have been living and traveling across North and South America for thousands of years, possibly even coming across the ocean on boats.

Many of the people who first lived in the Americas were nomadic, meaning they followed food and water sources and had few permanent shelters. Most lived in tent-like structures or caves, traveling when the weather changed or herds of prey moved. Most had oral, or spoken, histories rather than written ones. This makes it difficult for historians to understand exactly who they were and what they believed because the stories lived only as long as the people.

While we are still learning about who may have been first in the Americas, we know that those who lived here left behind artifacts, or items from their life. These artifacts can help us guess their way of life and culture.

For a time, much of the world didn't even know they existed. However, as technology improved in Europe, meetings between the Old World (Europeans) and the New World would soon become common.

Answer Workbook Questions 1-2

Lesson 2: Norsemen in the Americas¹

In Scandinavia, a culture arose that would eventually have contact with early Americans. Known as Norsemen (or men from the North), these explorers built shallow, fast-moving ships that carried them to faraway places. They would use ships to raid and steal, to claim land, to trade, and to explore new, unsettled lands. Many of these Norsemen came from Denmark, Sweden, and Norway. Today, many know them as Vikings.

Despite stories told today, Vikings did not wear helmets with horns or spend their entire lives raiding and stealing. Those these raids did occur, they were rare occasions for a select few. Most Norsemen (and women) were farmers.

Like others during their time, the Norse kept oral histories. They also had a written language, but it was different in every area, making some of the stories they wrote down confusing. However, there is one story that was recently proven by archeologists.

Groups of Vikings eventually landed and settled in Iceland and Greenland. These groups farmed and lived there, building successful settlements, creating homesteads, and being ruled by a government they created to model the one back home.

After a time, a man named Leif Erikson was allowed to set sail with an exploration group to see if they could find any nearby lands. During the trip, the ships were blown off-course and the Vikings discovered a westward land that they called Helluland. They then sailed south, seeing forests, beaches, and vineyards. The land that they found was modern-day North America.

According to the story, Leif authorized a settlement and sent a party back home with news of the new land. Many others from Greenland and Iceland eventually traveled to the new land, trying to build the new settlement and possibly working to start others. Men, women, and children sailed to North America, eager to live on land that provided food, water, and all the things they needed for shelter.

However, the Vikings who had found this land refused to call it new. They soon discovered that there were people already living in the area. At times, these natives traded with the Vikings. Viking graves in Greenland have been found to contain stone arrowheads and furs from the American continents. Native American archeological sites show Norse goods and European coins from the time period that the Vikings were in the area. However, at times the two groups battled each other. The natives protected their lands well from these newcomers and the Norse stories tell of savage fighters they encountered.

In the 1960's a Norse settlement was found on the coast of Canada, proving the Icelandic stories of a Viking trip to the Americas. In this site, archeologists found homes, a woodworking area, a place to store ships, and a blacksmith shop, indicating that the Vikings who lived there did so for some time.

Though many believe there are more Viking settlements in the Americas, none have been found yet. No one knows exactly how long Vikings lived and worked with natives, but eventually those relationships broke down, returning Vikings to their homes in Greenland and Iceland.

Answer Workbook Questions 3-7

Lesson 3: Trade and Technology²

The Americas were undiscovered by most of the world for a long time. Though stories spread after the discovery by the Vikings, contact between the two worlds was limited as most didn't want to brave

the dangers of the ocean or long trips away from home. Most of the eastern world had what they needed where they were and didn't think it worth the risk to travel further. The American continents were not shown on many maps and were unknown by most people.

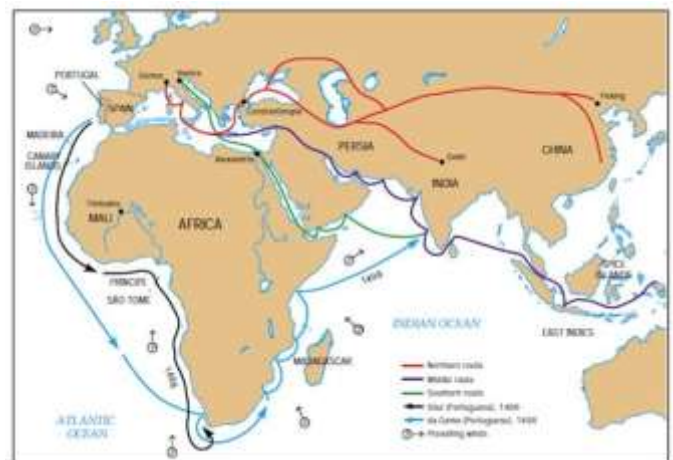
As time went by, technology began to evolve and sailing and navigation became easier. Ships were built to be stronger and safer. Maps were created that showed explorers the layout of the known world. Tools were created to help sailors find their way on the sea.

Visit the Following Website and Answer Workbook Question 8

<http://www.thepirateking.com/historical/navigation.htm>

Not only did the tools sailors used advance, the trade routes between different countries in the eastern hemisphere were established. Europe traded spices and silk with India, China, and the Middle East. These trade routes were mostly by land at first. However, moving goods from Asia to Europe was expensive and taxes were added along the way.

Portugal traded slaves, sugar, and other goods with Africa, as well. As trade grew in the eastern hemisphere, taxes increased. Goods went through many different ports and people, and the price was raised each time. It got very expensive.



(Image Source Unknown, for website, see source 6)

Explorers began to search for a better way to trade that wouldn't be so costly. They started trying to find a method of travel by sea rather than on land. This way, the ships could go directly to the source and cut out the extra cost of taxes and markups.

Sailing, however was still dangerous and difficult. Storms, pirates, and other challenges slowed down trade routes by sea. The wind around the African coast would not allow Europeans to simply sail around Africa and into Asia.

An idea began to form in the minds of several explorers. What if they could sail, not around Africa, but heading west around the world and into India? What if there was another route?

They would soon begin to try to find this other route and, in the process, discover lands they did not yet know about: the Americas.

Answer Workbook Questions 9-10

Lesson 4: Christopher Columbus: Who Was He and What Did He Want?⁷

One explorer that set out to find a new route to India for trade was Christopher Columbus. Columbus was a man who was devoted to his faith. He read the scriptures and, though he did not live a perfect life, he worked hard to do the right thing and repent when he realized that he made a mistake.

Read *The Pilgrim Hypothesis* pg. 20 (the first paragraph) and pg. 39 (first full paragraph)- pg. 40 (1st and 2nd paragraph).

From the time he was a small boy, Columbus loved the sea and sailing. He wanted to discover. He even said that he felt that God had given him talents and direction to learn more about sailing.

Columbus studied the scriptures often, prayed and fasted. In this time most people relied upon their priests and church leaders to tell them what the scriptures said. Columbus had learned that if he

studied on his own, God would help him learn and guide him in knowing what to do. Columbus felt that it was his job to explore the seas for two reasons. First, he wanted to share the gospel with those who may not yet have it. Secondly, he wanted to raise funds to build a temple, like the one he learned about in the scriptures. He thought that if he could find a faster way to get to India, trade would be less expensive and he could make the money needed to build a temple.

Read Isaiah 2:2-3 (found on page 33 of *The Pilgrim Hypothesis*, too)

In the scriptures, a "mountain" or a "house of the Lord on the mountain" often refers to a temple. Columbus read this scripture and felt it was very important to the work he was doing as an explorer. He even wrote it in his journal.

Answer Workbook Question 11

Sailing into unknown seas, however was dangerous and difficult. Many men died from starvation, sickness, and drownings. There were storms, pirates, and battles between ships. Even with stronger ships and better tools, Columbus was risking his life in attempting to sail into unknown waters.

It was also very expensive. Columbus would need a strong ship, a crew, and supplies to last long enough to reach his destination. He was very poor and could not afford to buy these things on his own.

Read *The Pilgrim Hypothesis* pg. 23 (first full paragraph)

Lesson 5: Christopher Columbus: His Sponsors, Ships, and Crew⁷

Columbus began to search for someone to help him pay for his journey. He asked several kings and queens for ships and the money for a crew and supplies. All of them turned him down. Many

people believed that the trip was too dangerous and not worth the money.

Columbus did not give up, though. He began to move his family from country to country, asking each king for help. Finally, he landed in Spain. Before traveling to meet the king, Columbus spent time in a monastery, studying the scriptures and praying.

He spent years talking with King Ferdinand II and Queen Isabella. Eventually, he convinced them to fund the journey. They gave him three ships: the *Niña*, the *Pínta*, and the *Santa Maria*.

Answer Workbook Question 12

Even with ships and supplies, though, it was difficult for Columbus to find a crew that would go with him. Many believed the journey would end in death and were afraid to go. Eventually he did find men, but most of them did not share his trust in God or his morals. This would bring problems later in the journey. Columbus and his men left Spain August 3, 1492 with no idea what they were about to discover.

Lesson 6: Christopher Columbus: The Journey and Landing⁷

It was a dangerous trip but miracles seemed to follow Columbus and his crew. There were storms, pirates, and high waves, yet they kept moving westward.

One miracle occurred when the winds stopped. The ships could not move without the winds. Suddenly, the ocean waves rose and moved the ships without wind. The crew was shocked but Columbus's faith told him that God was helping them.

Answer Workbook Question 13

When Columbus and his crew finally found land on October 12, 1492, they named it San Salvador,

or "Holy Savior". This land was a part of an island in South America in the area we now call The Bahamas. Here, Columbus and his crew were met by the natives that lived there. The Taíno tribe was waiting for and watching the ships and crew. Believing that he had found India, he dubbed these native people Indians.

Columbus and his men began to explore and sail around the land to make maps. Everywhere they went, natives were waiting for them when they landed.

On this first voyage, Columbus wanted to teach the natives about Jesus Christ. He wanted to be a missionary. He encouraged his crew to be kind and friendly, only harming others if they had to in self-defense.

However, some of his crew were not so kind. There were some that took natives as slaves, forcing them to leave their families and endure suffering, hard labor, and abuse. This pattern repeated as the crew and ship visited Cuba and Hispaniola, which is now Haiti.

After exploring, Columbus left some of his crew in an area of Hispaniola they called La Navidad to build and settle the land. They were given orders to be peaceful with the natives except to protect themselves.

Answer Workbook Question 14

Columbus and the remainder of his crew returned to Spain. Their goal was to spread the word that a new land had been found. Storms came and the ships were separated. Columbus and his crew, believing they would die, wrote directions to the new world, protected them in a crate, and dropped them into the sea. He believed that God would help the directions get to whoever needed them even if the ships were wrecked.

After the worst of the storms ended, Columbus made it to Portugal and then Spain, meeting the

other ships there and spreading word of the New World. The king and queen, like Columbus, were excited to send missionaries to the natives to teach them about Jesus Christ. Others, however, had other goals in mind for the New World.

Lesson 7: Christopher Columbus: The Other Voyages⁷- 1493-1502

Columbus went on a total of four voyages to the New World. During each one, he explored different areas, brought new people, and faced new challenges.

Visit the map at the following link and click on the different circles to see the different routes, places, and challenges Columbus faced on each journey.

<https://www.google.com/maps/d/embed?mid=1wjmmBObq3tS7zgQ9R-i1Z5DYinc&ll=21.725100139127473%2C-42.19168017212972&z=4>

On the second voyage, Columbus set out with 1,000 people with orders from the king and queen to spread the gospel and not harm the natives. However, by now Columbus was famous and rich, which affected his humility and actions.

When they arrived at La Navidad they found the 39 men he had left there dead. Many were killed by the Taíno tribe. Columbus knew that the settlers he had left were not kind to the natives. He assumed that the natives were defending themselves and moved on without harming them.

When they arrived in Hispaniola, however, they began to build La Isabela, the first colony in the Americas. As they built, they heard rumors that the natives were planning to attack them. Columbus sent his men to look for gold and food and gave them permission to attack the natives if they were found. Attacking them first would, hopefully, prevent an attack on the new colony.

As Columbus set sail to explore new lands, the men attacked and then enslaved the natives. Some of these slaves were, under Columbus's orders, sent back to Spain to be slaves there. Many of these slaves died in less than 15 years because of disease and the treatment they received.

Watch the *Tour of the Ruins of Columbus's Colony, La Isabela* video on page 26 of *The Pilgrim Hypothesis*. Answer Workbook Questions 15 and 16

The third voyage of Columbus is likewise affected by his unwillingness to follow God. Columbus returned to the New World finding a governor who had convinced Columbus's men to fight against Columbus. Columbus ended up winning the battle and punishing the men who led it. However, the queen and king wanted the rebellion investigated to make sure that Columbus was still trustworthy. They sent another man to investigate and Columbus was sent back to Spain under arrest.

On this journey, however, Columbus did make a profound discovery. While exploring the sea around the islands, Columbus and his crew found the South American continent that was so near the islands he had already discovered. Upon making this discovery, Columbus wrote a letter to the Pope. The Pope is a man that is in charge of the Catholic Church, to which Columbus belonged. In the letter, Columbus said that he believed he had found the Garden of Eden. From this time on, Columbus wanted to build New Jerusalem in that area rather than rebuild Old Jerusalem, which was the goal of his first voyage.

Answer Workbook Question 17

When he arrived back in Spain, Columbus was allowed to explain what had happened to the king and queen, who let him go free after they understood. Then, Columbus left the city to study the scriptures and pray. He had seen hardship and knew there was still work for him to do. He

understood that he could not do it alone. He was turning back to God. During this time, Columbus wrote a book, *Book of Prophecies*, where he recorded many of his visions and impressions. This writing made many people believe he had lost his mind.

On his 4th and final voyage, Columbus sought forgiveness for the way he had treated the natives on previous trips. He worked to free as many slaves as he could. He made a promise to God to never enslave anyone again and asked the queen for help in fighting the slave trade that had been established. He established rules for his men and punished them harshly if they harmed the Natives for anything other than self-defense.

He also warned others of a storm that was coming, trying to save their lives. They did not listen but those who survived could not deny that Columbus knew before the storm came that it was there. Columbus was protected from the storm and, after hardships, made it back to Spain. He died just two years later.

Read the following quote by Columbus and Answer Workbook Question 18

“I am only a most unworthy sinner but ever since I have cried out for grace and mercy from the Lord, they have covered me completely.”¹⁰

Lesson 8: Amerigo Vespucci and Others

Columbus was not the only explorer to come to the New World. Several expeditions were launched to claim, conquer, and learn about this new land full of resources. Trade grew and colonies were established.

Amerigo Vespucci, who America is likely named for, was one. Vespucci is known best for recognizing the fact that the land Columbus found was not India or China, but a new continent altogether. He explored and mapped much of South America.

Go to the Website at the Link Below and Choose An Explorer to Learn About. Answer Workbook Questions 19-20

<https://exploration.marinersmuseum.org/type/age-of-discovery/>

Unit 2: Native Americans, Pilgrims, and Early Colonies

**Standards Taught: 5.ELA.W.1.b, 5.ELA.W.7,
5.ELA.W.8, 5.ELA.W.9, 5.ELA.W.9.a, 5.ELA.W.10,
5.ELA.IR.4.2.c, 5.ELA.IR.8.1, 5.ELA.RE.1.1.d,
5.ELA.RE.2.2, 5.SS.1, 5.SS.1.1, 5.SS.1.1.e, 5.SS.1.1.f,
5.SS.2, 5.SS.2.a, 5.SS.2.b, 5.SS.3, 5.SS.3.a, 5.SS.3.b,
5.SS.3.c**

Unit Book Choice:

Unit Project: Build Your Own Colony

Using a 15”X15” board and craft supplies, build a village scene. Be sure to include a space for Pilgrims and Native Americans, a water source, a food source, and shelter.

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Lesson 9: The Iroquois Confederacy¹⁴

Sometime between 500-1600 A.D., several Native American tribes came together in the area we now know as New York and created what we knew as the Iroquois Confederacy.

See the map on pg. 152 of *The Pilgrim Hypothesis*

During this time, it was common for different tribes to fight and war with each other. However, these five (and later 6) tribes created a nation together, promising peace between them. They also promised to protect each other from outside enemies, and to elect officials by the voice of the people (vote) for the entire group. They created and enforced laws that everyone in the group agreed to and had in their government a division of powers so that no single person could control the whole group. They believed that each person was equal under the law. They did not have a king, but rather a government much like the modern American government.

In fact, many of the things in our Constitution came from the ideas that the Iroquois Confederacy lived. The Founding Fathers knew of this group of Native Americans and some even spent time learning from them in order to model our government from theirs.

Answer Workbook Questions 21-22

Turn to the symbol on pg. 148 of *The Pilgrim Hypothesis*

The National Symbol of the Iroquois was a pine tree, which they called the tree of peace. We also see weapons of war (arrows) buried under the ground below the tree. At the top, we see an eagle, guarding and always watching to protect peace and freedom.

Answer Workbook Question 23

Before the Revolutionary war, there Iroquois nation had several battles with France, as settlers began to claim land near their area. They also traded with the English and a few of the tribes even entered the Revolutionary War to help the Americans, though many were on the side of the British. After the war, the new American country forged a peace treaty with the Iroquois Nation and trade flourished between them.¹⁵

The Iroquois Confederacy had a good relationship with the Founding Fathers. They often visited each other and showed respect for each other, seeking to learn from and help the other.

In 1988, the United State Congress (a branch of the government) formally acknowledged the impact that the people of the Iroquois Confederacy had on our government and way of life today.

Answer Workbook Question 24

Lesson 10: The Early Pilgrims^{16, 17}

After Columbus discovered the New World, he took the news home, encouraging others to make the journey across the Atlantic to explore, settle, and trade. With Amerigo Vespucci's understanding that this was not, in fact, India, but a new place full of resources, several people began to venture out, looking for a new life. They came to both North and South America, searching for the promises that these explorers had told them about.

They left for several reasons: to search for riches, to claim land for their country, to build a new life, or to find a place where they would be free to worship and teach the gospel as they believed was right.

There were several settlements built, but many of them were unsuccessful as the settlers faced an untamed land, sickness and disease, and, at times, Natives Americans that waged war on these newcomers.

In 1607, the first permanent English colony on North America was founded. This colony was located in what is now Virginia, was called Jamestown. There were 105 men who sailed, explored, built, and created a government for their new settlement. Women began to come to Jamestown after 1608.

Around that time, John Smith became the leader and established a short peace and the ability to trade with the Native Americans which likely saved the lives of many settlers.

In 1613, a man named John Rolfe encouraged the settlers to grow a crop that they learned about from the Native Americans, tobacco. Tobacco was a way for the settlers to make money quickly and pay back the investment of the Virginia Company, the company that gave them the funds to sail across the ocean. This crop took a lot of work to grow and indentured servants (people who agreed to work for someone who paid for their passage over the sea), and slaves were used as field laborers. Indentured servants and slaves were sometimes treated unkindly and endured starvation, disease, and physical abuse at the hands of some masters.

Jamestown endured droughts and attacks by Native American tribes. It became a royal colony (belonging to the king of England) and remained an important part of America even after the Revolutionary War. Jamestown is now a protected historical site.

Answer Workbook Question 25

Not all of the early pilgrims came with the goal of making money, however. Many came to teach the Native Americans the gospel.

Spain had, because of Columbus, an advantage on settlement, especially in South America. Many people came to build on the colonies that Columbus created, explore, and expand into new territories. Spain eventually claimed much of what is now

Mexico and the western United States (California, Texas, Arizona, New Mexico).

Their faith, however, encouraged them to teach others how to follow Jesus Christ. Mission leaders built settlements throughout the region and used these areas to encourage Native American tribes to adapt a settled, agricultural way of life. Many tribes were, at that time, nomadic (moving from place to place) and did not grow their own food. Settling in a single place allowed missionaries to teach them both about their religious beliefs and how to farm.

Missions were not easy for the Spanish or the Native Americans, however. Their crops sometimes failed or they faced drought. Many had to be closed because they did not have enough food. Native Americans suffered from European diseases that they had not been exposed to before. Settlers brought these germs with them from home, but the bodies of the Natives, having never seen these germs before, did not know how to fight off the illnesses. Many Native Americans died from these diseases. Some tribes were warlike and refused to settle, even fighting missionaries and their armies in violent battles.¹⁸

Answer Workbook Question 26

The New World (both North and South America) began to fill with settlers, explorers, and missionaries. Many settlements faced impossible odds and very hard lives. Europeans and Native Americans faced disease, starvation, and war as they worked to figure out where everyone fit and how it all would come together.

In this time of hardship in the Americas, a group thousands of miles away began to hear a call, one that they believed came from God and told them to come to the New World.

Lesson 11: The Mayflower Compact ^{14, 19}

In a place called Leiden Holland, a small group of families lived. These families had left England

because of laws there that would not allow them to practice their religion in the ways they felt were right. In Holland, they had found a safe place. There they were able to worship as they liked, protected by a law much like our 1st Amendment in the United States now. In Holland, men were able to find work and even build businesses. Mothers were able to teach their children and send them to school. They met in their own churches, where they taught according to their beliefs. These families worked hard, looked out for each other, and became respected in their new home.

While life was good for the Pilgrims in Holland, they did worry about the future. They were concerned about what their children were learning, about wars that may come, and about how long the Dutch could protect them from the oppressive English who were encouraging these laws to be implemented everywhere. Overall, however, the Pilgrims were happy in Holland and felt they had found a place where they had the freedom they wanted.

These men and women, however, began to feel a call. They had, because of Columbus, heard about the New World. They knew it was a dangerous place where many faced challenges that brought them to their deaths. Yet, they felt the need to leave their comfortable lives and go there.

After fasting and prayer, they met together to discuss this feeling they all had. They asked God for direction, promising that they would do all they could to carry out His wishes. It was decided that they would travel to the New World, settle the land, and bring the scriptures they had (the Bible) to teach their brothers and sisters there..

Search for, print, and read the entire text of the Mayflower Compact

Read the following quote from Pilgrim historian Jim Baker. Answer Workbook Questions 27-28

“In coming to God’s New Israel [the Pilgrims] view themselves as recreating God’s original kingdom that had been occluded by the manmade church [it was always their goal to come] as close as possible to the primitive church of the Apostles.”²⁰

The Pilgrims were comfortable but chose to leave this comfort in order to do what God asked them. In England and the areas it owned, only one church was acceptable. The English rulers would not anyone attend or practice their own religion outside of the approved one. The Pilgrims wanted a land of freedom where they could restore the church that Jesus set up while He was on the earth. So, with faith and trust in God, they began to prepare to sail across a dangerous sea and settle a dangerous land.

Lesson 12: The Voyage^{14, 19}

On September 16, 1620, 102 Pilgrims boarded a ship that was not in the best condition. The captain had never sailed it very far, let alone across the Atlantic Ocean. It was all they could afford.

The ship was called the Mayflower. It left later than they had planned, which meant they would land in the winter, with little chance at gathering food until spring. Everything, it seemed, was going wrong.

The Pilgrims, however, knew that they had to trust in God. They had prayed and gotten an answer. They had worked hard. God would help them with whatever may come. They knew He had work for them to do in sharing the gospel and building His church.

Miracles followed them. One of these miracles was when a man named John Howland fell overboard. As he drowned in a stormy sea he prayed for help from God. When he reached up, though he was deep underwater, he found a rope. The rope was connected to the ship and those onboard were able to pull him to safety.

Search to see if you are related to a pilgrim (QR found on pg. 173 of *The Pilgrim Hypothesis*) and Answer Workbook Question 29

Watch the video about the National Monument to the Forefathers (QR on page 118 of *The Pilgrim Hypothesis*) and Answer Workbook Question 30

The Pilgrims faced sickness and starvation on their voyage on the Mayflower. They suffered hardship and danger. There were storms and accidents. However, they trusted God and kept going on.

Lesson 13: The Landing...and the 2nd One ^{14, 19}

When the Pilgrims finally made it to land it was late in the fall season. They landed November 11th...in the wrong place. The Pilgrims hoped to go towards what is now known as New York. They had landed far to the north at Cape Cod.

They decided to try to sail south, towards their goal. However, they found that it was almost impossible to sail that way because of shallow waters, ocean currents, and winds. They quickly turned around, deciding they would settle the land near where they had first landed.

As they searched for a place to settle, they also searched the shore for food. On one island, later named Clark's Island, they found a hill where there was corn buried for storage by the Native Americans. They took some of this food, which they repaid the next season, to feed their families.

They continued the search, facing hunger, sickness, storms, and a land they could not grow food on. They were attacked by natives and had to keep guards around their camps. They had nothing but their ship and each other.

Yet they continued their promise to rely on God. They worked to repent. They prayed. They were

grateful that they had arrived safely and for everything that God gave them. They kept the commandments and worked hard, trusting that He would lead them to a place they could stay.

Eventually, they found Plymouth. This area in modern-day Massachusetts was cleared years earlier by Native Americans who once lived there. They had all died or left when a sickness came. What was left behind was a part of the land that was ready for the Pilgrims to plant and build in. This area had water, safety, and nearby resources, giving the Pilgrims all they needed.

Over the first winter, nearly one half of the Pilgrims died. The next spring the Mayflower sat ready to return to England. The crew, seeing the suffering the Pilgrims had gone through, asked them to return to England. Not one of them got on the ship to go home. They chose to stay, still trusting in God Father and watching for more miracles. Miracles which would eventually come.

Watch The Hand of the Lord video from pg. 166 of *The Pilgrim Hypothesis* and Answer Workbook Questions 31-34

Lesson 14: Squanto and Native American Relationships ^{14, 19}

One of the miracles that came to the Pilgrims in Plymouth was the Native Americans who lived in the area. One day a man named Samoset arrived in the camp and offered to teach the Pilgrims how to gather and grow food. Squanto, another Native American, also came to help. The miracle was that these men both spoke English. Squanto had been captured by earlier settlers and sold into slavery. He was shipped away, learned English, and came back. Squanto was from the tribe that had cleared the land the Pilgrims were now living on but returned to see that his tribe was gone. He decided to help the Pilgrims.

Answer Workbook Question 35

Another Native American tribe which lived in the area, the Wampanoag tribe, was friendly and helpful. They created a peace treaty with the Pilgrims. The Wampanoag tribe and the Pilgrims worked together, learned from each other, and even fought against violent tribes to protect each other. The Pilgrims tried hard to teach their new Native American friends about the gospel and listened as their friends shared their own beliefs. They found that they had many things in common.

The Pilgrims even invited the Wampanoag tribe to celebrate holidays with them. One of these holidays is what we now know as Thanksgiving. It was a time to give thanks to God for what they had, to pray, and to spend time with others.

Answer Workbook Question 36-37

This peace between the Pilgrims and Wampanoag tribe lasted for more than 50 years. Eventually conflict arose between the children and grandchildren of those who had made the peace treaty and wars were fought. Both sides fought hard and thousands of lives were lost.

Answer Workbook Question 38

Lesson 15: Building the Colonies: The Good

Following the example of the Pilgrims, thousands of settlers came to the New World. Many came as missionaries striving to teach others about Jesus Christ or with a goal to establish their own freedom and that of their children. They fled from countries where rulers could control their lives and tell them which church they had to go to. They searched for land, gold, and even adventure. Many, like the Pilgrims, felt a call to come.

Once they arrived, they began to elect their own leaders, rather than have kings. They created their own laws and rules. Many believed in equality; that everyone should have equal say and equal rights no matter who they were. They built towns and established colonies, separating themselves into

groups that had similar beliefs in different parts of the land. A colony is a place that is controlled by another country. Though people from many different countries came and claimed the land, eventually Great Britain (through war, or purchase) controlled all 13 colonies. They answered to the English king, but were so far away that they had more freedom.

The people in the colonies lived lives much like ours. They built and cared for their homes, ran shops, and went to church. Children were expected to do chores and learn many of the things you learn in school now. Settlers built towns, grew crops, hunted, and gathered resources from the land. Some would send these things back across the Atlantic Ocean where they would be sold for money.

Look up the names and locations of the 13 colonies, choose one, research it, and Answer Workbook Question 39

A trade system began to form with ships taking goods between America, Europe, and Africa. Goods would be picked up in one area and taken to the next where they would be traded for gold or a different commodity that could not be found in other areas. Using this method people around the world could have goods that they could not produce in their area. Apples, for example, only came to America after seeds and honey bees were brought from Europe.

This trade also allowed for cultural diffusion or the learning and adaptation of ideas and beliefs from other cultures. As people began to travel to new places, they met others who did not share the same beliefs. These two cultures would, like the Pilgrims and Native Americans, learn from each other and adapt some of the new ideas from each other.

The Triangle Trade, however, was not only system of trading food, ideas, arts, and building

supplies. It also gave rise to a different kind of trade: slavery.

Using your finger on a map, trace the Triangle Trade route from the colonies to Europe, Europe to Africa, and Africa to the colonies

Lesson 16: Building the Colonies: The Bad

Life was not always easy in the colonies. Like the Pilgrims, many faced a lack of food, sickness, and violence. Many who came across the Atlantic were very poor and started with nothing. Some even sold their labor and time to gain passage on a ship across. These people would ask someone to pay for their ticket across the sea and agree to work for them for a certain amount of time to pay off the debt. After that time was up, they were to be free to go and build their own lives. Sometimes these men and women were treated badly by those who paid for their trip once they arrived. Some were forced to work very hard or even beaten. Others were forced to stay long after their time to work was done. They were called indentured servants.

Answer Workbook Question 40

The Native Americans who helped settlers were exposed to germs from Europe, which their bodies had never experienced before and did not know how to fight. Many Native Americans died because of these germs.

This, and other differences between the settlers and Native Americans, sometimes resulted in the groups being afraid of and even going to war with each other.

In both groups there were people who wanted to work together and help each other. However, there were also those who thought it best to hurt or control the other group.

Settlements were often attacked by Native American tribes who would take prisoners or kill the newcomers. Settlers, also, would kill enemy Native Americans or take slaves, selling them to other settlers, other tribes, or even to those across the sea in the Triangle Trade.

On both sides slaves were treated with unkindness. They were forced to work very hard, beaten and hurt, punished for trying to run away, and separated from their families. They were treated as something that could be owned and controlled rather than as people.

Land, too, was constantly fought over. Settlers often would claim land that was used or claimed by Native Americans, leading to battles between settlers and native tribes.

Answer Workbook Question 41

Slaves did not just come in the form of indentured servants and people captured in wars in the colonies, however. Many were brought through the Triangle Trade from Africa. Often captured by enemy tribes in Africa, these men, women, and children were sold to sailors and shipped across the sea to face a very hard life. Though many in the colonies fought against slavery, calling for the equality of all, there were those who continued to buy and sell people to make money.

Answer Workbook Question 42

The colonies and those who lived in them had different ideas about how their lives should run, what they should be allowed to do, and how they should do it. For the most part, they allowed others to live as they saw fit, even if they did not agree. However, with England working to exert more control over them, the colonies would soon have to find a way to work together.

Answer Workbook Question 43

Unit 3: The Revolutionary War

Unit Book Choice:

**Standards Taught: 5.SS.2, 5.SS.2.1, 5.SS.2.1.a, 5.SS.2.1.b,
5.SS.2.1.c, 5.SS.2.1.a, 5.SS.2.2, 5.SS.2.2.a, 5.SS.2.2.b,
5.SS.2.2.c, 5.SS.2.2.d, 5.ELA.W.1.b, 5.ELA.W.1.d,
5.ELA.W.2.d, 5.ELA.W.7, 5.ELA.W.8, 5.ELA.W.9.b,
5.ELA.W.10, 5.ELA.RIT.3, 5.ELA.RIT.5, 5.ELA.RIT.6,
5.ELA.RIT.7, 5.LM.IR.5.2**

Unit Project 1 (with Lessons 19-24):

Write a Letter to the King of England explaining why you want America to be independent and free. Cite specific examples and be sure to include an introduction and conclusion.

Unit Project 2 (with Lessons 25-29):

Founding Father/Mother Presentation

Choose an American Founding Father or Mother to research and study. Using books, the internet, and other trusted sources, gather information about the following:

Who were they?

What did they believe?

Why did they fight for freedom?

What does the world get wrong about them today?

Present this information in an organized format to peers, family members, or in video form. Some ideas below:

Create a slideshow or video

Create a poster

Make a mini-textbook and worksheet

Create a Scratch.mit.edu program

Write a one-page paper and email it to friends/family

Building Tensions

Lesson 17: The French and Indian War

Though England was in control of the 13 colonies along the east shore of the continent, there were several other countries that were still claiming land to the north, south, and west of the colonies. France and Spain were the two most prominent countries working to settle in areas near the colonies.

Before long the claims of each country began to grow towards the claims of other countries. Each expanded their borders little by little until they were very close to each other.

This expansion resulted in conflict between countries that both felt they had a right to the land. One of these conflicts was called the French and Indian War. It was also known as the Seven Years War.

In 1754, the French claimed land in what is modern-day Canada as well as land near Ohio. Ohio was on the western border of the colonies and was, as far as the British king was concerned, his land. He expected the colonies to defend his land.

Go to this [link](https://www.nationalgeographic.org/photo/french-and-indian-war/) (<https://www.nationalgeographic.org/photo/french-and-indian-war/>) to see a map of land claims

The French built a fort in the area near Lake Erie, called Fort LeBoeuf. A fort is a building that provides the people in it a safe place to watch for and fight off invaders.

England and its colonies took this as an invasion of their land and a threat to their safety. Soldiers were sent to ask the French to leave the land and reestablish it under English rule. The man in charge of these soldiers, George Washington, was young and not experienced in negotiation or war.

Washington took control of the land, took the fort, and built another fort to defend his men, but began to run low on food, ammunition, and supplies. The French, allied (or worked with) local Native American tribes, fought back in a battle with Washington's men, which Washington lost.

The war continued on for seven years across the area and into what is now Canada. Several other countries became allies of either England or France and joined in the efforts to fight the war.

Eventually, the English king invested large amounts of money and resources into the war. The English and their allies won, gaining claim of all land east of the Mississippi River and land in Canada and Florida.

Answer Workbook Questions 44-45

The colonies had defended England's land claims and fought hard for their mother country. George Washington had gained experience and become known to soldiers on both sides of the war. In fact, there was a Native American chief who believed that God was protecting Washington for a great work.

The amount of money that the English king had invested in the war was not forgotten by England. Soon, the king expected the men and women living in the colonies to repay what had been given to them.

Answer Workbook Question 46

Lesson 18: The Stamp Act²¹

Soon after the French and Indian War, the British government passed the Stamp Act. This new law made by people in England forced the people living in the colonies to pay a duty, or tax, for each paper that they used. Newspapers, official documents, books, posters, and cards for games were all subject to a tax. If people in the colonies wanted to use a paper for any of these things, they

had to pay money to the government of England. This money would pay for the expenses of the war, soldiers that would be sent to the colonies to protect them, and for the care of the colonies in the future. No one in England had to pay this tax, it was only imposed on those living in the colonies.

Answer Workbook Question 47

Colonists did not like the Stamp Act. They felt it was unfair to force them to pay for the war expenses when they were the ones that fought the war. They also did not think it was fair that people across the ocean could tell them what they were allowed to do.

Until now the colonies were allowed to govern themselves, making their own laws and rules. They elected officials that would lead their communities and tried value each person as equal. It was important to them that each person had a say in how their community was run rather than having a single person in charge.

The colonists protested the tax, called to have it removed, and simply refused to pay it. Eventually, the tax was repealed, or stopped being a law. However, England continued to work to impose taxes on different items in the colonies.

Answer Workbook Questions 48-50

Lesson 19: The Boston Massacre

In addition to paying for the French and Indian War, one of the goals of the new taxes from the British government was to pay for an army of soldiers to come from England to the colonies and protect them. England promised that these soldiers would help in battles against other countries or the Native Americans if the colonies were attacked.

These soldiers arrived and had no place to stay. Often colonists were forced to allow soldiers into their homes, providing a room and food for these complete strangers.

The soldiers were also given the job of enforcing the taxes. England had now imposed taxes on paper, sugar, tea, and any good that was imported (or brought into) the colonies from another country.

The colonists were not happy with the taxes, the soldiers forcing their way into their homes, or the control that a king from far away was trying to impose upon them. There was anger, mistrust, and even some fights between the soldiers and those who lived in the colonies.

A group of colonists formed called the Sons of Liberty. These men organized protests, and boycotts, and encouraged others to fight back by not paying taxes or quartering (letting them stay in their homes) soldiers.

Answer Workbook Question 51-52

With anger among the colonists and the Sons of Liberty working to fight back, the situation between the colonists and soldiers continued to get worse.

As all this was happening, one day in Boston a British soldier was guarding the Customs House where imported goods were organized as they came into the colonies. He was met by an angry colonist. They began to argue and more soldiers came to help the guard.

Soon, others began to see what was happening and there was a large group of colonists in the street.

Then, according to the soldiers, the colonists began shouting and throwing ice and snowballs at the soldiers. According to the colonists, the soldiers began to shoot into the crowd. Five colonists died as a result.

After this, many of the people living in Boston were angry at the soldiers. They were arrested and given a chance to share their side of the story. The colonists believed that anyone accused of a crime

should be allowed a fair trial that presented all sides and evidence of what had happened.

A man named John Adams worked as the soldiers' lawyer. He helped them present their case and argued that the soldiers were afraid that the colonists were going to hurt them and fired their guns to keep themselves safe.

Though the soldiers were allowed to go free, this event made the tensions between the colonists and English government even more pronounced.

Watch the video [here](https://www.youtube.com/watch?v=JI9ZvG8RuRI) (<https://www.youtube.com/watch?v=JI9ZvG8RuRI>) and Answer Workbook Question 53

Lesson 20: The Boston Tea Party

The Boston Massacre was only one of several events that happened over several years as the anger of the colonists grew. The English government and king responded by working to control more and more of what the colonies did.

Many of the colonists had come to the New World to find a place where they were able to live according to their beliefs. Now the king was slowly taking away their property, their choice, and, in some cases, their lives.

When the Tea Act, which placed taxes on tea in the colonies, passed in 1773, the Sons of Liberty went to work. Several men dressed up as Native Americans and boarded a ship in Boston Harbor one night. This ship had barrels full of tea from England.

The men were very careful not to harm the ship, only cutting a lock which was later replaced. The tea that belonged to Britain, however, was thrown overboard into the waters of the harbor. The tea was ruined and Britain lost the money that would've come from selling the tea and the taxes that would be imposed upon it.

The colonists had sent a message to the king and government in England: they were not going to listen to rules and laws from so far away without being able to vote in how they were ruled. They wanted a government that protected their lives, their property, and their freedom. They wanted to be a part of the government and have a say in what happened in their towns.

Answer Workbook Question 54

Lesson 21: Loyalist vs. Patriot

The colonists who supported actions like the Boston Tea Party, protests, and rebellion against the king's new laws and taxes were called Patriots. These men and women worked for years to convince the British government that these new controls on their life were unfair and wrong. They wrote letters to the king, asked the government to overturn bad laws, and worked to support good laws.

When Britain refused to listen, patriots began to call for independence from England. They wanted to be a new country, free and allowed to make their own laws. They wanted self-rule.

Answer Workbook Question 55

However, not everyone in the colonies believed that they should be independent from Britain like the Sons of Liberty and their supporters.

Many colonists believed that they should be loyal to the king, grateful for his help, and that they should always uphold the laws that were passed even if they didn't agree with them.

They believed they had come to the New World as citizens of Britain and were subject to the rule of the king just as the people who were still living there. These people were called Loyalists.

Answer Workbook Question 56

Lesson 22: War: Lexington and Concord²²

England, seeing that the colonies were becoming rebellious and willing to fight back, sent troops to seize any weapons that colonists could use against the soldiers. The British marched from Boston to Concord.

As they marched, a man named Paul Revere sounded the alarm. The patriots knew this was coming and they had a plan. They would not allow the government to take away their ability to protect themselves by taking their guns.

Militias, or groups of ordinary men ready to fight, were waiting in Lexington (which was between Boston and Concord) and in Concord when the British soldiers arrived. Tensions were high but the patriots would not back down.

Then, a shot was fired. That shot became known as the shot heard around the world. No one knows for sure who fired first, but both sides began shooting at each other. The Revolutionary War had begun. The entire world would watch as a tiny group of people fought for freedom against the strongest country in the world.

Answer Workbook Questions 57-59

Founding Fathers

Lesson 23: The Founding Fathers- George Washington²³

The Continental Army was at war with the British. They were, in comparison to England, untrained, outnumbered, and lacking supplies. The British Army was the biggest and strongest army in the world. The colonists were just a bunch of men trying to protect their families. They needed someone to lead.

Colonists had elected representatives to gather together and discuss the war even before Lexington and Concord. They called this gathering the

Continental Congress. These representatives had the power to make decisions for all of the colonies about the war. Now, after these newest battles, Congress met once again in Philadelphia with the goal of electing a leader for the army.

They had several options. There were men who had led soldiers in the French and Indian War, men who were very well respected, and men who were obvious choices. However, at the request of John Adams, Congress choose George Washington to lead the army.

Washington had fought in the French and Indian War, but didn't have the experience of the other men in leading during war and he hadn't fought in 15 years. He was a simple farmer, and wanted to stay home farming. He was involved in politics, fought against slavery, and wanted all men to be free, though he owned slaves himself (they were a gift to him and he did not free them for fear that they would be captured by someone else). He was quiet and humble and didn't draw attention to himself, even during this important meeting. He really just wanted to help where he could and then go home. It made very little sense to have this man lead the new army.

However, John Adams, seeing Washington's humility and reliance on God, nominated George Washington to be Commander-in-Chief over the whole army. It was voted on and decided that Washington would lead.

Read the following quote by George Washington and Answer Workbook Question 60

“Far from seeking this appointment I have used every endeavor in my power to avoid it, not only from my unwillingness to part with you and the Family, but from a consciousness of its being a trust too great for my Capacity.”²⁴

Washington, feeling unable and unprepared for the job, then did three things. First, he knelt as Congress, in its first official act, prayed together.

Next, he purchased books to help him learn how to lead an army. And finally, he asked his family to pray for him. Prayer and reliance upon God to lead him in what he should do next would be a pattern Washington would follow throughout the war and afterwards as he served as the nation's first president. His soldiers would often find him kneeling in prayer throughout the war.

Washington relied upon God but knew that he had to work in order to receive help. He had to keep the commandments. So, he expected his soldiers to do the same. He had strict rules for his men. They had to attend church on Sunday, they had to pray daily, they could not drink alcohol, and they could not spend time alone with women they were not married to. Washington knew that if he was going to ask God for help they had to do the right things.

Throughout the war, miracles followed Washington and his soldiers. They lost many battles, barely escaping with their lives. Always, though, some kind of miracle would come. Sometimes it was fog to cover their escape, sometimes a storm to help them fight, sometimes food appearing from nowhere when their supplies were low.

Washington was very aware of Who was helping him and his army. He encouraged his men, and the entire nation, to offer frequent prayers of thanksgiving to Heavenly Father. Today, our nation follows his example in thanking Heavenly Father through holidays like Thanksgiving and the National Day of Prayer.

Read the following quote by George Washington and Answer Workbook Question 61

“We have taken up Arms in Defense of our Liberty, our Property, our Wives, and our Children, we are determined to preserve them, or die. We look forward with Pleasure to that Day not far remote (we hope) when the Inhabitants of America shall

have one Sentiment, and the full Enjoyment of the Blessings of a free Government.”²⁵

After the war, Washington stayed involved in politics, though he really just wanted to be home and farm. He served for 8 years as the first president, the only president so far to be voted in unanimously. Then, he stepped down, reminding the nation that we need to follow God, keep His commandments, and always be thankful for His help. This set the precedence for future presidents who may only serve 8 years in office.

Lesson 24: The Founding Fathers- Benjamin Franklin²⁶

Benjamin Franklin was one of 17 children in his family. He went to school for only a short time and then worked with his father. Franklin often got bored at work and would read anything he could get his hands on. He loved learning.

Franklin was also a scientist and inventor. His most famous experiment was flying a kite, tied to a key in a lightning storm, proving that lightning was electricity. From this experiment, he invented the lightning rod, a piece of metal placed on top of a building with a wire attached to it reaching to the ground. This would allow the lightning to strike the rod rather than the building, preventing many fires and ruined structures. He also invented bifocal glasses.

Franklin owned his own businesses and worked hard. He was a printer and writer. Poor Richard's Almanac was probably the most famous writing. It was a small book filled with proverbs and short sayings that encouraged morals in others. Franklin also wrote and spoke against slavery.

Benjamin Franklin was well-liked by those around him. He had many powerful friends around the world because of his business and social standings. He was, therefore, the person Congress sent to negotiate with other nations.

He was sent to France to ask the French to fight with the colonists in the Revolutionary War. At the end of the war, Franklin was sent to England to negotiate and sign the Treaty of Paris.

Benjamin Franklin was an important founder in America because of his skills in talking with people and making friends. He was a signer of the Declaration of Independence and was the one who, when the Constitutional Convention stalled, reminded representatives that God had helped them to win the war and that they should ask for His help again. After that prayer, the Constitution, which had been difficult to write before, was quickly put together.

Read the following quote by Benjamin Franklin and Answer Workbook Questions 62-63

“Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety.”

Lesson 25: The Founding Fathers- John Adams²⁷

John Adams was a well-educated man. He finished college and became a lawyer, working in some of America’s most well-known court cases. The Boston Massacre case was one of those.

Adams was known for his morals and his ability to stand up for the truth, even when it was not popular or made others angry. He even fought against slavery and wanted equality for all men, no matter their race.

He was a great public speaker and was always the first to speak up. His speech in Congress just before the Declaration of Independence was voted on is said to have been the deciding factor for several representatives. He convinced others to vote for war with Britain.

Read the following quote about Independence Day from a letter from John Adams to his wife, Abigail, and Answer Workbook Question 64-65

“I am apt to believe that it will be celebrated, by succeeding Generations, as the great anniversary Festival. It ought to be commemorated, as the Day of Deliverance by solemn Acts of Devotion to God Almighty. It ought to be solemnized with Pomp and Parade, with Shews, Games, Sports, Guns, Bells, Bonfires and Illuminations from one End of this Continent to the other from this Time forward forever more.

You will think me transported with Enthusiasm but I am not.—I am well aware of the Toil and Blood and Treasure, that it will cost Us to maintain this Declaration, and support and defend these States.— Yet through all the Gloom I can see the Rays of ravishing Light and Glory. I can see that the End is more than worth all the Means. And that Posterity will triumph in that Days Transaction, even altho We should rue it, which I trust in God We shall not.”²⁸

John Adams had several important jobs throughout the course of the war. He helped Thomas Jefferson write the Declaration of Independence. He also was sent to help Benjamin Franklin in convincing France to help the colonists in the war. Later, he was sent to England to meet with the king, asking for an end to the war. He was sent to Holland to ask for a loan to pay for the war. After the war he was sent to the signing of the Treaty of Paris. In all, he spent more than 10 years away from his family and home in service to building the new country.

Adams missed his family very much and wrote home often. He even took family members with him as much as he could. Above all, he reminded them that the cause of freedom was what God wanted and that if they followed Him they would be blessed. He often reflected that if he suffered a little now, his children would have the freedom that he did not.

Answer Workbook Question 66

John Adams served as America’s second president and his son served as the sixth president.

Both men had strong relationships with God and worked hard to live up to their beliefs. They felt that America and her freedom came from God and that there was a reason that He had led them to fight for and preserve independence.

Lesson 26: The Founding Fathers- Thomas Jefferson²⁹

Thomas Jefferson was a farmer, lawyer, governor, architect, inventor, and served as both the vice president (under John Adams) and the president (after John Adams). He was also known for his love of macaroni and cheese.

Jefferson grew up on a large farm, which he inherited when his father died. He spent much of his time working on the farm and building his home, which he called Monticello. His architecture skills and designs can be seen even now all over Washington, D.C., our nation's capital and in colleges in Virginia. Jefferson believed that everyone in America should be educated and fought to ensure that would happen.

Inherited with the farm were several slaves. Jefferson opposed slavery, but owned roughly 600 slaves during his life. His slaves faced hard work on the farm but were treated better than many others of the time. Jefferson knew that America would have to end slavery. Upon his death, many of his slaves were freed and given resources they would need to have a comfortable life from his own estate.

Read the Following Quote by Thomas Jefferson and Answer Workbook Question 67

“He has waged cruel war against human nature itself, violating it's most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. this piratical warfare, the opprobrium of infidel powers, is the warfare of the christian king of Great Britain. determined to keep open a market where MEN

should be bought & sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce...”³⁰

Jefferson is best known for his work writing the Declaration of Independence. Here, he stated that “all men are created equal”. In the original draft the word “men” was capitalized and meant that he believed in equality no matter the race of all men. Back then, men was a term for all humans, both men and women. In the Declaration, Jefferson wrote each of the reasons that America could no longer be dependent upon Britain. The sin of slavery was included in the first draft, but removed later because some delegates at the Constitutional Convention refused to sign it with slavery included. Jefferson wanted to end slavery with the start of freedom in America but wasn't able to do so.

Jefferson worked hard for equality and believed that the Bible and example of Jesus Christ made it clear that all men were equal before God. With this idea in mind, he took the time to write a small booklet with the idea that it would help the Native Americans learn more about Jesus. This booklet simply contained the scriptures from the Bible that described the Savior's life. Though he was quiet about his religion, citing the right of all to believe as they felt right, Jefferson was a defender of the gospel and a missionary.

Jefferson had a difficult family life. His wife and four of their children died while he served in public office. He missed them very much when he had to be away and after they passed away.

In this sadness, John Adams was a great friend. Having lost children of his own, John and Abigail befriended Jefferson and he spent much of his time (even in France and England) with their family. The two men died just hours apart...on the 4th of July 1826.

Thomas Jefferson was known for many accomplishments and achievements. His headstone, which he designed and instructed others not to

change in any way, highlights what was most important to him.

Read Thomas Jefferson's headstone at the top of the page [here](#) (Thomas Jefferson, a Brief Biography | Thomas Jefferson's Monticello) and Answer Workbook Question 68

Lesson 27: The Founding Fathers- James Madison³¹ and Alexander Hamilton³²

James Madison was, like Jefferson, a writer. In Virginia, the two worked together with George Mason to form the Virginia Constitution. In it, Madison worked hard to ensure that religious freedom, or the ability to live and believe as you feel is right, was protected. This was one of his most valued accomplishments.

As America went to war, Madison kept working. He was one of the main contacts between the colonists and their allies in France, telling them how and where they could help best.

At the Constitutional Convention, Madison presented the ideas of a 3-branch government, checks and balances, and the Bill of Rights. He helped to write the Federalist Papers, which defended a stronger central government. He is known as the Father of the Constitution because so many of his ideas found their way into it. He found many of these ideas in his study of the Bible and believed they were what God wanted and that they would create the best chance for Americans to preserve their freedom of choice, or agency.

Answer Workbook Question 69

Alexander Hamilton was another Founding Father who worked with Madison on the Federalist papers. He was also a writer and was George Washington's secretary and assistant both during and after the war. He served as the secretary of the treasury and was in charge of how America set up their banks and finances.

Hamilton was very poor as a child and came to America as an immigrant when he was just a teen. He enrolled in school, thanks to donations from others, but never finished. The war started and Hamilton felt that he had to be in it.

He served in the Continental Army and was credited with several victories, including the Battle of Yorktown where he asked his soldiers (on Washington's command) to remove all of the bullets from their guns in order to ensure a surprise attack. He didn't want to give away their plan by having a gun discharge too early. They fought with bayonets (knife-like tools on the ends of their guns) and lost few of their soldiers, winning the last battle of the Revolutionary War.

Hamilton was outspoken and always made his opinion known. This sometimes got him into trouble and led to several duels. A duel was, back then, a way to settle disagreements. The two men who were arguing would walk ten steps away from each other, turn, and try to shoot each other. Most duels ended before shots were fired as one would apologize to the other. For Hamilton, though, a duel with Aaron Burr, a man who had both helped and challenged Hamilton, ended his life.

Answer Workbook Question 70

Watch the video [here](https://www.youtube.com/watch?v=rrmNqyjo7T8) (<https://www.youtube.com/watch?v=rrmNqyjo7T8>) and Answer Workbook Question 71

Lesson 28: The Declaration of Independence

As battles were being fought around the colonies, patriots began to work to create their own form of government. They needed leaders who would make decisions for the people they represented. Leaders were elected from each colony (some have been talked about already) and sent to the Continental Congress, a meeting where representatives would discuss what the people wanted as far as freedom from Britain and how the war would progress.

At these meetings it was decided that the colonies would not fight just against taxes and boarding of soldiers, but to be a free and independent country. America would not be ruled by England, but would be responsible for its own choices, trade, wars, and money.

Written by Thomas Jefferson and approved in the Continental Congress after days of debate and discussion, the Declaration of Independence was formed. This document outlined the reasons why Americans wanted to separate from Britain and be free.

Read the preamble of the Declaration of Independence (the 1st-2nd paragraphs) and Answer Workbook Questions 72-75

Read the Declaration of Independence and choose 10 of the reasons for separation. List each reason in your own words and explain why American's wanted to be free of it

After it was voted on and approved on July 4, 1776, it was signed (though much later) by the representatives. As they signed, they understood the consequences that could come if they were caught by the British. What they were doing was treason, disloyalty to the king, and they could be jailed, tortured, have everything taken from them, or be killed.

To them, the ideals of freedom and the rights of men were worth every risk. They knew that, if they relied on God, things would work out. They also believed that the freedom to choose your own morals and act upon them were worth every cost. They wanted their children and grandchildren to have the ability to live, learn, and serve in the ways they felt were right and they sacrificed so much to ensure that future. Many were enslaved, tortured, and killed, just as they knew they may be. Others lost homes, farms, and even family members to the British.

Read the last sentence of the Declaration of Independence and Answer Workbook Question 76

Lesson 29: Soldier Conditions and Support for the War

With the war raging and the Declaration of Independence written, signed, and delivered to the king, life for the American soldiers was not easy. The new country had no government beyond Congress and was still working to figure things out. They could not collect taxes and had little money to support the armies. Many soldiers went hungry or suffered sickness on top of the stress and injuries of war. Soldiers were rarely paid for their work and local stores would often close their doors, not allowing American soldiers to buy supplies they needed because shop owners were afraid of what the British Redcoats (soldiers) may do. The British soldiers were known for burning the homes and crops of those who helped the American soldiers.

With no money, no supplies, and no help, many soldiers simply went home. After several lost battles, few could see the point of staying and many were afraid of what would happen after the war.

By fighting against the British they were guilty of treason against the king. If the Americans lost the war, anyone who was captured would be put in prison, tortured, and eventually executed.

Look up the definition of treason and Answer Workbook Question 77

This wasn't an empty threat. Several of the signers of the Declaration of Independence were killed, tortured, or had their homes destroyed and lost all of their money. Soldiers and their families faced the same threats.

The American soldiers were not as professional as the British soldiers. Americans had no supplies, money, or food, but they also had little training. Facing sickness, hunger, and an army that was both

bigger and better trained, the Americans had almost no chance of winning the war. As the war began, they lost battle after battle. It was thought that the war would quickly end with the British soldiers would win. After all, it was only a small percentage of colonists (about 3%) who were willing to fight.

The people living in the colonies were split on who to support. Should they stay loyal to the king and to England? Should they support the cause of freedom? Would their lives be better once they were free or would someone else take control who was worse than the King of England?

Over the course of the war, only 33% of colonists supported the war for independence. Many changed their minds as the war raged on. Some would take up the cause for independence. Others would see American losses or fear the actions of the King's soldiers and be afraid to fight. Throughout the 8 years, though, the support remained at about 33%.

Read the following quote from Thomas Paine's *Common Sense* and Answer Workbook Questions 78-83

“These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country, but he that stands by it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. Heaven knows how to set a proper price on its goods; and it would be strange indeed, if so celestial an article as freedom should not be so highly rated.”³³

War and the Aftermath

Lesson 30: Important Battles

There were several battles throughout the 8-year Revolutionary War. Many were fought on land,

though some were fought on the sea. Over time, we gained an ally in France. They helped us by sending soldiers, ships, and supplies.

Answer Workbook Question 84

Breeds Hill/Bunker Hill³⁴

After Lexington and Concord, the colonists wanted the British to leave. They followed the retreating army to Boston. Though they were not trained, they hoped to force the British out of the city.

On the outskirts of Boston was a hill named Breeds Hill. Here, the colonists built fortifications overnight, preparing to fight the British. In the morning, the British soldiers woke up and saw the work of the colonists. Deciding that this act could not go unnoticed, they attacked the colonists in neat and organized lines thinking that they would easily beat this ragged army.

The British underestimated the Americans, who fought hard and had planned well. England had many casualties (wounded and dead soldiers) while the Americans had about half as many.

Eventually, the Americans ran out of bullets and powder for their guns, forcing hand-to-hand combat. In the end, the British soldiers won the battle, but at a very high cost. They were surprised by the skill and determination of the Americans who, rather than give up and go home, fell back and guarded the city of Boston, trapping the British soldiers there. Many of these soldiers fought throughout the war and, as George Washington came to better organize the army, fought under him. Many mistakenly refer to this battle as The Battle of Bunker Hill, but it was fought on Breeds Hill

Answer Workbook Questions 85-87

Soon after the Battle of Breeds Hill, George Washington arrived, struggling to create a real army of the group of men that were still standing guard outside of Boston. Washington knew of the

determined spirit of the soldiers and, more importantly, he knew that as long as he followed God he would see miracles.

And miracles came.

Soon after Washington arrived, the Continental Army was able to take back Boston, an impossible task. Storms arrived to cover a surprise attack that took control of hills around Boston (Dorchester). Then, a bout of smallpox hit the British soldiers. With all of this happening, the British simply retreated. Washington told his soldiers that God had helped them to do the impossible and asked them to fast and pray with gratitude.

The British were not done, however. They retreated to New York. Washington and his men followed. They were attacked by the British and trapped on an island, suffering several casualties. Here, another miracle came. As Washington sat with no escape, he formed a plan. They would board small boats, cross the bay, and escape as the British slept. It seemed impossible for them to cross the water without being seen by the British who were both on the land and in boats in the water. Washington trusted God.

The men would have to board small boats and cross in small groups. This meant it would take most of the night and that they army would be separated, making them weaker if they were attacked. As they boarded the boats a heavy fog settled on the island and the water around it. Washington and his men could not be seen by the British through the thick fog and escaped without losing another man. Washington was the last to cross the water.³⁵

Answer Workbook Question 88

Another battle, the Battle of Trenton,³⁶ brought more miracles to the Continental Army. Washington and his men knew of a group of hired soldiers. Men from Germany that were brought to

help the British. These men were some of the best soldiers in the world.

First, Washington asked the nation to repent and pray. Then, he began to form a plan. On Christmas night, Washington asked his men to board boats and cross the Delaware River. The river was cold and icy. The plan was to surprise these German soldiers and take their fort, forcing them to surrender.

The Germans, however, knew that Washington was coming. They expected an attack. They posted guards and were watching and waiting.

Somehow, though, they still were surprised when Washington came. First, a small group of men attacked the fort. These men were not ordered to attack by Washington. No one knows who they were. The soldiers in the fort quickly beat the men in battle and thought that the surprise attack had already happened.

Washington, however, was still boarding boats. After crossing the river, his soldiers had to march through open countryside where they could be seen or heard at any time, ruining their surprise attack. In fact, a farmer did see them and sent a note to the fort, letting the soldiers there know that another attack was coming. The soldiers at the fort, thinking the attack had already happened, were focused on enjoying Christmas parties. When they note came it was placed in a pocket, unread. Soon, a blizzard came, covering Washington's movements and the noise of thousands of soldiers marching. When they reached the fort, Washington had the storm at his back, blowing right into the faces of the soldiers at the fort. The soldiers at the fort would soon surrender, giving Washington a miraculous victory. Fighting alongside Washington was Alexander Hamilton. The win at this battle helped raise the spirits of soldiers and patriots around the colonies, showing them that there was a chance to actually win the war.

Answer Workbook Question 89

The Battle of Saratoga

Another victory for the Continental Army was the Battle of Saratoga. Here, directed by General Horatio Gates, the Continental Army faced the British troops who were trying to control New York in an effort to end the Revolution. As the British Army marched, Americans knocked down trees in front of them, slowing them down. Britain fought hard, but lost twice as many men as the Continental Army did. The British were eventually trapped and running low on supplies. George Washington saw this and ordered much of his army to Saratoga, also asking anyone in the area to go help fight. Soon, the British were outnumbered. Seeing no other choice, the British tried to fight their way out. The Americans held strong, even pushing the British back and regaining ground they had lost before. The British surrendered.

The Battle of Saratoga showed the world that the Continental Army could fight back. The world began to see the colonies as their own nation, rather than under British rule. This battle is known as the turning point of the war. It is also the battle that convinced the French to become our allies and fight with us.

Answer Workbook Question 90

The Battle of Yorktown³⁷

The last battle of the Revolutionary War was the Battle of Yorktown. Here, the British General Cornwallis was looking to resupply his troops. Washington sent his own army, along with the French army and navy (on sea) to surround the British. The French Navy cut off Chesapeake Bay, cutting off any chances for the British to get supplies through by water. Washington and his men (along with the French) blocked them off by land. After a week and a half, the English still held two important trenches but were low on supplies.

Washington began to attack, hoping to take the trenches and force the British to surrender.

Alexander Hamilton led one group of men to the first trench. These men unloaded their guns and fought only with bayonets (knife-like weapons on the end of their guns). As they took that trench, the French army took the other. The British were forced to surrender.

This final victory for the Americans signaled the end of the war. With only a few losses, an untrained and outnumbered group of colonists had beaten the largest army in the world and won their independence. A common song titled *The World Turned Upside Down* was sung by British soldiers as they prepared to leave the colonies. The world had changed and the impossible had happened...all because the colonies had learned to rely upon God and trust that He would help them.

Answer Workbook Question 91

Lesson 31: Treaty of Paris

The Revolutionary War began in 1775. Seven years later, Yorktown was won. Soon after Yorktown, the King of England met with representatives from America in Paris, France to sign a peace treaty. In this treaty, the King acknowledged the freedom of the colonies, established land ownership of each country on the North American continent, gave Americans the right to fish on their own coasts, closed all debts (money owed) between the nations, asked Congress to repay any British citizens who lost property in the war but did not fight against the continental army, freed all prisoners of war, asked all British soldiers to leave the colonies, and allowed citizens of both Britain and the United States to use the Mississippi River for trade. Among the signers of the treaty were John Adams, John Jay, David Hartley, and Benjamin Franklin.

This treaty was the official end to Great Britain's rule over the colonies. They were free, no longer ruled by other nations. They could choose how the country would run on their own and, with their

reliance on God, they understood where to find help as they went along.

Answer Workbook Questions 92-93

Lesson 32: The Articles of Confederation

During the war and shortly after the Declaration of Independence was signed, the representatives met in the Second Continental Congress. Here, they would make decisions for the war and work to figure out what the government of the new country would look like. It would take years before each state agreed to the plan they would come up with.

They had to decide if they would have a monarchy (where a king rules), a democracy (where the majority of the people rule), a dictatorship (where a single person rules), a theocracy (where a church rules), a totalitarian government (where a few rule), a republic (where elections are held and representatives make choices), or anarchy (where there is no government or law).

Answer Workbook Question 94

The representatives who met to create this new government were very smart men. They had studied history and knew about how each type of government worked. However, they disagreed on which form would be best for the new country.

After a lot of conversation and debate, drafts and re-drafts, the Articles of Confederation were created. Years later, the Articles would be ratified by each state and officially become America's first form of government which would be in place until the Constitution was ratified.

The Articles of Confederation gave the colonies the official name of "The United States of America." This meant that each state would have a governor (an elected representative) and that a federal government would be formed that would look after the interests of the states as a whole. During the war, the Continental Congress was given

the power to make decisions for the nation as a whole, though with little power it struggled.

The Articles allowed for a government within each state as well as a federal government that made decisions for the whole nation. They gave each state (the colonies became states because they were no longer under British rule) any power that the federal government did not have. This meant that each state could make its own laws, collect their own taxes, control their own trade, draft their own army, settle their own disputes within the state, and elect their own representatives. They also called for each state to work with the others, to be unified in keeping each other safe and free. It allowed the people to travel between states freely, as long as they followed the laws of each state.

The Articles also gave each state one vote in Congress. Congress made decisions for the entire nation and this made sure that each state had a say in what happened. Congress had certain powers that the states could not go against on their own. For example, Congress was the only group that could sign treaties with other nations, declare war, send ambassadors to other countries, settle disputes between states, put a value on money, create post offices, and appoint officers in the military.

The Articles of Confederation also only allowed for a president to preside over (be in charge of) meetings of Congress. This wasn't the true presidency that we know today.

The Articles of Confederation created a weak federal government. The men who wrote them knew what life was like under any ruler who had too much power over the people. They had lived in a dictatorship their whole lives and were working to gain power back from a king. They did not want to put too much power into the hands of their new government.

The Articles of Confederation allowed the people to choose laws, taxes, and how they would provide for their family. This was a government

that got America through the Revolutionary War and a few years after. However, the Articles left some big gaps and questions for the new nation. Soon, they would begin to see the problems that came in having a federal government that was too weak.

Answer Workbook Questions 94-97

Lesson 33: Post-Revolutionary War Problems

Freedom was won and a government with only certain powers was set up. The new country of the United States had accomplished much in just a few short years. However, not everything was perfect and peaceful for the new nation.

The United States Congress was drowning in debt from the war. They had borrowed money from other countries to pay for the fight for freedom and now had no way to pay it back. All Congress was allowed to do under the Articles of Confederation, was to ask the states for donations. They could not collect taxes themselves.

Trade, too, became difficult. The colonies had relied upon Britain for trade with other countries and were now on their own. Britain refused to trade with America and other countries had trouble establishing trade routes with the new nation.

Unity was encouraged in the Articles, but difficult to enforce. With each state creating its own laws and encouraging its own beliefs, it was difficult for them to work together.

Congress had no power to call up soldiers, either. Each individual state could call an army but then would have to grant permission for their army to fight in national conflicts.

Slavery was another issue that caused problems in America after the Revolutionary War. Many people had just fought a war for freedom, sometimes sacrificing all they had, and wanted to ensure that freedom to all. Many founding fathers

worked towards abolishing slavery even during the war. They continued this work after the war, too. However, many (especially in the southern states where slaves worked on plantations and farms) saw slaves as property (something they owned) and believed that the government should not have the right to take property away from them.

Freedom was won but the average person still faced several hardships in the country. With problems all around them, many were in debt and angry with the way the nation was being run. There were several rebellions during this time, including Shay's Rebellion, where a group of poor farmers fought against the government to free people with debt (much of it because of taxes) from being arrested. These rebellions were put down by the state militias, but they showed how much the people were struggling under the new government. Something needed to change if the new nation was to survive.

Unit 4: Building America

Unit Book Choice:

Standards Taught: 5.ELA.SL.5, 5.ELA.6, 5.ELA.W.1.c, 5.ELA.W.2, 5.ELA.W.2.a, 5.ELA.W.2.b, 5.ELA.W.2.c, 5.ELA.W.2.e, 5.ELA.W.6, 5.ELA.W.9, 5.ELA.W.10, 5.ELA.RIT.3, 5.ELA.RIT.5, 5.ELA.RIT.9, 5.ELA.RIT.10, 5.ML.4.1, 5.ELA.ML.4.1.a, 5.ELA.ML.4.1.b, 5.ELA.ML.4.1.c, 5.ELA.ML.4.1.d, 5.ELA.ML.4.2, 5.ELA.ML.4.2.a, 5.ELA.ML.4.2.b, 5.ELA.ML.4.2.c, 5.ELA.ML.5.1, 5.ELA.ML.5.2, 5.ELA.ML.6.1, 5.ELA.ML.6.1.a, 5.ELA.ML.6.1.b, 5.ELA.ML.6.1.c, 5.ELA.ML.6.2, 5.ELA.ML.7.1, 5.ELA.ML.7.1.a, 5.ELA.ML.7.1.b, 5.ELA.ML.7.1.c, 5.ELA.ML.7.1.d, 5.ELA.ML.8.1, 5.ELA.ML.8.1.a, 5.ELA.ML.8.1.b, 5.ELA.ML.8.1.c, 5.ELA.ML.8.1.d, 5.ELA.ML.8.1.e, 5.ELA.ML.8.2, 5.ELA.ML.9.1, 5.ELA.ML.9.1.a, 5.ELA.ML.9.1.b, 5.ELA.ML.9.1.c, 5.ELA.ML.9.2, 5.ELA.ML.9.2.a, 5.ELA.ML.9.2.b, 5.ELA.ML.9.2.c, 5.ML.11.1, 5.ML.13.1, 5.ML.13.2, 5.ML.13.3, 5.IR.4.1.d, 5.IR.4.2, 5.IR.7.a, 5.IR.8.1, 5.IR.8.1.a, 5.IR.8.1.b, 5.IR.8.1.c, 5.IR.8.1.d, 5.IR.8.1.e, 5.IR.8.2, 5.IR.9.1, 5.IR.9.1.a, 5.IR.9.1.b, 5.IR.9.1.c, 5.IR.9.2.a, 5.IR.9.2.b, 5.IR.9.2.c, 5.SS.3, 5.SS.3.1, 5.SS.3.1.a, 5.SS.3.1.b, 5.SS.3.1.c, 5.SS.3.1.d, 5.SS.3.1.e, 5.SS.3.1.f, 5.RE.2.2, 5.SS.3.1.f, 5.SS.3.2, 5.SS.3.2.a, 5.SS.3.2.b, 5.SS.3.2.c

Unit Project 1: My Representatives

Write a letter to your representative explaining why the constitution is important to you and send a copy of the constitution with it

Unit Project 2: Make a video or website page explaining the Bill of Rights (the preamble and each right) and share it with friends and family members. Include why each right is important and what our responsibilities are for each right

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The Constitution

Remember, it's a conversation, not an argument and should be fun but make you think.

Lesson 34: Federalist vs. Anti-Federalist

With the war over and independence won, the United States had to figure out how to govern itself. What would the laws look like? Were the Articles of Confederation really working? How would the nation pay its debts and protect itself? Would they be involved in wars just to help other nations?

Alexander Hamilton watched as the states fought and as the nation struggled under the Articles of Confederation. He fought for a stronger federal (or national- all the states together) government. This, he argued, would allow the United States to collect taxes to pay debts, to create a uniform currency (money), and to raise an army and defend itself in times of war. Hamilton, along with John Jay and James Madison, wrote *The Federalist Papers* to try and convince others of the need for a stronger national government. The men and women who followed Hamilton in his thinking were titled Federalists.

Answer Workbook Question 98

Thomas Jefferson, however, was wary of a strong central government. He had watched as the country fought against a king because that king had too much power over the lives of the people. He was labeled an Antifederalist. He wanted the states and cities to each hold their own power, pay their own debts, and protect themselves. He praised the Articles of Confederation because they made it difficult for any one person (or group of people) to control others.

Answer Workbook Question 99-100

With your chosen side (federalist or antifederalist) debate with an adult you know. Tell them which side you have chosen and why. Allow them to point out why your side may not work and then explain how it could work and why it may be best for a nation to run that way.

Lesson 35: The Constitutional Convention

With rebellions and two different parties (groups) fighting about how the government should work, the people decided to send their representatives to another convention. They were to meet and discuss if the Articles of Confederation were working and whether or not they would change. This was less than 4 years after the end of the war and only about 10 years after the Articles were written.

With Federalist and Antifederalist ideas and men from each state meeting, there was a lot of discussion, arguing, and even anger between delegates. These smart men each felt very strongly about what the nation could do to fix the problems it faced. They had just fought a war, losing friends, family members, health, and property to be free. Now they had to decide what to do with that freedom and how they would protect it for their children and descendants. After weeks of debate, the convention broke down into fighting and anger. Nothing was getting done and the state representatives were beginning to hate each other.

Answer Workbook Question 101

Benjamin Franklin, upon seeing the convention representatives fighting about *who* was right rather than looking for *what* was right, stood and addressed the crowd. As he spoke, Franklin reminded the men of how they got there. It was not them who won the war, but God. God had led them then and He would lead them now. They only had to ask.

Read Franklin's Address [here](#) (Online Speech Bank: [Benjamin Franklin's Prayer Speech at the Constitutional Convention of 1787](#) ([americanrhetoric.com](#))) and Answer Workbook Question 102

The delegates took the time to pray, asking for guidance in this important task. They prayed each day after that at the start of every meeting.

Almost immediately the delegates noticed the change. The meetings were more peaceful. Where votes failed before, they were able to compromise and agree upon solutions. There was a spirit of teamwork and an agreement on what they were to do.

This convention, later called the Constitutional Convention, produced our nation's Constitution. This would be our highest law. It was based upon the Bible and the principles found in it. It was inspired by God.

Answer Workbook Question 103

The Constitution outlined the new form of government, replacing the Articles of Confederation. Many of the laws and ideas found in it were in the Bible. It set up how the government would work and allowed for the people to be in charge of the government. If the people didn't like something, they had the power, through voting and representation, to change it.

Answer Workbook Question 104

The Constitution also allowed for a stronger central government. This federal power would be able to, according to the voice of the people, create national money, interact with foreign nations, collect taxes, and create a military. It balanced the Federalist and Antifederalist ideas by also allowing state and local (city and/or county) to create their own laws. This united the states as a country, but allowed them to shape individually held beliefs into laws they agreed to live by. The Constitution still stands today, some 230 years after it was ratified (approved) by all the states. It has inspired nations around the world to protect the freedom of citizens and allow them to choose how to live.

Answer Workbook Question 105

Lesson 36: The Bill of Rights: Preamble

Many delegates refused to sign the Constitution as it was written. They insisted that it gave too much power to a central government and did not protect the rights of citizens. They were still wary of too much power in government.

In response to these worries, a Bill of Rights was promised and later written. This document protected the rights of each and every citizen of the United States. It was a contract between the people and the government and outlined what the government could never take away from the citizens. Laws could not be made that violated the rights of any person. It argued that these rights were from God and that no man had the power to take away what God had given them. It was based on the scriptures found in the Bible and the founding father's knowledge of past events.

Read the Preamble to the Bill of Rights and Answer Workbook Questions 106-107

Lesson 37: The Bill of Rights

The Bill of Rights includes unalienable rights, meaning that no man can take these rights as long as you are not infringing upon anyone else's rights.

Answer Workbook Question 108

Read The Bill of Rights: Amendments 1-10 and Answer Workbook Questions 109-110

Many of the rights listed were violated by the British before the Revolutionary War. This meant that the men who wrote them knew what life was like when these rights weren't respected and wanted to ensure that their descendants never had to live under a government like that again.

Answer Workbook Question 111

Today the Bill of Rights still stands but a free people must always guard their rights against those

who would infringe upon them. Several laws have been introduced that could be considered a violation of rights. It is up to the people, along with the different branches of government, to protect each other's rights (not just their own). We can do this by electing moral officials who understand their role as servants of the people, protesting unjust laws, writing to our representatives, and using the court system to work to change laws that are against the Constitution (unconstitutional).

Answer Workbook Question 112

Lesson 38: The Constitution: Inspiration

The Founding Fathers were not the only ones who worked on earth to follow the laws and will of God. Others had tried, and some had succeeded for a time, to live under laws and structure much like those found in the Constitution. In fact, many of these governments were known to the Founding Fathers, who studied history. They were influenced by ideas they found in civilizations from history books as well as in the Bible. As they built the Constitution, they noticed God's hand in other government documents and used them as a model.

The Magna Carta³⁸

Written in 1215, the Magna Carta was a letter from the barons (nobility) to the King of England at that time. It outlined the right to freedom and demanded that the king protect certain rights. Some of these rights included freedom to worship, the ability to keep and give their property to whom they saw fit, freedom of trade, representation in taxation, trials by a jury of peers, and the right to hunt and fish.

Answer Workbook Question 113

The Iroquois Confederacy

The Iroquois Confederacy was a group of Native American tribes who banded together in peace. These tribes lived in the same area, shared and traded with each other, and protected each other from hostile tribes. They considered themselves

their own nation and met often with founding fathers, offering treaties and advice.

The Confederacy created their own constitution-like document. They called it The Great Law of Peace. Its goal was to protect the freedom and peace of the people living under it. They welcomed anyone who was willing to live under its ideals and keep the peace.

View the Iroquois Symbol [here](https://i.pinimg.com/originals/32/a8/d6/32a8d6f5b9b6b7a1bb7fe2959c455756.png) (<https://i.pinimg.com/originals/32/a8/d6/32a8d6f5b9b6b7a1bb7fe2959c455756.png>) and Answer Workbook Questions 114-115

The Great Law of Peace included ideas such as three different groups (or branches) of the government meant to check each other, having a council of representatives that starts meetings with a prayer, a method to change or add to the laws, concern for the people, limited power of officials, an oath of office and a way to remove them from office if they violate it, a national and state government, freedom of speech and religion, and a reliance upon the Creator.

Answer Workbook Question 116

Some of the works that the Founding Fathers used in creating the Constitution were things that they had written themselves. The Articles of Confederation, for example, were included in the Constitution in some ways.

Read the diagram [here](https://simplebooklet.com/userFiles/a/3/2/5/1/1/4/N7IMIT32I7UMALo5jvafLS/H7D9AglE.1.0.jpeg) (<https://simplebooklet.com/userFiles/a/3/2/5/1/1/4/N7IMIT32I7UMALo5jvafLS/H7D9AglE.1.0.jpeg>) and Answer Workbook Question 117

Another work that was written by a Founding Father and used was The Virginia Plan.

Watch the video [here](https://www.youtube.com/watch?v=n3nGLKaHVEU) (<https://www.youtube.com/watch?v=n3nGLKaHVEU>) and Answer Workbook Question 118

The source that was cited most by the Founding Fathers as they formed America's new government was, without a doubt, the Bible. The Founders understood that God was leading them and shaped the new nation after His laws. They knew that this government would only work if the people were moral and wanted to do the right things. They believed that every person had the right to live according to what they thought was right. They also knew that they needed to protect that freedom with laws that would ensure that others could not take it away.

Answer Workbook Question 119

Lesson 39: The Constitution: The Preamble

The Founding Fathers had specific goals for the nation as they worked to form the Constitution. Many of them worked so hard because they wanted their children to enjoy the freedom they had sacrificed for. In the preamble, we can find their most important goals

Read the Preamble to the Constitution (1st paragraph), look in a dictionary for words you may not understand, and Answer Workbook Question 120

Lesson 40: The Structure of the Government

Articles 1-3 of the Constitution outline the three branches of government in America and how they should work. Each branch has a responsibility to the people and must uphold their rights. The branches each have a different job. They also have what are called checks-and-balances, which make it impossible for one branch to rule over the nation. Each branch can be checked (or stopped) by the others if they violate the rights of the people.

These branches exist at the national level (federal), at the state level, and at local levels (city and/or county).

Read Article I Section 1 of the Constitution and Answer Workbook Question 121

The legislative branch is made up of the House (where each state gets a certain number of representatives based on how many people live in it) and Senate (which has two representatives for each state). Much like the Congress during the Revolutionary War, each state has a say in what happens to the nation as a whole. Each state votes on who will be their representatives. Those representatives then meet together to make (or repeal- get rid of) laws for the nation.

A check on the other branches that the legislative branch has is that the Senate must approve appointments to the judicial branch. They get to say yes or no to the judges that the president chooses.

At the state level the legislative branch works the same but can make laws only for the state (not the whole nation). At a local level, this group may be known a city council and can only make laws for their area. The laws of the lower levels of government cannot violate the laws of the higher. Cities cannot make a law that goes against state law and states cannot make a law that violates federal law. No laws should be made that violate the Constitution and Bill of Rights, as it is the supreme law of the nation.

Read Article II Section 1 of the Constitution and Answer Workbook Question 122

The executive branch is the president. The president is elected by the people through the Electoral College. The people vote for their candidate and a certain number of electors (or people representing the state) vote according to the will of the state. The number of electors is dependent upon how many representatives the state has in the House and Senate.

The president is responsible for approving laws passed by Congress (House and Senate), appointing judges to the Supreme Court, and being

Commander-in-Chief (in charge of the military). The president also works with other countries, strives to do the will of the people, and ensures that laws are followed. He has others who help him to ensure that laws are enforced and his responsibilities are taken care of.

The president can check the other branches by vetoing (canceling) a law the people do not agree with, even after it has passed the House and Senate and by choosing Supreme Court justices.

The state executive branch is made up of a governor (and his helpers). A city or county may have a mayor or commission to fill this branch.

Read Article III Section 1 of the Constitution and Answer Workbook Question 123

The judicial branch is made up of the courts, including the Supreme Court. This branch is responsible for ensuring the laws that are made are according to the Constitution. If a law is made by the legislative branch and approved by the executive branch it goes into effect. However, if an individual thinks that the law violates the Constitution they have a right to prove it in front of the Supreme Court. The court, made up of justices (or judges who have studied the law) hears the case, studies the documents of Founding Fathers, and decides if the law is unconstitutional or not.

If a law is found to be against the constitution, the justices overturn it. It is no longer a law.

The Supreme Court can also exercise a check and balance if the executive branch does something unconstitutional. They are responsible for watching the president and ensuring he is doing his job within the areas and rules the Constitution sets up for his branch.

There are also state and local courts which can rule on laws, hear trials against people accused of breaking the law, and decide on sentences of those who are found guilty of breaking the law. These

courts cannot overrule (or change) what the Supreme Court decides. If the lower courts cannot settle a dispute, the case continues to each higher court until it reaches the Supreme Court.

Answer Workbook Question 124

The three branches are to remain separate from each other. They cannot do each other's jobs. This would result in a single group of people having the ability to rule the nation (much as a king would), rather than the people being in charge. If the president took on judicial and legislative powers, for example, he could make any law he wanted, enforce it, and decide whether or not it was fair. This could result in bad laws that hurt the people. Checks and balances allow the government branches to remain separate and ensure that no branch gets too much power. All branches are to work together to protect the voice of the people.

Answer Workbook Questions 125-126

Additional resources [here](#) ([checksand balances.gif \(650x460\) \(study.com\)](#)) **and here** (https://www.aprilsmith.org/uploads/6/8/3/4/6834889/409689_orig.jpeg)

Lesson 41: How to Make a Law

The Legislative branch is in charge of making laws. The group of representatives in this branch together are called Congress. Congress is made up of the House and the Senate.

When someone wants a law to be made, it is written up as a bill. This bill then goes in front of a committee, where they review the bill and decide if it is a good idea or not. Here the people who will live under the law have a chance to voice their opinions on it. If the committee passes the bill, it goes to the House.

In the House (federal) each state has a certain number of representatives, depending on the

population (number of people) who live in that state. The population is counted every 10 years and the number of representatives reflects these counts. The Constitution included a provision, known as the 3/5ths Clause, to ensure that slaves were counted at a lower rate. This rule meant that only 3 of every 5 slaves would count in the population. This may seem unfair, but it was a safeguard to ensure that slave owners (slaves could not vote) did not get too much power. The ultimate goal was to eradicate (end) slavery in the United States, though this was not accomplished until much later. The House representatives are elected by the people. This gives states with more people more power in the House. In the state House, these representatives are elected by each district. When a bill comes to the House, the representatives discuss and ask questions about it. Then they vote to pass it or let it die. If it passes, it goes on to the Senate. If it dies, it is filed away and does not become a law.

In the Senate (federal), each state has an equal representation of 2 elected officials. In a state Senate, each district elects an official. Here, the bill is discussed and questioned again. After a vote, the bill either passes or dies. If it passes, it moves on to the executive branch for a check-and-balance process between the two branches.

At the national level, the executive branch is the President of the United States. At the state level, it is the Governor. If a bill makes it to this level, the executive branch can either sign (pass) or veto (say no to) the bill. If he or she passes the bill, it becomes a law. If it is vetoed, or refused by the executive branch, it can do two things. If there aren't enough votes in the House and Senate (it must be at least 2/3 of the representatives in both the House and the Senate), the bill dies. If the bill does have at least 2/3 of the votes, however, it is passed into law without the approval of the executive branch (creating a check-and-balance).

Watch the Video [Here](https://www.youtube.com/watch?v=cd4fVFWeE4j4) (<https://www.youtube.com/watch?v=cd4fVFWeE4j4>) and Answer Workbook Questions 127-128

Even after it passes the House, Senate, and executive branch, a law can still be repealed, or taken off the books. If the people do not approve, protests, referendums, and petitions can lead representatives to reconsider the law. Civil disobedience (many people not following the law) can also make it so that the law is not enforced.

If a law is passed that violates the Constitutional powers (if it isn't their job to make that law or if it takes away the rights of the people) of the legislative or executive branches, it can be brought to the Supreme Court. Here, the justices discuss the law, ask question about how it is enforced, and review documents from the founding fathers to determine whether the law is unconstitutional or not. If they decide the law is constitutional, it stays. If not, the law is no longer a law and is repealed.

Answer Workbook Question 129

Lesson 42: Taxes: When they are Ok³⁹

One of the biggest problems for the new nation as the Constitutional Convention was happening was debt. The Revolutionary War had forced Congress to take on loans from other countries so they could pay and feed soldiers and get supplies. Now it was time to pay back this debt.

Under the Articles of Confederation, the national government had no power to collect taxes (money to support the nation). The Constitution, however, changed that. It gave Congress the power to levy and collect taxes from the entire nation. The states also hold this power for their individual populations.

There are two different types of taxes: direct and indirect. Direct taxes (income tax, property tax, etc) are taxes that come directly from the people. Income tax is a tax on the money you make. The more you make, the more taxes you pay. Property tax is a tax on anything you own. Indirect taxes (sales tax) are collected when you buy something.

According to Alexander Hamilton, direct taxes were meant to be used only in times of an emergency (for example, a war) and most of the money raised would be from indirect taxes.

Answer Workbook Question 130

The Constitution states that the money the people pay in taxes are only to be used for certain things. They are to provide for “the common defense” (protect our nation and people, for example, during war) and “the general welfare” (safety, education, and health). The money collected from the people is meant to be sacred money to support and protect the nation as a whole. It is a small way we can care for and protect each other. This money is earned through hard work and sacrifice by the people and it is expected that the government, in deciding how to spend it, will respect those sacrifices.

Answer Workbook Question 131

In 1913, however, the 16th Amendment was passed. This new part of the Constitution allowed a collection of a direct tax: income tax. This means that a portion of the money you earn is taken from you by the government. Since the time it was ratified, the national debt and spending has been increasing and the taxes have been raising. Americans now pay property taxes, income taxes, sales taxes, business taxes, and even taxes on gifts and inheritance from family members every year. These direct taxes were not the vision of those who wrote the Constitution.

Answer Workbook Question 132-133

As government spending has increased over time, so have taxes. Many times, increased spending is presented as a way to “promote the general welfare”. Several programs have been made encourage the idea of helping others but forget that we all should work if we can. Taxes are now so high that many people find it difficult to support themselves and their families, relying

instead on tax money to do so. This means that some work, pay taxes, and support the country while others do not work as hard but still get to receive the money that others worked for. These programs are unconstitutional and a form of slavery.

Read Genesis 3:19 and Answer Workbook Questions 134-136

We are told in the scriptures to work hard so that God can help us to provide for ourselves. This teaches us skills. It also teaches us the value of work and the things that we earn. We are also taught that taxes to support a nation should be paid, but that those monies are sacred because they were earned by hard-working citizens. Therefore, there are certain taxes that must be collected while there are others that probably should not exist.

Just like any other laws, the laws concerning taxes can be changed if the people want them to change. Everything in America is meant to be “by the voice of the people”. One day we may decide to change tax laws, but for now we need to pay the taxes required and continue to work hard to support ourselves rather than depending on others to work for us.

Answer Workbook Questions 137-138

Lesson 43-47: Report on Signer of the Constitution

Use these lessons to choose, research, and create a project that presents the following about a signer of the Constitution of your choice:

- Name and State They Represented
- Childhood Facts
- Role in the Revolutionary War
- Role in the Constitutional Convention
- Federalist or Antifederalist?
- Beliefs about how America Should Work
- Interesting Facts
- Family (marriage, children)

Occupation
Religious Beliefs, including one original document that proves them
Cited Sources

Lesson 48: Elections and The First President

With the creation of the Constitution came the new office of President of the United States of America. It was understood that this executive branch representative would be a powerful force for the new nation. There were several great men who were qualified for the job at the signing of the Constitution. Who would be the first to take office? How would the people decide? How would they insure that the election would be fair?

The Constitution allowed for the people to hold elections, or vote for, their representatives, including the office of President. The Founding Fathers, though, were wary of a democracy. They had studied history and knew that when the majority rules they do not protect each individual but rather their own interests.

Answer Workbook Question 139

The Founding Fathers were afraid that if American elections were just democratic, they would lead to tyranny and mob rule (complete control by a single group of people). To counter this but still allow the people to choose the President, they created the Electoral College.

When there is an election for the office of President, the people vote in their state. This shows which candidate the majority of the people for that state wants. That information goes to a group of people, called electors, who then cast a vote for their entire state. Each state has a different number of electors. This number is chosen by adding the number of representatives that state has in the Senate (always 2) to the number of representatives the state has in the House (depends on the population of the state). This total number is the number of electors each state gets. This allows for

all the states to have a say. It also allows for the states with more people to have more votes without overrunning the votes of the states with less people.

See the images [here](#) ([breakdown-of-538-electoral-college-votes-in-the.jpg \(1024x764\) \(ibtimes.com\)](#)) and [here](#) ([http://granitegrok.com/wp-content/uploads/2016-US-Election-without-Electoral-College-560x370.png](#))

Answer Workbook Question 140

George Washington was elected to be the nation's first president. The vote was unanimous (every state voted the same) and he is the only president to be elected unanimously. Like his appointment to be Commander in Chief during the Revolutionary War, Washington was humble and relied upon God to lead the nation. He appointed Alexander Hamilton to be the first Secretary of the Treasury, or in charge of creating a system of money in the nation.

Washington appointed Thomas Jefferson, writer of the Declaration of Independence, as his Secretary of State. Jefferson's job was to interact with other nations on behalf of America, creating treaties and deciding if America would help them during war. He did not get to make the decisions on his own, but went to Congress to advise them and share what he knew about the nations they were discussing. France, for example, went to war soon after our Revolutionary War ended, hoping for freedom of their own. Jefferson wanted to help the French win their independence and encouraged Washington to do so. That idea was struck down, however, when Hamilton pointed out that the nation was too weak to fight in another war so quickly.

As the first president,⁴⁰ Washington set many of the nation's precedents for future elections. First, he was sworn in, promising the nation that he would uphold the Constitution and serve righteously. He made this promise with his right arm to the square (a Masonic, or religious, symbol of exactness) and placing his left hand on the Bible. Even now, many

presidents are sworn in with their hand on a Bible opened to their favorite verse. Washington chose Genesis 49, a scripture that talks about the tribe of Joseph leaving the known world and crossing the sea to the New World. Washington then gave a speech, encouraging the nation to remember that God is the one who had helped them get to where they were. He wanted the people to remember that they must be righteous.

Read the Following Quote from George Washington's Inaugural Address (first speech as president)

“We ought to be no less persuaded that the propitious smiles of Heaven, can never be expected on a nation that disregards the eternal rules of order and right, which Heaven itself has ordained.”⁴¹

Answer Workbook Question 141

After his oath and speech, Washington walked to a nearby church and prayed, encouraging the nation to pray with him. He knew there was work and hard decisions ahead of him and he wanted to ask for God's help, just as he did during the war.

Washington served only 8 years, voluntarily retiring and returning to Mount Vernon until his death. He worked to be a moderator and peacekeeper between nations and the various representatives. He knew that the nation had to work together or it would fail.

Even today we follow his example. A president may only serve in that office for a total of 8 years. He or she is meant to encourage unity between the states and peace between nations. A president is meant to protect the voice of the people and ensure their rights. A president is a Commander in Chief, (in charge of the military) and ensures that laws are enforced and order is kept. Often, a president will call for a national day of prayer, encouraging the people to remember that we are dependent upon

God. Most importantly, a president is meant to be a servant, rather than a ruler, to the people.

Answer Workbook Question 142

Amendments and Changes

Lesson 49: Constitutional Amendments and their Impacts⁴²

The Founding Fathers knew that they were not perfect. They also knew that they could not foresee every future problem that may come to America as time passed. So, they included a way to add to or change the Constitution.

They did not make it an easy process and today only 27 changes, or amendments, have been added. They knew that if it was too easy, the Constitution would not protect the people.

There are only two ways to amend the Constitution and both are very difficult.

One, Congress (the House and the Senate) can propose and pass an amendment. It has to have 2/3 of the representatives in both houses vote to pass it. If it gets enough votes, this amendment then goes to the states and must be approved by 38 of the 50 states. If it is ratified (approved) by the correct number of states, it then becomes a part of the Constitution.

The second method is a Constitutional Convention. If 2/3 of the states (34 of the 50) have legislatures vote to demand a convention, each can send representatives to the convention and vote on amending the Constitution, just like the original Constitutional Convention. This has not happened since the Constitution was written.

Of the 27 Amendments that have been added to our Constitution, ten of them make up what we know as the Bill of Rights. Other amendments include the following:

- the people cannot sue a state in a federal court
- electors in the Electoral College are required to vote for President and Vice President separately
- slavery is illegal except as a punishment for a crime
- no state can take the rights of any citizen of the U.S., even if they do not live in that state
- those who commit a crime cannot hold an office
- the rights of citizens applies to every citizen no matter what race or color they are
- Congress has power to collect income tax (tax on any money you earn)
- Senators can only serve for 6 years
- alcohol was made illegal, this amendment was later repealed (cancelled) by another amendment after the people refused to obey it
- the dates were set for the terms of Presidents, Senators, and Representatives to end and begin
- Congress shall meet at least once a year
- if the President cannot serve (not eligible, died, etc) then the Vice President will take his place
- if the president and vice president both cannot serve, Congress can choose who will serve as President
- the President can only serve as President for 8 years (two terms)
- the right of D.C. to vote for electors for the Electoral College
- the right of any citizen over 18 years of age to vote
- Congress may not adjust their pay until an election (they can't pay themselves more in the middle of a term, but can change it during an election)

Choose three of these Amendments and discuss them with an adult. Be sure to talk about why they are important, if they help or harm our country, and how they protect or violate our Bill of Rights

Lesson 50: Today's America: The Constitution

The Founding Fathers studied history and knew what had worked for countries in the past. They also knew what did not work. In forming the Constitution, they had different ideas but they came together to do what they thought was best for their children and grandchildren. Their goal was to never let tyranny come to the new country. They knew, however, that men with power are often tempted to abuse that power. So, they included safeguards to protect the people (checks and balances, the Bill of Rights, difficulty of changing the Constitution).

More than their own knowledge, however, they relied upon God to guide them. Now, we look back over 240 years and see that their work has protected our freedoms.

In the years since the Constitution was written, we have also seen evidence that the Founding Fathers were right. Men who have power will try to overthrow the protections of the rights of citizens. Though there are patriots today who fight to protect the inspired document, there are many who seek to tear it down.

Read the examples below of modern-day changes to law

- The citizens of America may not own certain types of weapons (**Answer Workbook Question 143**)
- The citizens of America may not gather or assemble together in large groups during the COVID-19 pandemic (**Answer Workbook Question 144**)
- The citizens of America may not pray in a classroom (**Answer Workbook Question 145**)
- The citizens of America may have their online data observed by a government agency (**Answer Workbook Question 146**)
- The citizens of America must pay taxes up to 37% of their income and property (**Answer Workbook Question 147**)

As always there are patriots who believe in the words of the Founding Fathers and the scriptures concerning the Constitution. They seek to protect it through new laws, removal of unconstitutional laws, appealing to the Supreme Court, and holding protests or engaging in civil disobedience. These men and women, like the Founding Fathers, understand the importance of freedom.

Answer Workbook Question 148

Lesson 51: Today's America: Traditions, Symbols, and Righteousness

Americans have several traditions, celebrations, and symbols that serve as a way to unite us. These things remind us of the fact that America was founded by God for the purpose of freedom of its people.

The American flag is one of these symbols. It's colors are representative of the blood of soldiers who keep us free and safe (red), purity and righteousness that allows God to protect and prosper us (white), and justice and equality of all (blue). We respect the symbol of the flag by standing when it passes by us and never letting it touch the ground.

The Pledge of Allegiance is another way our nation shows unity. When we say the pledge, we stand with our hands on our hearts.

The U.S. national anthem is a song that stands for the unity and ideals of America. We often sing this song at large events like sporting games or memorial ceremonies. When the national anthem is played, we stand up with our hands over our hearts.

The national bird of America is an eagle. The eagle represents freedom and the right to live the way you believe is right. This was an important ideal to the Founding Fathers.

The great seal, which you can see [here](http://greatseal.com/symbols/index.html) (<http://greatseal.com/symbols/index.html>) shows an

eagle. It also shows 13 stars (representing the tribes of Israel), with clouds and fire around it (representing the cloud and pillar of fire that God used to lead the tribes of Israel out of Egypt). The eagle holds a banner in its mouth that, translated says, Out of Many, One. This means that even though the states are different, they should come together and be united in goals and helping each other. In its talons the eagle holds 13 olive branches and 13 arrows. The Founding Fathers choose these symbols to remind us that the United States was founded on Biblical principles.

The nation also has some very important buildings. You can see the Capitol Building [here](https://kids-clerk.house.gov/grade-school/lesson.html?intID=33). (<https://kids-clerk.house.gov/grade-school/lesson.html?intID=33>) Inside the Capitol, Congress meets to make laws. The White House, which you can see [here](https://fthmb.tqn.com/RlqW6RJw0tcj1wP7dGM28qunZJ8=/3827x2604/filters:fill(auto,1)/white-house-2-56a238715f9b58b7d0c8049f.jpg), ([https://fthmb.tqn.com/RlqW6RJw0tcj1wP7dGM28qunZJ8=/3827x2604/filters:fill\(auto,1\)/white-house-2-56a238715f9b58b7d0c8049f.jpg](https://fthmb.tqn.com/RlqW6RJw0tcj1wP7dGM28qunZJ8=/3827x2604/filters:fill(auto,1)/white-house-2-56a238715f9b58b7d0c8049f.jpg)) is where the president lives. He is elected by the people to protect our safety and rights, work with other countries, and help representatives make the correct laws. Another building that is important is where the Supreme Court meets. The Marble Palace can be seen [here](https://www.liveaction.org/news/wp-content/uploads/2018/06/supreme-court.jpg). (<https://www.liveaction.org/news/wp-content/uploads/2018/06/supreme-court.jpg>) In this building judges meet to review laws and decide if they protect our rights or not.

The Liberty Bell is a symbol of the freedom that Americans have fought for and protected. You can see it [here](https://upload.wikimedia.org/wikipedia/commons/thumb/0/08/Liberty_Bell_2008.jpg/1200px-Liberty_Bell_2008.jpg). (https://upload.wikimedia.org/wikipedia/commons/thumb/0/08/Liberty_Bell_2008.jpg/1200px-Liberty_Bell_2008.jpg) The Liberty Bell cracked when it was rung once and rings no more. However, it is protected and displayed as a symbol of our country.

To learn about a few more national symbols and monuments watch this [video](https://www.youtube.com/watch?v=Gtnltad5Mzo). (<https://www.youtube.com/watch?v=Gtnltad5Mzo>)

Answer Workbook Question 149

The United States celebrates several holidays. Martin Luther King, Jr. Day (a day of remembrance for a man who fought for equality for men and women of all races), President's Day (a day celebrating the work of George Washington and Abraham Lincoln), Memorial Day (when we remember and honor the men and women who died fighting for our freedom), Independence Day (a day we celebrate the birth of our nation and the signing of the Declaration of Independence), Columbus Day, Veterans Day (a day we thank those who have served in the military), Thanksgiving (a day of national prayer and thanks to Heavenly Father), and Christmas are a few.

Answer Workbook Question 150

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Unit 5: Industry and Expansion

Unit Book Choice:

Standards Taught: 5.ELA.SL.5, 5.ELA.1.c, 5.ELA.W.2, 5.ELA.RIT.3, 5.ELA.RIT.5, 5.ELA.RIT.9, 5.ELA.RIT.10, 5.LM.IR.4.1.c, 5.LM.IR.4.2.c, 5.LM.IR.5.2, 5.LM.IR.6.2, 5.LM.IR.7.1.b, 5.LM.IR.7.1.b, 5.LM.IR.7.1.c, 5.LM.IR.7.1.d, 5.LM.IR.8.2, 5.LM.IR.9.1, 5.LM.IR.9.1.a, 5.LM.IR.9.1.b, 5.LM.IR.9.1.c, 5.LM.IR.9.2, 5.LM.IR.9.2.a, 5.LM.IR.9.2.b, 5.LM.IR.9.2.c, 5.SS.4, 5.SS.4.1, 5.SS.4.1.a, 5.SS.4.1.b, 5.SS.4.1.c, 5.SS.4.1.d, 5.SS.4.4.a, 5.SS.4.4.b

Unit Project: Economics Fair and Capitalism

Learn about the principles of free market through the
Economics Fair Project

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Lesson 52: The Free Market and Capitalism

Throughout the world, different countries run in different ways. America's government, culture, and ideals are, in some ways, different than those of other places. For example, we are a Constitutional Republic while other countries are democracies or oligarchies.

Our economy, too, is different than many places in the world. **Economy** means the way we manage and use our resources and includes our currency, or money. In the United States we practice capitalism.

Answer Workbook Question 151-152

Economies are made up of a few things. First, a country has certain resources or things that can be used to sustain life or make it easier. Some of the major resources in the United States are: water, land, oil, coal, and gas. Different nations have different resources which are traded (bought and sold) between the people living in those nations as well as between the nations themselves.

Answer Workbook Question 153

The United States also has a resource of educated people who are willing to work hard. Some of these people are called entrepreneurs. These men and women start businesses, often at great financial risk (they use their own money). If their business fails, they lose their money and time and have to try something different. If their business is successful, they can eventually employ (or hire) others to work in their business.

Employees are able to create a contract with entrepreneurs deciding things like how many hours they will work, what jobs they will do, and how much they will be paid. Business owners, in return, agree to pay employees for their work, do all they can to ensure a safe workplace, and respect an employee's right to leave a job at any time. This contract is an agreement that the employer (business owner) will purchase the resource of an employee's

(worker) time and service at a certain price and for a certain amount of time.

Answer Workbook Question 154

Entrepreneurs in America must also understand what their consumers (people who buy products or services) want and what they are willing to pay for it.

Answer Workbook Question 155-156

This is **capitalism**. Capitalism allows the people control over how resources are used, sold, and bought. Entrepreneurs are allowed to try out their ideas and see if there are consumers who need or want that product (something made) or service (something they do). Employees are allowed to trade their services for money from the entrepreneur. Consumers are allowed to choose where their money will be spent.

This puts the consumer in charge of the economy. The consumer gets to decide, through how they spend their money, which products and services are successful. If they don't like a certain item, they don't have to pay the entrepreneur for it. If they can find a certain product or service for less money from someone else, they can choose to shop there. If they are unsatisfied with a service, they have the ability to not hire that company again.

Answer Workbook Question 157

Capitalism, like our Constitution, only works with a moral, or righteous, people. Businesses who choose to cheat, steal, or lie to their customers may gain an unfair advantage and do better than others. Employers who do not pay their workers a fair wage (one that was agreed upon), and take too much money for themselves, are not being honest. Employees who lie about how much work they do hurt the business they work for by tying up resources that could be used to build the business. Consumers who expect products or services at

below-market prices (prices so low that a business loses money) lead to failed businesses.

Answer Workbook Question 158

Moral capitalism allows anyone living within the economy to better their lives. It provides a way for hard work to lead to financial success, even if you start off very poor. It also allows for each person to use their finances (money) and other resources to serve and help others. Without the ability to take care of ourselves, we cannot help others.

Answer Workbook Question 159

The United States was meant to have a moral and capitalist economy. Other nations, however, have built their economies on **socialism** or **communism**. Both of these types of economies take the resources of a nation (even the labor of the people) and put them under the control of the government. The government owns all businesses, allowing them to set the prices, tell consumers what they have to buy, and tell people where, when, and how they will work. This, many governments argue, will ensure that everyone will get an equal chance at all of the resources.

However, these businesses allow consumers only one choice, leading to businesses that are allowed to lie, steal, and cheat because consumers have nowhere else to go to get the things they need. This also leads to businesses who do not work to become better or to come up with new ideas, employees who are, in reality, slaves and have no choice but to work where and how they are told. It also gives the government complete control over who does and does not have access to resources (even food, water, and shelter) and always has led to a government that is willing to allow people to die, or worse, to preserve those resources for themselves.

Answer Workbook Questions 160-162

Lesson 53: The Great Awakenings (1730-1740, 1790-1840) and The Industrial Revolution (1760-1840)

When America was settled, many of those who came (like the Pilgrims) were grounded in their faith and working to protect their ability to exercise it. Over time, many colonists stopped focusing on religion. With a prosperous new life, many forgot that they relied on God for all of it. Children and grandchildren of settlers did not prioritize faith the way their parents did. Churches were emptier and the people started to focus more on the things of the world than religion.

As technology advanced, many people looked to science and abandoned what they saw as outdated or boring church practices. They sought to come close to God on their own, not through preachers and church officials.

However, during certain events American citizens began to focus on the importance of the individual, the moral ideals they wanted to teach their children, and their own mortality. Events, such as the Revolutionary War, allowed people to imagine the world they wanted rather than simply settle for what was there. This raised several religious and moral questions, as people tried to figure out what was really important to them.

Preachers took advantage of these times, creating Great Awakenings. They called people to repentance and touted that their church had the correct answers. With America's focus on freedom of religion and the right to live according to your own conscience, citizens were able to go from church to church, listening and learning from several different religions. They then could choose to follow one, many, or none at all.

Protected by the distance from the old government and, later by the creation of the new one it, many churches began to grow and develop. If a person did not like what one preacher said, they would simply go to a different church or start their

own. These groups each worked to find the truth, serve those around them, and make the world a better place. These Great Awakenings brought a renewed sense of American's duty to God.

Answer Workbook Question 163

Another change that America saw in stages was the Industrial Revolution. This revolution, however, was not a war, but a process of learning, inventing, and growth. Over time, the American people began to find better and more efficient ways of doing things that supported their everyday lives. They were free to create, explore, and experiment and allowed to own and use their own resources any way they wanted. Americans began to focus on improving life and making work easier. Several discoveries and inventions were a part of the Industrial Revolution.

Read the article at this [link](https://www.thoughtco.com/significant-stages-american-industrial-revolution-4164132) (<https://www.thoughtco.com/significant-stages-american-industrial-revolution-4164132>) and answer Workbook Questions 164-168

The Industrial Revolution (and a second one during and after the Civil War) changed the way every American lived. They now had new machines that could help them with their work. This left them with more time and money to use on things they wanted. It caused many to leave farms, no longer reliant upon their own land to survive because they could purchase necessities from others, and live in large cities. It allowed people to travel further and gather information more efficiently, aiding in the Great Awakening and other movements that would later come.

Lesson 54: 19th Century Expansion: The Louisiana Purchase and Manifest Destiny (1803-1845)

As more and more people came to the United States, they began to expand outwards. The land was rich in resources and many explored further than the land that made up the original 13 colonies.

They worked to settle the land and trade resources. However, much of the land westward was claimed by other countries, such as France, Spain, Britain, and Mexico.

Thomas Jefferson, who was president in 1803, decided that America needed access to the Mississippi River through the port at New Orleans. This would allow traders to bring boats up the river and into the states so that they could move products more efficiently. Jefferson offered to buy the settlement and the land around it from France. However, as the country was still new and growing, the U.S. didn't have the finances to pay what the land was worth.

Answer Workbook Question 169

A man named Napoleon Bonaparte was working to conquer land across the world for France. He was in charge of negotiations for the land that France owned in the Americas, and he did not want the U.S. In fact, he wanted to take it over.

France also controlled Santo Domingue (which is where Haiti is now). Napoleon thought that he could use this land, along with the land that France owned west of the Mississippi to invade and conquer the new nation of the United States. He did not want to sell the land to a nation that he thought would be easy to take over.

Answer Workbook Question 170

However, things did not go according to Napoleon's plan. In Santo Domingue, slavery was prevalent and especially cruel. The descendants of Christopher Columbus and his men, along with others who came to colonize the land, treated their slaves harshly and punished them severely. With France in control, this practice did not end.

A man named Toussaint Louverture, organized a slave revolt. Often these revolts ended with the slaves and their leaders caught and burned alive. This revolt turned into a revolution, which ended

slavery in Santo Domingue and put power over the land in Toussiant's hands. He ruled, always saying he was a Frenchmen, but did not trust Napoleon not to bring back slavery. Napoleon, therefore, lost control of the land that would've been his launch-point to take over the United States.

Answer Workbook Question 171

With this loss, his wars with England and Spain, and financial troubles in France, Napoleon started to negotiate the sale of the land that the French owned in North America. He seriously considered an offer from Spain and almost altogether ignored the offer from Jefferson, as the land was worth so much more than the Americans could pay.

Then, one Sunday, Napoleon simply changed his mind. He attended church, came home, and decided to sell not only New Orleans, but all of the land the French owed west of the Mississippi to Jefferson. The price is \$15 million dollars, far less than other countries would've paid for it.

Thomas Jefferson gladly took the offer and the land was peacefully purchased and the United States suddenly stretched more than twice as far as it had before.

See the Map [here](https://i0.wp.com/www.ilibrarian.net/history/loisiana_purchase_map_lg.jpg), (https://i0.wp.com/www.ilibrarian.net/history/loisiana_purchase_map_lg.jpg) Find the Louisiana Purchase on the map, and Answer Workbook Questions 172-173

Soon, Americans began to believe in the idea of Manifest Destiny. This was a movement in which Americans believed that the United States was meant to own and control the whole of the land from the east coast to the west. The United States had freedom and wanted to expand that as far as they could. They believed that God had given them the right to continue growing the amount of land they held. Many more began to explore westward, looking for new resources and for ways to make the rest of the land a part of the country. This would

lead to wars and purchases that would eventually make the United States into what it is today.

Answer Workbook Question 174

Lesson 55: 19th Century Expansion: Lewis and Clark⁴⁵, The Oregon Trail⁴⁶, and The Spanish Trail⁴⁷

With the country now owning more and more land, many people set out to explore and settle it. Some went for the adventure of it. Others wanted to find and gather resources or own their own land.

No matter the reason, those who set out found lands that were untamed and dangerous. They were starting over again with no houses, no established cities, and no idea of how the land was laid out.

As people explored, many began to create maps of the land. Maps helped in finding trails from those who were there before, water, and food. They also recorded where there were friendly and hostile Native American tribes living, where it might be easier to build home, and where entire cities might be able to flourish.

Not long after the Louisiana Purchase, Meriwether Lewis and William Clark were hired by Thomas Jefferson to explore and map the new land. They gathered a crew and set out from St. Louis, traveling and mapping all the way to the east coast. The team recorded the terrain, plants, animals, and other people they found as they explored. They met many Native American tribes and peacefully interacted with most of them, allowing the United States to begin good relationships with many of the Native American people.

See the Map [here](https://www.nps.gov/parkhistory/online_books/lewisandclark/images/map1.jpg), (https://www.nps.gov/parkhistory/online_books/lewisandclark/images/map1.jpg) Trace the Lewis and Clark exploration with your finger, and Answer Workbook Questions 175-176

With exploration of the area finished, Americans began to set their sights on the Oregon area, which would allow the country to own land on the west coast. This was the dream of Manifest Destiny, U.S. ownership from coast to coast. However, at the time, this land was claimed by Spain, Great Britain, Russia, and the United States. The U.S. argued that, because of Lewis and Clark, they were the ones who had established trade on the land and, therefore, had rights to it.

Eventually, it came down to claims by Great Britain, which owned land in Canada and the United States. They agreed to wait to decide where the border would be between their lands in that area. During the waiting time, Americans began to move to and settle the land and, eventually, it was agreed upon that the United States owned the Oregon Territory.

See the Map [here](https://i0.wp.com/www.ilibrarian.net/history/louisiana_purchase_map_lg.jpg), (https://i0.wp.com/www.ilibrarian.net/history/louisiana_purchase_map_lg.jpg) Find the Oregon Territory, and Answer Workbook Question 177

Land in the southwestern part of what is now the United States was owned by Mexico. However, several attempts were made to establish a trade route between these Mexican territories and the United States. This route would allow trade with South America as well as with the Native American tribes of the area.

In 1829, Antonio Armijo established a successful trail across the area. Using the partial trails of early explorers and missionaries, Armijo was able to find a route that avoided the hottest parts of the desert and allowed for regular collection of water from rivers and streams.

This trail made it easier for trade to flourish, allowing more and more people to survive in the harsh environment. Unfortunately, it also allowed for an extensive slave trade, especially in slaves captured from Native American tribes.

Though this trail did not directly lead to expansion of the United States into these lands, it allowed for the area to be mapped and for trade to grow, making future settlement easier.

See the Map [here](https://www.slohorsenews.net/wp-content/uploads/2014/03/Old_Spanish_Trail_map-1024x590.png) (https://www.slohorsenews.net/wp-content/uploads/2014/03/Old_Spanish_Trail_map-1024x590.png) and Answer Workbook Questions 178-179

Lesson 56: 19th Century Expansion: Texas and The Mexican-American War⁴⁸

Though the United States did not yet own the southwestern part of what is currently our nation, the idea of Manifest Destiny continued to grow and expansion hopes turned that direction. With new trails blazed, maps being created, and trade flourishing some began wanting to claim the land, owned by Spain, for the U.S.

Not many people had settled the land from either side. However, with the U.S. now owning the land in the Louisiana Purchase, some were starting to venture into it. Spain saw the U.S. coming and wanted to create a compromise. The area of Texas was established and Spain allowed U.S. citizens to purchase land in exchange for being loyal to Spain. When the settlers arrived, these citizens found that Mexico had gained its independence from Spain. Mexico upheld the agreement, though, and many U.S. citizens began to settle in Texas. Over time, U.S. citizens outnumbered Mexican citizens and refused to follow Mexican law.

Eventually, a rebellion and call for independence from Mexico broke out. Texas won its independence but the U.S. voted not to allow Texas into the union.

For ten years, Texas was its own country. It allowed slavery and mainly traded its cotton with others around it. It sought to be a part of the U.S.

and, when it was rejected, began to give free land to anyone who would immigrate.

As the U.S. watched and its relationship with Mexico evolve, the U.S. began to see that Texas could help the union. In 1845, Congress voted to annex. Texas became a state, but was allowed to keep all of its land.

A year later, Mexico and the United States went to war. Mexico claimed that Texas belonged to them. The United States won the war and, through a treaty, gained control of the entire southwest area. This completed U.S. ownership of what is now the continental U.S.

See the Map [here](https://i0.wp.com/www.ilibrarian.net/history/loisiana_purchase_map_lg.jpg) (https://i0.wp.com/www.ilibrarian.net/history/loisiana_purchase_map_lg.jpg) and Answer Workbook Questions 180-181

Lesson 57: 19th Century Expansion: The California Gold Rush, Homestead Act, and Transcontinental Railroad

With the land mapped, trading routes established, and settlement encouraged, many living in the U.S. saw an opportunity to own and work their own land. Anyone could claim land, they just had to be able to survive on it.

As Americans expanded into their newly acquired land, they were often searching for a way to improve their lives. For some, that meant having their own farm. For others, it meant increasing their trade through new trails or use of new resources.

One example of the use of new resources was the California Gold Rush. In 1848, gold was discovered at a California mill. Word got out and many rushed to CA in search of riches. As more and more people moved to the west, resources like water and food became harder to come by. The Native Americans, who lived in the lands all along, now saw settlers come and use up the things they had used to survive.

After about seven years, the mines began to run out of gold and it wasn't as easy to find. With the scarce resources and dangerous work in the mines, the allure of gold faded away. Still, the land had been settled and many stayed continuing to settle the land and establish towns and cities.

Answer Workbook Question 182

Another group that traveled across the plains and into the newly acquired lands were the Mormon pioneers. This church, formed during the Great Awakening by a man named Joseph Smith, began to claim land in present-day Utah. After the death of their leader and conflict with others in the area, their new leader, Brigham Young, sent wagon and hand-cart parties on what became known as the Mormon Trail. These men, women, and children faced a difficult journey and an even more difficult time settling in a land with fewer resources. However, they chose not to continue to the coast because the area was isolated and they believed they would be able to freely practice their new religion there.

Answer Workbook Question 183

The United States had expanded in a short time over the entire width of the continent allowing for a different way of life for many. Settlement and explorations continued for years to come as new resources were found and relationships between Americans and with Native Americans changed.

This expansion continued even during and after the Civil War with the Homestead Act, a law passed by Abraham Lincoln allowing any U.S. citizen to buy 160-acre land plots for a small price. His goal was to allow every American the opportunity to succeed and provide for their own lives.

Answer Workbook Question 184

By the 1860's the invention of the steam engine allowed for the dream of a Transcontinental Railroad. This railroad track would span coast to coast and allow for travel, trade, and settlement in

faster and easier ways. Settlers no longer had to load handcarts or pull wagons with oxen. They could simply board a train and ride all the way across the country.

President Abraham Lincoln, even during the Civil War, signed an act allowing the government to pay for this dream to become a reality. Even with the funds provided, Americans had a hard time finding anyone who would work the hard, long days that were required to build the railroad.

Soon, immigrants were put to work, many of them from China. The work was dangerous and the workers were paid very little. Many endured slave-like conditions and cruel treatment from supervisors.

After about ten years, the railroad was completed in Utah, where the line from the east was joined with the line from the west. Americans could now travel from coast to coast on a train.

Briefly research the joining of the railroad in Utah and Answer Workbook Questions 185-188

Lesson 58: 19th Century Expansion: Impact on Native Americans and the Trail of Tears⁴⁹

As Americans expanded outward and began to settle land previously lived on by Native American tribes, the two groups began to have more interactions.

Sometimes, like in the case of Lewis and Clark, these meetings were generally peaceful and even beneficial to both sides. Native Americans worked to teach settlers what they knew about surviving on the land. Settlers did the same, teaching Native Americans about advancements in technology and new ideas. Trade flourished between the groups and they lived side by side.

Answer Workbook Questions 189-190

Interactions were not always like this, however. At times, meetings between settlers and Native Americans were stressful and even violent. The settlers brought with them germs and diseases that the natives had never been exposed to. With immune systems that did not know how to fight these diseases, many Native Americans died from them. Smallpox was one disease in particular that decimated entire tribes.

With no understanding of germs, neither side really knew why they were getting sick. Some natives began to fear the settlers, thinking they brought evil spirits with them, because of these sicknesses.

Answer Workbook Question 191

With an increase in Americans coming to the new land, disease, conflict over land and resources, and battles increased between settlers and natives. In 1830, Congress passed a law which forced Native American tribes out of the land now owned by the United States and into the west. Every Native American living in this land was forced to leave their homes and travel to the unsettled west.

The tribes tried to plead their case to the President, Andrew Jackson, but he would not listen. The U.S. army built stockades along the trail and rounded the Native Americans up, forcing them to leave or die.

Watch the video [here](https://www.youtube.com/watch?v=SosZ2ZRJymU)

(<https://www.youtube.com/watch?v=SosZ2ZRJymU>) and Answer Workbook Question 192

During this time, there were those who were prejudice on both sides. Many Native Americans believed the settlers to be evil. Many settlers believed the Native Americans to be uncivilized and uneducated.

The Native Americans remembered the sickness and the loss of their lands and some began to think all settlers were trying to hurt them. Natives had

lived on the land for a long time before the settlers came and felt they were defending their homes and way of life.

Likewise, the settlers saw that some tribes were willing to hurt others or put them into slavery and many began to believe that all tribes were like this. They believed that Manifest Destiny gave them permission to take the land and treat the natives as a conquered people.

These differences, as well as an ignorance of each other's cultures and unwillingness to listen to each other often brought on violent meetings between the two groups.

At times, battles broke out between Native Americans and settlers. Some tribes were particularly violent and settlers learned to avoid the areas in which they lived. Others fought back only when attacked first. Likewise, some settlers attacked Native Americans while others only defended themselves.

Answer Workbook Question 193

In the rush for land and under the idea of Manifest Destiny, many settlers from America and other countries, disregarded the fact that the Native Americans lived on the land first. They refused to protect or allow Native American's to enjoy the rights that U.S. citizens had written into the Bill of Rights.

Many tribes were nomadic, moving from place to place as the seasons changed and the herds that provided their food moved. This meant that they were not often on the land when settlers came.

Settlers would find new land and, seeing no one there, begin to build. When the Native Americans returned, they found their food and water used up by these newcomers. Sometimes, the Native Americans and settlers were willing to make peace treaties and work together to share the land. Other times, battles broke out.

There were also times, like the Trail of Tears and Wounded Knee, where Native Americans were forcefully removed from their lands or entire tribes were killed by the U.S. government. As the U.S. had the improved technology of firearms while Native Americans usually had only bows, arrows, and spears, many natives were killed and they usually lost their land.

Answer Workbook Questions 194-197

Lesson 59: Today's America: How Expansion, the Industrial Revolution, and Capitalism Shaped the United States

Today we see many of the effects of this period of American history in our own lives. The U.S. now stretches across the continent and includes Alaska, Hawaii, and other territories. Within the nation are lands, called reservations, preserved for Native American tribes. Though these areas are not as large as the lands they once owned, here tribes are allowed to govern themselves. They work to preserve traditions and customs of their ancestors and educate others about the things that happened in the past. Many of these areas are barren and have few resources, however, and the citizens that live there struggle with basic needs.

Answer Workbook Question 198

We still use many of the inventions that came about during the Industrial Revolution and have built upon the technologies and discoveries of the time. Americans are a people inspired by curiosity and learning and always striving to be better. Many Americans now live in cities and rely on a few farmers to provide the food that they need, working instead on manufacturing using the technologies now available.

Answer Workbook Question 199

Capitalism is affected now, more than any other time in our history, by the government but the ideals of freedom to use resources in the ways we, the

people see fit, are still being fought for. Entrepreneurs build businesses each year and America leads the world in several different industries because of the competition and ideas that come from capitalism.

Answer Workbook Question 200

The Constitution has been interpreted in different ways because of some of the events of this time. Buying or acquiring land, for instance, was not the duty of the President when the Louisiana Purchase was made. This caused many discussions about the powers of the President.

The railroad fund, too, rose questions about the Constitutional use of federal funds. Giving tax money in the interest of a business was controversial, and still is, though our government often gives seed money (money to start a business) and tax cuts to businesses today.

Answer Workbook Question 201

The treatment of Native Americans is, perhaps, the part of this history that we should learn the most from. Prejudice still exists today and many are unwilling to learn about and work with people who are different than them. This has led to anger, wars, and violence. It has also led to isolation, or separation, from others who may look or think differently than us but have great ideas. When this happens, we are unable to learn from each other, unable to love each other, and unable to help each other. Eventually, events like the Trail of Tears happen and we, as a nation, grow to regret our actions towards others. The Trail of Tears and Wounded Knee are now seen as the horrible events that they really were. We cannot go back and change them but, by learning about them and about each other, we can move forward together, working to ensure that things like that never happen again.

Answer Workbook Questions 202-203

Unit 6: The Civil War

Unit Book Choice:

Standards Taught: 5.FA.M.CO.4, 5.FA.M.COM.5, 5.SS.4.2, 5.SS.4.2.a, 5.SS.4.2.b, 5.SS.4.2.c, 5.SS.4.3, 5.SS.4.3.a, 5.SS.4.3.b, 5.SS.4.3.c, 5.SS.4.3.d, 5.SS.4.4, 5.SS.4.4.a, 5.SS.4.4.b, 5.SS.4.4.c, 5.ELA.W.2.d, 5.ELA.RIT.3, 5.ELA.RIT.5, LM.IR.5.2

Unit Project: Sew a Civil War Outfit while listening to music from that time period

Property of Phoenix Home Academy. Do not sell

Lesson 60: Tensions Rise^{51, 52, 53}

Like the colonies, America after expansion was separated into cultural, political, and economic sections. Living in the north part of the country was very different from living in the south.

Look at the map [here](http://s3.amazonaws.com/rapgenius/1362860716-M-d-line.gif) (<http://s3.amazonaws.com/rapgenius/1362860716-M-d-line.gif>) and answer Workbook Question 204

Life in the North was more urban than the South. There were smaller farms and more factories. The Northern factories worked with cotton, wool, leather, iron, and firearms. The farmers in the North produced more corn, wheat, and oats than those in the South because they used machines and paid workers rather than slave labor. Slavery was illegal north of the Mason-Dixon Line (see the map above).

In the South, there were few factories. Farms were large and labor-intensive. The soil and weather were better from growing large crops of cotton and tobacco, but there were no machines to pick the crops for them. Slavery became a common practice in the South, with men and women being shipped in, sold, and forced to work on large plantations (big farms). While only 1/3 of Southerners owned slaves, buying, selling, and forcing slaves to labor was a large part of the Southern economy.

Answer Workbook Question 205

Most of the people in the South worked long days on farms, meaning there was little time for education or industrialization. Most of the resources the South grew, they exported to other countries, or to the North for processing into usable products.

In the North, however, it was common to go to school as there were no large farms to run. Many became educated and sought to improve their way

of living. The discoveries of the Industrial Revolution helped factories, travel, and daily life become faster and easier for those who could invest in discoveries in the North.

Immigrants from other countries often stayed in the North when they arrived, bringing new ideas and taking jobs in factories. This influx of new people made the population in the North grow as that of the South stayed the same.

Answer Workbook Question 206

Railroads and travel technologies were another difference between the North and the South. The North had access to the new Transcontinental Railroad as well as a string of railroads across the area. The South had very few railroads. Most of the travel there was by water, slow and uncomfortable.

Answer Workbook Question 207

Politics, too were different between the regions. Most of those living in the North wanted to abolish (get rid of) slavery. They, like many Founding Fathers, saw that slavery was harmful to the men, women, and children living under it and wanted to protect the freedoms of everyone. In the South, however, slavery was a way of life. Crops and income depended upon this labor.

The North had also seen the benefits of a strong federal (national) government. This region was growing and expanding in knowledge, resources, and population mainly due to the government's involvement and funding of Industrial Revolution discoveries.

The South, however, wanted strong rights for states. They were wary of too strong a power and fearful of tyranny. Many did not want the federal government to control their resources (including slaves) or their lives. Some of this fear came from the fact that the South was losing the population race and, therefore, had less representation.

[slaveship.jpg](#)) and Answer Workbook Question 210

This led to the continuation of two political parties: Democrats (South) and Republicans (North). There were many who were members of both parties throughout the nation. However, because the Democrats sought to increase state power and protect slavery, many in the South chose that party. Most Republicans were in the North as this party sought greater federal power and the abolition (end of) slavery. There were also those who understood the importance of slavery to the Southern way of life and sought a compromise, but these two parties raced against each other in local and national elections.

Answer Workbook Question 208-209

Man in Bondage

Lesson 61: The Slave Trade

Though America was its own nation and growing, the triangle trade was still flourishing.

Review on a map where the Triangle Trade was and what was being traded between countries, especially the American continents, Africa, and Europe

Unfortunately, one of the imports to America was human beings. Africa was broken into separate tribes and, many times, competing tribes would capture slaves from each other and sell them to the men who came with ships to their shores. These men, women, and children were then chained below deck and forced to row across the ocean. Many died of disease or exhaustion. Some died from suffocation after being too tightly packed into the ship while others were killed for trying to fight back. Their bodies were dumped into the sea.

See the image [here](https://librarysocietyfriendsblog.files.wordpress.com/2013/01/h85-plymouth-society-) (<https://librarysocietyfriendsblog.files.wordpress.com/2013/01/h85-plymouth-society->

When they arrived in the Americas, captured men, women, and children were then sold at an auction. Those who wanted to buy slaves could place bids, telling how much they would pay. The person who offered the most money won the auction and bought the slave.

Slaves were then taken, most to plantations, and put to work. Some worked in the home, doing cooking, cleaning, and other daily chores. Others were charged with the care of children. Others were forced to work on the farm, plowing, planting, caring for, and picking crops by hand. Slaves often worked from sun-up to sun-down with no breaks and little food.

Many slaves suffered from the hard work they were forced to do. Disease, illness, and malnutrition were rampant. Some slaves resisted (fought back) and were beaten or killed. Others tried to run away, risking being caught by slave-catchers and beaten by their masters (owners).

Slaves were not permitted to go to school, or church, or to learn how to read. Most could not leave the land their masters owned. They lived in small shacks on the plantation their entire life or until they were sold to another master. Families were often split up with children being sold and taken away.

Though not all slave owners treated their slaves badly, some slaves grew to be a part of their new family, the fact remains that they were still slaves. They could not leave of their own free will or believe, learn, and have a family of their choice.

Answer Workbook Questions 211-212

There were those in the South who did not approve of slavery. In fact, 2/3 of Southern citizens did not own slaves. Many allowed slavery to continue because the sale and work of the slaves

helped everyone in the South to make money and survive. Some did not understand how badly slaves were treated. Others ignored the things happening to the slaves around them because it was too scary or horrible to think about.

Answer Workbook Question 213

Lesson 62: Slavery Laws

Re-read the Bill of Rights & the 2nd Paragraph of the Declaration of Independence

The Founding Fathers, with inspiration from God, understood the importance of freedom and agency. Many of them worked to abolish slavery as the nation began but were met with resistance. So, they lived under the laws that existed and helped those around them as much as they could. They wrote, in our founding documents, the foundations that would become freedom for all in America regardless of who you were, where you came from, or what you looked like. However, it would take another war and many years to ensure this would be a reality.

Answer Workbook Questions 214-216

Lesson 63: Abolitionists and Slave Heroes

There were many others who saw slavery for the evil that it was. These people worked to change laws, help others to see why slavery was so bad, protected others, and helped slaves to escape. Their goal was to eventually end slavery throughout the nation. These people were called abolitionists.

Search online for the name of a pre-Civil War abolitionist and Answer Workbook Question 217

Slavery was already illegal in the North (north of the Mason-Dixon Line, see map from Lesson 63) and any slave who could cross the line would gain their freedom. Slaves would have to get past their masters, slave catchers, dogs, and the peering eyes of other slave owners to get to freedom. Many

abolitionists lived in the North, but Southerners would often and turn in any slave they found, send them back to their masters, and ensure they were punished. Even upon arrival in the North, slaves worried about their masters finding them and forcing them to go back to the plantation. With no resources, no education, and no way to communicate, escaping from slavery was very difficult. Those who found their way to freedom still had to find a way to support themselves.

Answer Workbook Question 218

There were those who escaped to freedom. Many of these newly-freed men and women risked their own safety to help others to escape or to call for the abolition of slavery. Speaking up and fighting back was a risk to their own freedom and lives, but they were willing to find the courage to do so in order to help others.

One such woman was Harriet Tubman. Tubman ran away from her master and gained her freedom. She believed very strongly that she was meant to be free and relied upon God to help her escape, knowing that she may die in the process. She made it across the Mason-Dixon Line. However, rather than simply enjoying her freedom, Harriet created the Underground Railroad.

The Underground Railroad was a system set up to help others escape from slavery. Tubman herself made 13 additional trips across the Underground Railroad to help free others.

Answer Workbook Question 219-220

Frederick Douglass was also an escaped slave who used his new-found freedom to fight slavery. Douglass was very smart, a good writer, and an exceptional speaker. Not allowed to go to school, he taught himself to read and write at a young age, all while still a slave. He wrote and talked to anyone who would listen about the evils of slavery, opening the eyes of many who simply did not know how bad it was. Douglass spoke both in America

and overseas. As the Civil War broke out, he fought to allow black Americans the right to fight for the Union, pushed for the end of slavery, and met with President Lincoln. Douglass held many political offices and always fought for the rights of black Americans, even after slavery had ended.

Answer Workbook Question 221

Harriet Jacobs was another escaped slave who worked to shed light on the evils of slavery. She grew up a slave and had a master who tried to get her to do things she knew were wrong. Eventually, her master threatened to sell her children if she did not comply. Rather than do what she knew God would not want her to do, she hid in her grandmother's attic, which was so small that she could not stand, for seven years before finding passage to freedom.

Once free, she worked to bring her children to the North so they could be free, too. She wrote a book titled *Incidents in the Life of a Slave Girl*, which detailed her life as a slave and the awful conditions she faced. This book helped others to understand that slavery was very real (not everyone saw slavery, especially in the North) and very wrong. Later in life, Jacobs started schools to educate freed slaves and their children. She believed that education was the path to real freedom and the ability to choose your own course in life.

Answer Workbook Question 222

Another escaped slave, a man named Sam, was living in freedom when he heard that his cruel master had died. Sam had been hurt and abused by his master and was treated very badly. However, when his master died, Sam returned to the plantation where he was once a slave, bought it, and ran it so that his old master's wife and children had a way to support themselves and get what they needed. He is an example of the forgiveness and service that many escaped slaves practiced with their newfound freedom.

Lesson 64: Underground Railroad

The Underground Railroad was not a railroad at all. Rather, it was a system of secret routes and buildings created in the South to help slaves escape to freedom in the North. Some slaves also escaped south to Mexico, where they would be free upon crossing the border.

See the map [here \(http://americainclass.org/wp-content/uploads/2015/11/ugrr-map-450.jpg\)](http://americainclass.org/wp-content/uploads/2015/11/ugrr-map-450.jpg) and **Answer Workbook Question 223**

A slave who wanted to escape from their master faced natural and manmade dangers. They often left with few supplies, leaving them without food, clothing, or shelter. They had to travel through forests, marshes, flat land, and wild animals. They faced being returned to their masters, harmed, or even killed if they were caught. In the South, they knew that most people would turn them in and some would even hunt for them seeking to return them to their masters. It was not an easy task to escape slavery and many did not want to risk it.

Answer Workbook Question 224

However, for those who did attempt escape, abolitionists set up buildings holding supplies and hiding places along the path. Escaped slaves looked for a sign outside of the building (a lit lamp or small symbol) and hid from slave catchers there. Slave catchers were often paid for each slave they returned to slave owners. Guides of the Underground Railroad, called conductors, would meet escaped slaves, risking their own safety, and help them find the way.

Answer Workbook Questions 225-226

Many slaves were illiterate (could not read) so instructions were given through symbols, codes, and even songs. Songs were an important part of the culture of those in slavery as they kept them connected to each other, to their home country, to

their history, and to God. Many songs they sang were gospel songs called spirituals.

Watch the video [here](#)

(<https://www.youtube.com/watch?v=epVJNoU1DEU>) and Answer Workbook Questions 227-228

Slavery is an evil practice that takes away the agency and freedom of men, women, and children. It does not allow for freedom of any kind and forces one group of people to work for the benefit of others their entire life. It has existed since almost as long as human beings have been on the planet. Every race has once been oppressed under a system of slavery.

In America, most slaves were Africans, brought over on slave ships. Slaves and indentured servants faced hard labor, abuse, and the risk of death for attempting to escape. Many fought against slavery, seeking to educate others and help where they could, even when helping was against the law. Others ignored it because the things that were happening to other human beings were so bad that they did not want to admit it was real. Still others were cruel to slaves. As more slaves were freed, educated, and outspoken, people began to learn what was really happening to the slaves. It became something that no one could ignore. With the movement of the Great Awakening and the invention of several machines that could do required work more efficiently, slavery became a moral, economic, and human rights issue that America could no longer ignore.

The War and the Aftermath

Lesson 65: The Civil War: Real vs. Perceived Cause⁵⁴

With slavery alive and connected to the Southern economy, and abolitionists speaking up in the North, tensions began to rise between the two regions. The South, fearing too much government control and wanting to keep their property rights (slaves were considered property of their owners at

the time), was wary of too much central government power. The South supported the Fugitive Slave Act (which made it illegal for a slave to ever be free in America and forced them to return to their masters if found) and the Compromise of 1850 (which made California a part of the United States as a free state and divided Texas into separate territories). The North fought against the Fugitive Slave Act and saw the Compromise of 1850 as an opportunity lost for more representation of free states in Congress.

Answer Workbook Questions 229-230

In 1860, in the midst of all this turmoil, President Abraham Lincoln was elected. Lincoln was against slavery and thought it was wrong. However, during his campaign he promised that he would not attempt to change current slavery laws. He was elected president without electoral votes from any Southern states.

Immediately after Lincoln's election, the Southern states began to secede (leave the United States to become their own country). Jefferson Davis was elected as their president and they declared that the United States no longer existed in the South. These states were worried that Lincoln would not respect property rights when it came to their slaves so they decided he was not going to be their president. Congress never gave states the power or authority to leave the union, yet the states began to act as if they were a separate country and refused to attend meetings or hold votes with the North. They called themselves the Confederacy and created their own flag.

See the map [here](#)

(<https://www.ushistory.org/us/32e.asp>) and Answer Workbook Question 231-232

In April of 1861, tensions finally gave way to battle. Fort Sumter, in South Carolina was attacked by Confederate (South) forces. Lincoln had heard rumors that the fort may be attacked. His advisors urged him to send reinforcements. He, wanting to keep the peace, sent extra food rather than weapons

or more soldiers. Soon after the battle began, the Union (North), lost the fort. The Civil War had begun.

Answer Workbook Question 233

Union soldiers began to enlist to defend their country. Buildings owned by the government had been attacked and they would stand and protect the interests of their government.

Confederate soldiers enlisted to protect their property rights. The government did not have the ability to take what belonged to them, including the lands claimed in secession or their slaves.

The war was not yet about slavery. In fact, Lincoln stayed far away from the issue. It was about property rights and the protection of unity in the promise land. As Lincoln passed through personal trials watched the war grow, however, his view on what the war was really about began to change.

Answer Workbook Question 234

Lesson 66: The Civil War: President Lincoln ⁵⁵

Lincoln watched as the country began to fall apart. As a man who hated to see suffering of any kind, the arguing and bickering among his countrymen affected him deeply. Lincoln swore to protect the unity of the country at all costs, even if it meant allowing slavery to continue. The Union was losing almost every battle and the preservation of the country looked unlikely.

Read the story on page 46 of *The Lincoln Hypothesis* (1st full paragraph) and the excerpt on page 47 and Answer Workbook Questions 235-236

Abraham Lincoln, like many presidents before him, lived in the White House with his family. Everyone who visited the White House knew that most of the time, Lincoln could be found by the side

of his son Willie. Lincoln loved all of his children but had a special bond with Willie.

On February 20, 1862, Willie succumbed to an illness and died. Lincoln and his family were heartbroken. Lincoln was never the same again. For months he mourned, getting little sleep and living surrounded by sadness.

It was around this time that Lincoln began to read the scriptures like never before. He knew only God could help him with the horrible things happening in his life and the country. He searched for answers to questions about morals, death, and the purpose of life. People in the White House would often find Lincoln in different rooms, praying or reading the Bible and searching through information from different religions.

As difficult as the loss of his son was, it led Lincoln to better understand where he stood on many issues. He began to understand that Americans, both North and South, needed to abolish slavery. America was founded on the idea of freedom and yet, was holding slaves that had no rights and no freedom of choice.

Answer Workbook Questions 237-238

For Lincoln, the war was now about the end of slavery and national repentance. The people living in America were not keeping the promises they had made at the signing of the Constitution. They were not treating everyone as equal or free. Slavery was an immoral practice that forced some to suffer while others benefited. Lincoln, a man who stopped to help even when others left those suffering behind, was ready to act.

The war had gone on for two years now and, despite the fact that the North had far more resources, they had lost almost every major battle. The nation, cities, and even households were fighting with each other in bloody battles that would claim more American lives than any other war.

Sometime in 1863, Union soldiers began to show that they also understood what Lincoln had learned. Though the newspapers of the time continued to report that the war was about keeping the union intact or property rights, letters from soldiers showed that they understood this war America's chance to end slavery and protect the Constitution.

Read the first full paragraph on page 133 and the excerpt on pages 144-145 of *The Lincoln Hypothesis* and Answer Workbook Questions 239-240

Though the feelings against slavery began to grow, they were still unpopular in Washington, D.C. Many elected officials were afraid to discuss or act upon slavery, knowing that the United States would likely never exist again if they did.

Lincoln, however, knew what needed to happen for peace and freedom to prosper in America again. He presented the idea first to a friend, who told him to wait. Next, he placed the document in front of his cabinet (advisors) saying that his mind was made up. Finally, he prayed, looking for the right time to tell the nation of the plan to free every slave and begin the road to living the Constitution as it was written.

On January 1, 1863, the Emancipation Proclamation was presented to the people. It was not officially a law, but an order by the Commander in Chief (the President) during a time of war. Lincoln did not, according to the Constitution, have the power to make it law, but it was treated as one in the North.

Read the Emancipation Proclamation [here \(https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html\)](https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html) and Answer Workbook Questions 241-243

President Lincoln was immediately applauded by those who understood the plan of national repentance and absolutely hated by those who

refused to abolish slavery or live up to the ideals of equality and freedom for all. He spent the rest of his life working serve those around him and save the unity of the country. For his work, hatred followed him until his death in 1865 when he was assassinated by John Wilkes Booth (a man who sided with the Confederacy) while watching a play.

Answer Workbook Question 244

Lesson 67: The Civil War: Major Battles

With the Battle at Fort Sumter behind them, the Civil War had gone from tensions between two regions to all-out war. Not only was the country torn in half, families chose sides in the war, not always agreeing with each other. Brothers fought brothers and sons saw their fathers on opposite sides of the battlefield.

After Fort Sumter, Lincoln ordered troops to Washington, D.C. These soldiers were to march to Manassas, an area in Virginia where a railroad junction would give them the ability to move men and supplies quickly and end the war by attacking the Confederate capital. The plan was to put down this group of rebels and bring all of the states back into the union.

When they reached the area, however, they found Confederate troops waiting. Also known as the First Battle of Bull's Run, this fight cost almost 5,000 American lives. In the end, the Union was forced to retreat back to Washington, D.C. and both sides realized that this would not be an easy or a quick war.⁵⁸

Though many other battles were fought between the two, a Second Battle of Bull's Run (or 2nd Manassas was fought on nearly the same location as the first. Just over a year later, this battle saw Union supplies burned by General Stonewall Jackson, so named because he stood before his enemies like a stone wall, not allowing them to come any further. When the Union army arrived, saw their supplies burned and enemy troops so near

their capital, the battle began. It persisted and ended much like the first battle in this area, with Union troops retreating back to Washington, D.C., though this battle lasted longer and had far more casualties, over 22,000 Americans died.⁵⁹

Answer Workbook Questions 245-247

Yet another major battle, the Battle of Antietam, came just weeks later. The Union began attacking General Robert E. Lee's forces early on the morning of Sept. 17, 1862. In what would become the bloodiest battle in American history to date, the Union was eventually able to force a Confederate retreat after reinforcements arrived. This battle is significant because it gave Abraham Lincoln the victory he needed to be able to put the Emancipation Proclamation on the road to being issued just months later.⁶⁰ Now, Americans understood that this war was about slavery and the freedom of all.

Read the 2nd full paragraph on pg. 91 of *The Lincoln Hypothesis* and Answer Workbook Question 248-251

Read the story found on pgs. 92-97 of *The Lincoln Hypothesis* and Answer Workbook Question 252

Lesson 68: The Civil War: Major Battles-Gettysburg^{61, 62}

The Union and President Lincoln now recognized the true purpose of the Civil War, to ensure freedom for all men and women. Though the war started under very different reasons, this horrible war allowed the people of America to understand how important freedom and living by the Constitution was. The South, however, was still ready to fight to protect slavery and oppress minorities, denying them the basic rights and equality found in America's founding documents.

In July 1863, General Lee (Confederate soldier) was ready for the war to end. He, seeing several

recent battles won by the Confederacy, decided to invade the North. If he could win a victory at Gettysburg (a city in Pennsylvania), his army would have the ability to march to and take over Washington, D.C. and win the war.

The Battle of Gettysburg became the bloodiest battle of the entire Civil War. There were over 51,000 lives lost. As the battle raged and men died, President Lincoln saw panic in the people around him who were all watching what was happening. Everyone knew that this was an important battle and it could mean the end of the war.

Lincoln, knowing who led America, went to his room and prayed.

Read Lincoln's telling of his prayer on pg. 191-192 and Answer Workbook Question 253-255

On July 4th, Lincoln received word that the Battle of Gettysburg was over. The Union had won. Lincoln and his friend, Seward, traveled to Gettysburg where the coffins still sat above the ground, filled with the thousands of bodies of Americans who had fought and died in the battle, though it was months later when he arrived. Here, Lincoln gave the Gettysburg Address.

Read the Gettysburg Address below noting the highlighted words. Answer Workbook Questions 256-261

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in **Liberty, and dedicated to the proposition that **all men are created equal**.**

Now we are engaged in a great civil war, **testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.**

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.”⁶³

Read the reaction of the people to Lincoln’s Gettysburg Address on pg. 198 of *The Lincoln Hypothesis* (last paragraph) and Answer Workbook Question 262

Lincoln also gave his friend, Seward, permission to institute a new national holiday. It was one which was observed by the Pilgrims and the Founding Fathers, who encouraged the entire nation to take part. However, Lincoln made it official by proclaiming it a national holiday, to be celebrated across the country each November. This holiday was Thanksgiving. After suffering and death, Lincoln reminded the nation that they should look for the blessings they were given by God and to thank Him for all they had.

Answer Workbook Question 263

Lesson 69: America Today: A National Atonement and How it Changed the United States

Though the war would last another two years, the Battle of Gettysburg was a turning point for the nation. The Union realized exactly why they were fighting and Who they could rely upon for help as

long as their cause was one He could support. The war was about freedom and equality.

By the spring of 1865, the Union was far ahead in the war and winning almost every battle. The Confederacy began to surrender, with the most famous instance being General Lee’s surrender to General Grant in Virginia. General Grant asked the Confederate soldiers to lay down their muskets but allowed them to keep their side-arms and supplies they needed to get home and begin life again. Grant even gave the hungry soldiers food for the trip.

See the images at this [website](https://www.ranker.com/list/photos-from-civil-war-battles/aaron-edwards) (<https://www.ranker.com/list/photos-from-civil-war-battles/aaron-edwards>) and Answer Workbook Question 264

As more Confederate units surrendered, the war began to calm down. By May 9th, both the Union and Confederate presidents admitted the war was over, officially ending the conflict. Though there were still battles fought here and there across the nation, it was generally understood that the Confederacy had lost, the slaves were to be freed (though this did not officially happen until the 13th Amendment was passed), every American was to have equal rights (though this wasn’t official until the 14th Amendment was passed), and the union of the states was to be preserved.

Much of the South was devastated and financially struggling. Farms, crops, and homes were damaged during the war. Men were away from home for long periods of time, leaving their wives and children to work without them. Many of those men, casualties of war, never returned, leaving many widows and orphans.

With slavery being made illegal, the main sources of Southern income (the selling of slaves and the products their labor produced) was gone overnight. The South suffered long after the war as they worked to find ways to provide food, shelter, and income for their families.

Both sides struggled with reconciliation, or becoming a united country again after fighting so hard against each other. The kindness shown in Lincoln's policy to allow an oath of allegiance helped to start the process of healing the nation. It would take time and patience, however, to fully close the wounds and end the anger.

Answer Workbook Question 265-266

America had, for a time, denied the rights guaranteed in the Constitution to certain groups. Slaves were not allowed freedom or any rights. The Civil War had shown the country the error of their ways and brought them back to the original purpose of America.

Read the Quotes by Lincoln found on pg. 196 (1st full paragraph) and by a minister from the time found on pg. 198 (first full paragraph) of *The Lincoln Hypotheses* and Answer Workbook Question 267

With the war ended, Lincoln's Emancipation Proclamation needed to be written into law through proper Constitutional channels. Many slaves were still not freed and even more suffered under unequal treatment. The 13th and 14th Amendment ended these practices officially in America.

Read the 13th and 14th Amendment, discuss them with an adult, and Answer Workbook Questions 268-269

Though the amendments were passed, it would take years for the country to fully realize the goals written in them. Lincoln's assassination was a reminder that not everyone in America was on board with national repentance and that the ideas of equality and freedom for all were not universally accepted. The Civil War was a new starting point to put America back on track, but there was still much work to be done.

Answer Workbook Question 270

Unit 7: The United States and The World

Unit Book Choice:

**Standards Taught: 5.SS.4.4.c, 5.SS.5, 5.SS.5.1, 5.SS.5.1.a,
5.SS.5.1.b, 5.SS.5.1.c, 5.SS.5.3, 5.SS.5.3.a, 5.SS.5.3.b,
5.ELA.W.2.d, 5.ELA.RIT.3, 5.ELA.RIT.5, LM.IR.5.2**

Unit Project: Choose one aspect of this unit that interests you (Immigration, WWI, WWII, The Great Depression, or the Impact of the U.S. on the World). Research this aspect in greater depth through online resources, books, videos, and images. Create a video of what you've learned and share it with others. Another idea is to choose a person who lived in that time and make your video about their life and experiences. Be sure to cite your sources.

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Immigration

Lesson 70: Immigration

From early explorers to the Founding Fathers, to the Civil War, America has had common themes: freedom and equality. Light has come from America and the world has been watching.

Oftentimes, America is referred to as the great experiment. The country is young compared to others in the world. It is a test to see if people can govern themselves and allow for freedom and protection of rights to exist all at once. If America fails in this, what hope is there for the rest of the world?

The ideals of the United States are a beacon of hope to those living in countries that do not respect freedom or rights in the same ways. Many people see these blessings and the prosperity that comes from them and want to enjoy them, too. This has caused two different outcomes among people around the world. Either they fight to have those same blessings in their own lands (the French Revolution is an example of a time when America inspired the people to fight for freedom), or they migrate to America.

From 1880-1924, millions of immigrants (people coming from other countries to live in a new country) came to America in search of a life of freedom and the opportunity to improve their lives through hard work. Many went through Ellis Island, where after 1886 the Statue of Liberty stood.

Read the information found on this [website \(https://www.statueofliberty.org/ellis-island/overview-history/\)](https://www.statueofliberty.org/ellis-island/overview-history/) and Answer Workbook Questions 271-273

Discuss some of the Immigration Reduction Acts Mentioned on the [Website](#) with an adult and Answer Workbook Questions 274-275

With an adult, create an account at this [website \(https://www.statueofliberty.org/discover/passenger-ship-search/\)](https://www.statueofliberty.org/discover/passenger-ship-search/) and search for an ancestor of yours that may have come through Ellis Island. Check out the ship information, the passenger record, and other info. found there

Answer Workbook Question 276

America became known as the melting pot because people from all different backgrounds would come here and “melt” together. Each person brought with them their own customs, traditions, and talents. When they reached America, they did not forget the culture they came from, but they also understood that the American dream only worked if we all came together and we all respected the ideals the country was founded on. Many immigrants adopted American customs and traditions into their lives, worked to learn English, and strove to find jobs where they could contribute to their new communities. Seeing the prosperity in America, they tried to understand how the government worked and become a part of it.

Taking the very best aspects of each culture, America evolved into a place where everyone was welcome, with all their differences. Under all those differences, though was the underlying idea that they were all Americans now, working together and learning from each other so that the country could continue to be free and the rights of everyone would be protected.

Answer Workbook Question 277

Immigrants now face a much more difficult time coming into the United States. More laws and regulations are in place and legal immigration is very difficult. Some, wanting to enjoy the blessings of this land, come here against the law. These people are called illegal immigrants and, if discovered, can be sent back to the country they came from.

Those who come here legally face years of waiting, interviews, and a need for an American sponsor to help them complete the process. It is complicated, time consuming, and difficult. Immigrants are required to pass an English test as well as a civics (how the government works and American history) test. Learning a new language and taking tests in that language about a country you did not grow up in is very difficult. If they make it through the entire process, however, immigrants become full U.S. citizens and can participate in the country as any other American can. The immigrants who work so hard to join this country show their determination, courage, and love of American ideals as they work towards citizenship. Like earlier immigrants, many work hard to ensure they are contributing to their new country in meaningful ways.

Take a Naturalization Sample Test [here](https://my.uscis.gov/prep/test/civics) (<https://my.uscis.gov/prep/test/civics>) and Answer Workbook Questions 278-280

Lesson 71: Immigrant Research and Understanding

Revisit the information you found about your ancestor at Ellis Island. If you haven't found an ancestor, find a name that interests you through an online search and look up their information on the website in the previous lesson.

Take note of when this person came to America, where they came from, and what they did after they arrived. Read any notes by their name in the records. Then, take time to research the following:

1. Their home country customs, foods, and dress
2. Why they left their home country (if you don't know, try to find out what was happening there at the time)
3. Their trip to America
4. Difficulties they may have had after they arrived (ask relatives or research general struggles of immigrants)

5. Their job and life after arriving

With the information you have gathered, choose two of the following activities to do.

1. Cook a food from your ancestor's home country
2. Make or find an outfit that reflects the kind of clothing they may have worn and wear it for a whole day
3. Share what you've learned in a paragraph or two on FamilySearch.org
4. Learn a few words in their home language and experience how difficult it is to communicate as you learn
5. Try out the job they took in America for a day (if they farmed, try planting a seed and growing it, if they made something in a factory, find something simple you can build and make 25 of them)
6. Write a one-page paper about the struggles your ancestor faced as an immigrant

World War I (1914-1918)

Lesson 72: World War I: Countries and Causes⁶⁴

Part of the reason many immigrants came to America was because of political tensions in Europe. Countries like Britain, Germany, Austria-Hungary, the Ottoman Empire, and France were invading, conquering, and colonizing weaker areas. Known as the age of imperialism, powerful countries sought to expand their influence beyond their own borders and create great empires which they could rule from home. This allowed larger countries the use of the resources in the lands they now ruled and forced a new way of life on the people who lived in those lands. Not only were there tensions between the conquered nations and those who conquered them, there was strained relationships between the countries who were conquerors. Each wanted as much land as they

could get for themselves and saw the others as competition.

Soon, alliances began to form between these large nations. Britain and France promised to defend each other while Germany, Austria-Hungary, and the Ottoman Empire became a team. The first group would become the Allied Powers in WWI while the second would be the Central Powers.

See the map [here](https://www.thoughtco.com/countries-involved-in-world-war-1-1222074) (<https://www.thoughtco.com/countries-involved-in-world-war-1-1222074>) and **Answer Workbook Question 281-283**

Soon, other countries joined in with alliances of their own. Almost all of Europe, Asia, Africa, and Australia were allied to another country, promising to go to war if their allies were ever attacked.

The countries, all seeing competition grow, began to build up their military forces and weapons collections. If there was a possibility of war, they would be prepared. This, of course, caused an arms race with each country's military getting bigger and bigger as the others did. No one wanted to be the country that was outgunned if a war was to break out.

Answer Workbook Question 284

With tensions between competing forces as well as tensions between those countries which had been taken over, it only took a spark to set off a war that would encompass more than 100 countries.

That spark came with the assassination of Archduke Franz Ferdinand. This man, who was to inherit the Austro-Hungarian Empire, and his wife were killed while visiting Serbia.

Austria-Hungary declared war on Serbia. Russia came to the aid of Serbia and all of the alliances came into play, sending much of the world into what was then called The Great War.

The Great War, which would last from 1914-1918 and claim the lives of millions of soldiers and civilians was known as the war to end all wars. It was thought that once this fight was settled, there would be nothing left to fight about. Unfortunately, it did not end all wars. It did bring devastation and death around the world, nowhere more so than in Europe where most of the battles took place.

Answer Workbook Question 285

Lesson 73: World War I: Entering the War^{65, 66}

The United States, watching what was happening in Europe and Asia closely, decided to remain neutral. America would not enter this war raging in Europe.

America was affected by the war, however. The economy, which was connected to trade in Europe, struggled. At the start of the war, trading was closed and many businesses worried about the effects the war would have on them financially.

Entrepreneurs, however, saw an opportunity. With massive armies moving around needing weapons and supplies, someone would have to provide those. Business began to produce and export the items that soldiers needed and an economic boom hit America as countries already in the war bought whatever they could get. This helped put America on the map as an economic world power.

Answer Workbook Question 286

America was neutral, but that did not keep them from preparing for war. The military was built up as well as supplies for soldiers. The U.S. would be prepared in case the war came across the ocean.

In May of 1915, however, the idea of neutrality was challenged. Germany used a submarine to sink a British ship. The Lusitania carried British passengers as well as 128 Americans who died in the attack. Americans at home were outraged.

As the war raged on, Germany's power began to grow and the Allies needed help. The U.S. was providing supplies and funding, but when Germany offered Mexico U.S. land if Mexico would join the Central powers, Americans could ignore the war no longer. Germany had continued to wage war on ships carrying Americans and lives were being lost. Now Germany had made a direct threat to the U.S.

In April 1916, the United States, by Congressional vote, declared war against Germany. Due to alliances between countries, this put America in the middle of the Great War on the side of the Allies.

Answer Workbook Question 287-289

Lesson 74: President Woodrow Wilson's Policies

America's president at the time, Woodrow Wilson, was an active commander in chief. In addition to organizing the military and supplies, Wilson worked to have legislation passed that would change America for decades to come. Much of that legislation still affects American citizens today.

The Selective Service Act was instated in 1917. Seeing the need for more American soldiers in the war and the low volunteer count, this act was passed to legalize a draft. All U.S. men between the ages of 21-30 were to register for military service. The president could then call any of those men to war at any time. This act was met with mixed reactions from the public, but it stayed active until the end of the war, providing a needed boost in the number of recruits.

Today, Americans can see the effects of the Selective Service Act through the Selective Service System, which requires men ages 18-25 to register for the military and serve in the case of a draft. There is no expiration for this system, which is to remain active at all times.

Answer Workbook Question 290-291

Another project of Wilson's was the Committee on Public Information, or CPI. The CPI was a group appointed by the government to publish propaganda supportive of the war.

Look up the word propaganda in the dictionary and Answer Workbook Question 292

The CPI, it was said, would provide accurate information about the war to the press and the public. It's main goal, however, was to sway American opinion in favor of involvement in the war. Wilson wanted Americans to be actively involved in the war and much of what was put out by the CPI was biased in favor of it, allowing the government to interfere with free press and teach citizens what it wanted them to know.⁶⁷

Answer Workbook Questions 293-294

Another commission created under Wilson was the Federal Trade Commission, whose stated purpose was to protect American consumers. This group was given the power to investigate and punish businesses for what it called unfair trading practices. The idea was to protect consumers from businesses who lied or sold unsafe products. It also gave the government power to slow down businesses who had what they called an unfair advantage over others. This commission still exists today.

Answer Workbook Question 295

The Federal Reserve Act was another act that was passed with the support of Wilson. This act created a central bank for the entire nation. The idea behind it was to create a more stable and secure financial system, rather than a series of unconnected banks. This gave the government the power to control inflation, monitor banks, and control potential economic crises.

See the information [here](https://www.thebalance.com/the-federal-reserve-)
(<https://www.thebalance.com/the-federal-reserve->

[system-and-its-function-3306001#:~:text=The%20Federal%20Reserve%20System%20is%20the%20central%20bank,also%20promotes%20the%20stability%20of%20the%20financial%20system.\)](#)

to learn more about the Federal Reserve and how it functions. Answer Workbook Questions 296-299

One concern many Americans shared during WWI was about the potential for spies to infiltrate and cause harm to the United States and their allies. In response to these worries, The Espionage Act of 1917 was passed. This act argued that in times of war the safety of the nation outweighed the right to free speech. It made it illegal for anyone to have photographs, information, or recordings that may be used against the U.S. It also made it illegal for anyone to speak out against or cause problems in the military. This resulted in the punishment of several newspapers and citizens when they printed information that went against what the government wanted to people to hear. This act is still in place today.⁶⁸

Answer Workbook Questions 300-301

The Underwood Act was another piece of legislation that was passed while Wilson was president. This act placed restrictions on tariffs but also included a federal income tax, a tax paid to the government on money people made. Withholding of this tax was punishable with fines and jail time. This tax, it was said, would only be placed on the wealthiest in the U.S., would be very minimal, and would be temporary. According to the Constitution, an extra taxes can be enacted in times of emergency, like to fund a war. However, this income tax was never repealed and Constitutional Amendment 16 was passed to make it fully legal.

Today, most Americans pay this income tax by giving the government up to 37% of the money they make.⁶⁹

Read Amendment 16 and Answer Workbook Questions 302-304

Several other laws came from Wilson, many of them placing regulations on businesses. Many were in the name of safety or protection of the American people. However, many laid the foundation for government interference in the free-market.

One of Wilson's biggest projects was the creation of the League of Nations, which he led world leaders into. At the end of the war, many countries wanted to make sure something so terrible never happened again. They came together to create a committee which would encourage peace, moderate disputes, and work to end human suffering around the world.

Though this committee had good goals, it lacked the power to enforce its decisions and often disregarded the differences in national laws in favor of working to create world-wide laws. Leaving the Constitution in the U.S. and favoring different laws, this worldwide group left out one of the most important aspects of a good government: freedom.

The League of Nations ultimately failed when a second world war broke out just decades later. It was replaced with the United Nations, a group with many of the same goals and mistakes as the League of Nations. The U.N. is still in existence today.⁷⁰

Answer Workbook Questions 305-308

Lesson 75: World War I: Major Battles and the Homefront

Though a war was raging and soldiers had gone to fight, most Americans did not feel its affects. The battles were fought, for the most part, in Europe and the war was mainly an economic one for citizens in the United States.

At home, the focus was providing supplies and soldiers to support our allies overseas. In addition to changes in businesses, many bought war bonds (a loan to the government that is paid back in time),

strove to conserve food, metals, and gasoline, and engaged in a rush of patriotism.

Answer Workbook Question 309

Overseas, American soldiers joined Allied forces in trench warfare. In this type of war, both sides dug long holes, or trenches, on the land they claimed. They would then fight, shooting across the empty land between the trenches and trying to claim the land from the other side.

Four million U.S. men were sent overseas, at first landing in France (and even visiting the grave of Marquis de Lafayette for inspiration) before being shipped out to the areas they were needed most. Their arrival boosted the spirits of the Allied forces who had already been fighting for years. Their involvement helped sway the course of the war.

Read 5 of the Facts listed [here](#) (<http://www.american-historama.org/1913-1928-ww1-prohibition-era/american-battles-in-wwi.htm>) and Answer Workbook Question 310

Lesson 76: World War I: How it Ended

Watch the video [here](#) (<https://www.khanacademy.org/humanities/world-history/euro-hist/world-war-i-fighting/v/closing-stages-of-world-war-i>) and Answer Workbook Questions 311-315

With the Treaty of Versailles and the creation of the League of Nations, the Great War had come to an end. The treaty held Germany responsible for the war and forced them to give up much of their military, territory, and financial resources. This left Germany open to political and financial crises and gave the country a reason to harbor ill feelings against others which would, eventually lead to a second world war.

Answer Workbook Question 316-317

Lesson 77: Today's America: The Long-Lasting Impact of WWI on the United States

Though WWI was fought over 100 years ago, the far-reaching effects it had on the world can still be seen. International treaties and committees are still in existence, placing regulations on how countries interact with each other. Geographical boundaries and borders reflect the territorial gains and losses of the war. Financial gains during the Great War are still reflected today. The United States, for example, went from being one of the lower economies in the world to one of the superpowers.

Answer Workbook Question 318

In addition to becoming a financial superpower, the United States saw many changes during the war that are still present today. Many of the laws and regulations passed during WWI still influence business, military, and Constitutional rights of American citizens.

During this time, many Americans also began to see themselves as defenders of democracy and self-rule. It wasn't enough to have that freedom in their own country, they needed to spread that ideal around the world. This idea influences American interaction with countries around the world even today. America has fought in wars many times to righteously free oppressed people. However, there have also been times when, in working to free others, the U.S. forgets the choice of the people they are striving to help and tries to force democracy on them rather than teaching the reasons behind the ideal of freedom. When this happens, America is rarely seen as a hero and defender, but rather as a bully.

Answer Workbook Questions 319-322

The Great Depression (1929-1939)

Lesson 78: The Great Depression: What Happened?⁷¹

With WWI ended, American soldiers back home, and the United States now a worldwide superpower America was doing great. The increase in taxes gave the government a surplus (more money coming in than was being spent) and allowed them to pay off national debt. This time period is known as the Roaring Twenties, a time of prosperity and wealth for America.

Answer Workbook Question 323

However, by 1929 the prosperity that Americans saw had come crashing down into what would come to be known as the Great Depression.

First, the new methods and technology that had allowed Americans to produce tools and food faster than ever before led to an increase in production that outpaced the need for these things after the war. With Europe still recovering from the war and with little money, there was little being sold outside of the country and exports dropped dramatically. There was too much being made and no one to sell it to. Prices fell (deflation) and many were left without a job. Farmers, who were already struggling, then faced the Dust Bowl, a drought in mid-west America which killed livestock and crops and forced many to flee their lands.

Answer Workbook Questions 324-325

Then, on October 31, 1929 the stock market crashed. This day has come to be known as Black Tuesday and is seen as the official beginning of the Great Depression.

The stock market is a financial system where businesses can sell a piece of their company, known as a stock, to investors. The investors each then own a part of the company and the business gets the capital (money) it needs to start, expand, or

continue in producing its goods or services. In turn, the investors can make money from the stocks by either taking a percentage of the money the company makes or by selling the stocks they own to other investors when the company is worth more. The worth of a company is calculated by how much they have in assets and income as well as how popular the company is. If more people buy stocks, the prices of stocks rises. If no one is buying the stocks, prices fall.

See the image [here](https://investoracademy.org/wp-content/uploads/2016/04/How-the-stock-market-works.png) (<https://investoracademy.org/wp-content/uploads/2016/04/How-the-stock-market-works.png>) and Answer Workbook Questions 326-328

Before the Great Depression, most investors bought stocks on credit (borrowed money that would have to be paid back). This meant that if they sold their stocks for a profit, they would first pay back their loan, then they could keep the money left over from selling at a higher price. However, it also meant that if the price of their stocks fell, they would have to find another way to pay back the loan. In 1928, the Federal Reserve began to raise interest rates (interest is the money you pay to someone who gives you a loan in addition to the principle, or original loan amount).

Answer Workbook Question 329

On Black Tuesday, the stock market saw overproduction, food and job shortages, stocks that were (because of popularity) valued far higher than businesses were worth, and too much credit being used cumulate in the stock market crash. The bubble that had been created, driving stock prices up simply because they were more popular, had popped. Suddenly stock prices began to fall.

Answer Workbook Question 330

Seeing their investments lose value, many began to sell their stocks. Panic set in as massive amounts of investors tried to liquidate (sell) with almost no

one wanting to buy. Companies watched as the value of their businesses dropped.

Answer Workbook Question 331

With a drop in value, many businesses were left with smaller profits or increased debt. In response to making less money, many slowed or stopped production, laid off workers, and/or closed their doors. This left thousands without jobs. With so many businesses suffering, it was very difficult for anyone to hire and many were unemployed for years.

Answer Workbook Question 332

Those who had bought their stocks with credit were suffering, too. With no profit from stocks and difficulty getting a job, many did not have the money to pay back their loans. Banks, who relied upon that money to keep their business going, could not collect from people who had nothing and many failed.

Answer Workbook Question 333

When banks began to fail, people saw their money disappear. If a bank holding your money closed, you could not get that money back. Seeing this, people once again began to panic. There was a rush on the banks, with many trying to pull all of their money out of their accounts before banks could close. Most, unsure of when they would be able to make money again, did not spend the money they took out of banks, but hoarded it under their mattresses. With even less money, more banks began to close and those that were open were unwilling to give out new loans which would likely never be paid back. This all led to less spending, lower prices, and more unemployment, making the financial crisis worse.

Answer Workbook Questions 334-336

For ten years this process continued, leaving America in a financial depression that would be

known as the Great Depression. The crash of the stock market, high food prices, lack of spending, unemployment, and loss of business production affected those who lived for it greatly. Many were unable to feed their families, leading to starvation, homelessness, suicides, and depression across the nation. With so much suffering, many looked for a way out of the crisis.

Answer Workbook Question 337

Lesson 79: The Great Depression: Herbert Hoover and Government Interference

Many Americans could see the negative effects of government involvement in the free market. The Federal Trade Commission had placed several regulations on businesses, which led to increased costs. During the Depression, this meant fewer jobs and more closed businesses. The Federal Reserve had increased the interest rate just before the stock market crash, causing even fewer borrowers to be able to pay back their loans and closing more banks. The Federal Income Tax, which did not end after the war as promised, left American citizens with higher taxes and less of their own money in their pockets.

Answer Workbook Question 338

Despite seeing that too much government interference was harmful, desperate Americans looked to their new president, President Herbert Hoover, to correct the Great Depression and help America recover.

Answer Workbook Question 339-340

Hoover's first reaction to the stock market crash was to meet with business owners, asking them to maintain the wages and employment of their employees. If no one lost their jobs and everyone was making money, he thought, people will continue to spend and consume goods and products and the economy would quickly recover. Hoover also asked the government to spend more money,

continuing and starting new construction projects such as dams, highways, and public buildings, and expanding public works, which runs water, electricity, gas, and phone services and is controlled by the government. He also called on Congress to reduce taxes. His plan was to ensure that people were employed, by stopping lay-offs and creating more jobs, and to let the government be an example that spending was still a good idea.

Hoover's plan did not work. Congress refused to enact his plans. People no longer trusted the economy and held onto their money as much as they could, cutting spending down to what was necessary. This resulted in lost jobs, closed businesses, and less money in the economy.

Answer Workbook Question 341

Hoover then tried to address the issue of unemployment by creating a system where people could donate funds which would be used to help support those who could not provide for themselves. Known as welfare, the program could not raise enough money to cover the massive amounts of families that needed help. The problem was too widespread and certain areas suffered more than others.

Seeing the failure of the President's plans, the people began to lose faith in him. The extra spending by the government was seen as wasteful and Hoover's local programs made the people believe that he wasn't doing enough for the nation as a whole. Hoover established corporations to lend money to banks, railroads, and agriculture businesses, which began to stabilize those industries. Known as subsidies, these programs took tax money and funneled it only into the companies the government approved. He also signed the Emergency Relief Construction Act which allowed states to borrow money for relief programs and public works projects. Though many of his programs were never approved by Congress, he convinced them to establish the Federal Home Loan Bank to help slow foreclosures on homes

(banks take homes back if you can't pay back the loan you took from them to buy the house, this is called a foreclosure).

Answer Workbook Question 342

The few programs that were approved by Congress and enacted by President Hoover showed some recovery, though it was slow. By the time Election Day came, however, many still saw only Hoover's shortcomings and actions that were never taken and he lost the election.

The programs that were enacted or expanded during Hoover's presidency (public works, farm subsidies, and welfare) left many dependent upon the government for daily needs such as water, food, electricity, and employment. The effects of these programs are seen in our country today.

Read the following quotes and Answer Workbook Questions 343-353

Those who expect to reap the blessings of freedom must undergo the fatigue of supporting it. – Thomas Paine

Those who would give up essential liberty to purchase a little temporary safety, deserve neither liberty nor safety. – Benjamin Franklin

Lesson 80: The Great Depression: The New Deal and How It Ended

In the midst of the Great Depression, President Franklin D. Roosevelt was sworn in. His first 100 days were very active with new commissions, laws, and committees being implemented. Many of Roosevelt's ideas mirrored those of Hoover, but Congress was now more willing to work with them.

In what has become known as the New Deal, the government in America was reformed into one that had direct influence on the everyday lives of citizens.

Roosevelt encouraged the expansion of government jobs, providing employment for thousands who could not get work elsewhere. Construction projects, such as dams, were undertaken and national parks were established, giving the federal government control over land in the country.

Answer Workbook Question 354

The National Recovery Administration was established, giving government control over which rules and regulations businesses had to follow, how they could trade, what they would pay their employees, and how many hours employees were allowed to work. Today, we see this reflected in the federal minimum wage (businesses must pay workers at least this amount) and 40-hour workweek (if employees work more than 40 hours in a week, they are paid overtime).

Labor unions were formed to protect workers. These groups, made of employees, had the power to gather together and contest unfair or unsafe work practices with their employer. An example of this would be coal miners going on strike (refusing to work) until certain safety measures were implemented and they felt safe at work. Today, labor unions still exist.

Answer Workbook Questions 355-358

The New Deal also included a Securities Exchange Commission which was tasked to monitor unfair stock prices. With the goal of keeping stock prices from bubbling beyond their value, like they did before the stock market crashed, they were given authority to put stop to rising prices if the market could not support it.

Answer Workbook Question 359-360

The Federal Deposit Insurance Corporation (FDIC) was also formed, ensuring everyone that the federal government would be able to pay out money deposited into banks, even if the banks could not. If

a bank fails, the FDIC will pay out the money you had deposited into that bank up to a certain limit. This was meant to increase confidence in the banks and help keep them open.

The Agriculture Adjustment Administration (AAA) was another part of the New Deal. They were given the power to provide more subsidies to farms to help increase production and selling prices, allowing farms to remain stable and continue growing food for Americans.

A program called Social Security (SS) was also set up. It was a tax added to income tax. The money raised was meant to help the elderly, widowed, unemployed, and disabled. Social security was taken out of paycheck of those who were able to work and given to those who were suffering most. Today, social security is still taken out of every paycheck Americans earn.

Answer Workbook Questions 361-362

Many of the ideas that Roosevelt included in his New Deal were found to be unconstitutional by the Supreme Court who maintained that the government had no authority to regulate industry or enact social or economic changes.

Roosevelt responded by working to reorganize the Supreme Court so that it had sitting justices that would not contradict his ideas. He also spent time reworking certain actions so that the ideas would pass under different wording. We still see the effects of his work today, as many of these programs have been kept intact and enlarged over time.

Answer Workbook Questions 363-364

Short-term, the programs that were implemented did work to provide relief from the Great Depression. The economy began to bounce back, but could not fully recover on its own. It would take a war and the production boom that it would

bring to bring back the successful and prosperous economy that Americans had known.

Answer Workbook Question 365

Lesson 81: Today's America: The Long Lasting Impact of The Great Depression on America

Though many of the programs implemented during the Great Depression had the goal of helping and serving others, they each chipped away at the self-reliance and freedom of American citizens. Many of those programs persist today, denying Americans the right to provide fully for themselves without government interference.

Today, most Americans cannot get water, food, housing, or work that is not regulated or subsidized in some way by federal taxpayer money. Welfare and social security encourage dependence upon taxes, money earned and paid by others and taken by force of law by the government.

Many who see the dangers of relying on the government, however, continue to warn the people about not being self-reliant. They council against going into debt and taking large loans. They ask that each family try to support themselves and stay away from federal aid programs. They encourage us to get and education, gain skills that make us useful, and use our resources to voluntarily serve those around us.

Answer Workbook Questions 366-369

World War II

Lesson 82: World War II: Staying out of It⁷⁴

World War I and the Great Depression had made life very difficult for people around the world. There were many without jobs and struggling to feed their families.

Germany was one of the hardest hit countries because it was blamed for the war. The economy collapsed and many citizens blamed their hardships on political leaders. As Germans suffered, they saw Jewish immigrants in their country doing well. This led to rumors that the Jews were profiting from Germany's failures. All of these rumors were untrue. However, the people of Germany were looking for someone to blame and a way to make their lives better.

Using these rumors, anger against American capitalism after the Great Depression, and the suffering of the German people, a man name Adolph Hitler rose to power.

Watch this [video](https://www.youtube.com/watch?v=jFICRFKtAc4) (<https://www.youtube.com/watch?v=jFICRFKtAc4>) and Answer Workbook Questions 370-372

Adolph Hitler expanded his government control over the people. As a skilled speaker, he was able to take the anger of the German citizens and convince them that they deserved much more than what they were allowed to keep after WWI. Promising to restore Germany to the great country it was before the WWI, Hitler focused on getting as much land as he could.

First, he took over Austria. This was prohibited by the Versailles Treaty that ended WWI, but many Germans felt that the land had been unfairly stolen from Germany.

Other countries, seeing what Germany was doing, were afraid of another World War. They did not want the horror and bloodshed to begin again, especially so soon after the last war had ended. Germany was given Czechoslovakia in an attempt to make Germany happy and avoid war.

Answer Workbook Question 373

Soon, Hitler set his sights on Poland. Hoping that other countries would stay out of it, he lied and said that a Polish soldier had attacked Germany.

This gave him an excuse to “defend” Germany. On September 1, 1939, Hitler ordered the German army to invade Poland. The attack was quick and the Germans had the advantage.

Seeing this, Britain and France knew they had to do something to protect their neighboring countries, and possibly themselves, from attack. They told Hitler that if he did not withdraw his troops from Poland, they would declare war against Germany. Hitler continued to attack deeper into Poland and, on September 3rd, war was declared. World War II had begun.

Answer Workbook Question 374

Hitler, still believing he could restore Germany and wanting to make it better, continued on his quest to gain as much land as he could. Though Britain and France fought against him, they could not stop the invasion that was taking over Europe. Many countries fell to German rule as others joined in the fight on both sides, becoming the Allied Powers (the side Britain was on) and the Axis Powers (the German side). America, suffering from the Great Depression, wary of another war, and feeling that this was a problem for Europe to handle, watched from across the sea as Germany took over.

See this [image](https://i.pinimg.com/originals/5c/1f/86/5c1f86998abd06fd7f0d6dc1ff4405b8.jpg) (<https://i.pinimg.com/originals/5c/1f/86/5c1f86998abd06fd7f0d6dc1ff4405b8.jpg>) and **Answer Workbook Question 375-378**

Lesson 83: World War II: Pearl Harbor

By 1941, much of Europe was under German control. Hitler continued to expand, invading countries in Africa and growing his influence in Asia. Soon, Japan was allied with Germany and Italy, expanding the Axis. All three countries saw this as an opportunity to grow their borders and gain more resources.

Seeing what was happening in Europe, some Americans felt that it was their responsibility to fight against the evil that was spreading across Europe. Hitler and the Nazi Party (the political party Hitler belonged to) believed that capitalism was evil. They spread socialism across Europe, giving the government control over all resources rather than the people. Some Americans feared that Hitler would not stop with Europe and would eventually bring the war to them. Many American soldiers traveled overseas to join England in the fight. Though some felt responsible to protect freedom across the globe, many Americans still felt the war was far away and not connected to their country in any way. They wanted to stay out of it.

Answer Workbook Question 379

December 7, 1941, however, changed everything for Americans. That Sunday morning, Japanese kamikaze pilots attacked American Navy ships docked at Pearl Harbor, Hawaii. The attack had been planned for months with spies observing and documenting what was happening in the harbor. The pilots, knowing they would not have enough fuel to return to their carrier ships, sought to do as much damage as possible with no consideration to their own lives. They dropped bombs and even flew into ships and buildings.

Answer Workbook Question 380

With ships sinking, burning, and rolling over, hospitals were overwhelmed. Over 2000 Americans were killed in the surprise attack, many stuck inside of their sunken ships.

Americans were in shock that they could be attacked on their own land when they were not even a part of the war. It became clear: the Axis powers would come for America. American lives had already been lost.

The next day, the United States President, Franklin Delano Roosevelt, spoke about the attack and, as Commander in Chief over the military,

promised Americans that this attack would not go unanswered. America officially declared war on Japan, entering WWII on December 8, 1941. It is said that the attack on Pearl Harbor awoke a sleeping giant by forcing a country as strong as American into the war.

Watch this [video](https://www.youtube.com/watch?v=8HP8DXo1PHc) (<https://www.youtube.com/watch?v=8HP8DXo1PHc>) and Answer Workbook Question 381-383

Visit this [website](https://visitpearlharbor.org/pearl-harbor-heroes/#:~:text=Pearl%20Harbor%20Heroes%201%20James%20Ward.%20Born%20in,3%20Mervyn%20Bennion.%20...%204%20Donald%20Ross.) (<https://visitpearlharbor.org/pearl-harbor-heroes/#:~:text=Pearl%20Harbor%20Heroes%201%20James%20Ward.%20Born%20in,3%20Mervyn%20Bennion.%20...%204%20Donald%20Ross.>) and Answer Workbook Questions 384-385

Lesson 84: Internment Camps⁷⁵

After Pearl Harbor, many Americans were wary of spies living in the country, especially those from Japan, Italy, and Germany. Immigrants and citizens whose ancestors came from those countries faced scrutiny and prejudice from their fellow American citizens as suspicion grew. Afraid of sabotage and the enemy gathering any intelligence from these men, women, and children, the treatment of these people by the American government and many fellow Americans was horrible, especially against Japanese-Americans.

Answer Workbook Question 386-387

First, Japanese-Americans were banned from serving in the military. With a lack of trust, many were afraid that spies within the ranks of soldiers could put everyone at risk.

Next, a curfew was imposed upon anyone of Japanese descent. This meant that they could not leave their homes after a certain time at night or before a certain time in the morning. The military was tasked with enforcing this rule.

Just ten weeks after Pearl Harbor, President Roosevelt signed Executive Order 9066. In addition to the military ban and curfew, this order allowed for the arrest and incarceration (lock them up) of anyone in venerable American areas who were of Japanese, German, or Italian descent.

Entire families of immigrants and American citizens were rounded up by the government, placed on trains without being told where they were going and with only the things they could carry, and placed into internment camps. Their possessions, money, and homes were confiscated. This action was carried out by the military, armed with guns and able to enforce this order in any way they needed.

Most of the prisoners in these camps were American citizens with Japanese ancestors. While imprisoned there many lost their jobs, their businesses, and their homes. Some even lost their lives in the four years that these camps stayed open.

In the camps, several families shared a barrack-style home with little privacy or comfort. Bathrooms were shared by several families. Meals were served on a schedule and lines were formed to get food which was eaten in a shared mess hall. Children regularly attended school within the camp and many parents tried to find work. However, imprisonment made keeping a job very difficult. Though camps allowed some families to stay together, others were separated for years. Babies were born and family members died during the time the camps were in operation. Camps were far from the comforts of home and the fences, barbed wire, and armed guards were a constant reminder that those living within the camps were prisoners, many in their own country.

Answer Workbook Question 388

Over the time that camps were in place, many people saw the denial of basic rights of liberty and property as wrong. Even the president's wife saw that they were wrong and tried to talk her husband

into closing them. Many people both inside and outside of the camps, worked through the court system, trying to free those imprisoned by proving that their imprisonment was unconstitutional. Some were able to convince judges that they had done nothing wrong and, therefore, should not be imprisoned. A few men and women gained their freedom and were allowed to go back home to try to pick up the pieces of their lives. However, the Supreme Court upheld the existence and usage of the camps as well as the imprisonment of American citizens without due process twice, allowing camps to continue to operate.

Read the quotes [here](#)

(<https://www.biography.com/news/japanese-internment-survivors-stories-75th-anniversary-photos>) by camp prisoners and watch this [video](https://www.youtube.com/watch?v=5ZLGj6BV1Os) (<https://www.youtube.com/watch?v=5ZLGj6BV1Os>). Then Answer Workbook Question 389-390

It took forty years for the U.S. government to formally recognize the internment camps as horrible infringements upon human rights which they should have protected. Lives were interrupted, lost, and changed forever. In 1988, Public Law 100-383 was passed, acknowledging the wrongs committed by the government, apologizing to those who had suffered, and providing a \$20,000 payment to any surviving prisoner of the camps.

Answer Workbook Questions 391-392

Lesson 85: The United States in WWII: Battles⁷⁶

Before the attack on Pearl Harbor, America was neutral in the war, though they did send supplies, soldiers, and other aid to Allied forces. After Pearl Harbor, however, America was completely involved in the war, though much of it was fought in Europe. American soldiers, both volunteers and drafted, fought in several major battles and helped turn the war in the Allies favor.

While Japan focused on taking over islands in the Pacific Ocean, Germany continued its invasion of Europe. Battles were fought in trenches, with tanks, guns, and chemical warfare (using chemicals to hurt each other), in the air (using airplanes and bombs), and on the sea (using submarines, and air carriers or ships that could carry airplanes). The Allies agreed that they would first stop Hitler's advances and then move on to Japan once the threat of Germany was taken care of. However, the U.S. also had to protect itself. The U.S. Navy fought several battles protecting islands and areas which could be used as a starting point for attacks on American soil.

The Battle of Midway, which took place in June of 1942, just 6 months after Pearl Harbor was attacked, was fought in the Pacific Ocean by troops on ships and planes. Japan, looking to secure a place where they would be able to launch an attack on American land, wanted to take an island that was halfway between North America and Asia. This would allow another attack on Hawaii and, eventually, the continental United States. With Japan enjoying major victories in the area already, they believed they could easily win the battle.

The U.S., however, intercepted the message and was prepared. When Japan began to attack the Island, American air carriers were ready. The fleet of planes took off, looking for the Japanese air carriers that Japan's fleet had launched from. Japan's plan was to attack the island, draw out the ships, and send a second round of planes to attack and destroy the U.S. air carriers. However, at the last minute, the Japanese commander changed his mind and decided not to load the second wave of planes with the fuel and bombs they had brought. In the end, this was a mistake. When American pilots found the Japanese air carriers and were able to fight their way through Japan's planes, they were able to sink the majority of Japanese aircraft carrier ships in the area. This was a major victory in the Pacific, where Japan had won most of its battles. Japan was forced to retreat out of the area. Eventually, the American victory at Midway would

allow U.S. troops to help surrounding areas fight back against Japan.

Watch this [video](#) (<https://www.youtube.com/watch?v=2lvEH-xEflA>) and Answer Workbook Questions 393-394

Another major battle the U.S. was involved in Invasion of Italy. In September of 1943, Allied forces, including U.S. soldiers, had taken North Africa back from the Axis. Deciding to continue their work, they invaded Italy.

See this [image](#) (<https://i.pinimg.com/originals/5c/1f/86/5c1f86998abd06fd7f0d6dc1ff4405b8.jpg>). Find Italy on the map and Answer Workbook Question 395

Watch this [video](#) (<https://www.youtube.com/watch?v=toNCYm2od0c>) and Answer Workbook Question 396

With Italy defeated, the Allies were able to fight against Germany on another front (in more than one area). Germany now had enemies all around them and had to spread out soldiers and resources rather than focusing the fight in just one place. This allowed the Allies an advantage and opened the door for them to be able to push the Axis out of European countries that they had taken.

By June 1944, soldiers were well-trained, supply routes were open, and resources were being moved around to wherever they needed to go. In northern Europe, however, the fight against the Axis was not going well. There were simply not enough soldiers in the area to risk an attack on Axis troops. The allies decided they needed to focus their efforts on that front and began to form a plan.

Named Operation Overlord, the plan was to attack Normandy, France with as many soldiers as they could gather. Research was done, technology was created (like amphibious vehicles), and supplies and troops were moved into place on the

British Isles. Germany was attacked on all fronts and in their own land, with constant bombing of their factories and communication lines. Roads and bridges in France were bombed and destroyed.

Then, on June 6, the order was given. Allied troops crossed the English Channel on vehicles made to travel in water and on land. Upon landing in France, they found Axis forces ready to defend the land they had overtaken. More than 4,000 Allied soldiers were killed while 4,000-9,000 Axis forces died in the battle. By the end of the day, the British, Canadian, and American forces had taken the beach. Within a month, they had liberated most of France, forcing the Germans to retreat back into their own country with Russia closing in from the other side. D-Day, as it came to be known, was a turning point in the war in Europe. The Allies were beginning to win.

Watch this [video](#) (<https://www.youtube.com/watch?v=xlG3tcYqDvI>) and Answer Workbook Questions 397-403

After D-Day, the Allies had land they could use to launch battles in the rest of Europe. Their goal was to defeat the Axis and liberate the countries that had been taken over.

With Russia on one side and the rest of the Allies on the other, Germany was fighting a war on almost every border. They were subjected to constant attacks and limited resources. Hitler knew something had to be done or he would lose the war. His plan was to attack the Allies in the middle of winter, forcing them to endure freezing cold temperatures, grounded planes, and terrain that would be difficult to move supplies to, and separate the Allies into two separate areas, rather than allowing them to work together. Then, he would force a negotiation.

German soldiers were trained to speak English and worked as spies among Allied forces. They changed road signs, cut telephone lines, and created mistrust and confusion among allied troops.

One Dec. 16, 1944, Hitler launched his attack in Belgium in a forested area. He chose the forest because he knew it would be difficult for the Allied forces to get supplies and equipment into the area. Using the weather to his advantage, Hitler chose to attack in the early morning during a storm which would not allow Allied planes to fly. This battle would be known as the Battle of the Bulge or the Battle of Ardennes.

At first, suffering under the conditions, Allied forces were caught by surprise and saw through huge casualties. They were forced back, losing some of the progress they had made since Normandy. Just as Hitler had planned, they faced difficulties with the weather and supply lines and could not launch an air attack or get equipment into the dense forest.

However, as the weather changed, Allies were able to launch planes to help them. Their supply lines were opened up when the ground froze solid, allowing for bigger tanks and trucks to travel to them.

At the same time, the advantages Germany had turned against them. They began to suffer from supply shortages. Soldiers were unable to fuel their equipment and ran out of food. Within a month, Germany lost all the ground they had taken during the battle. German soldiers began to lose faith in their ability to win the war and many saw that defeat was near. This would be the last time Germany would launch an attack on the Allies during the war. In May of 1945, Germany officially surrendered to the Allies. May 8th, known as V-E Day was the end of the war in Europe. America and its allies would then set its sights on Japan to end the war across the globe.

Watch this [video](https://www.youtube.com/watch?v=DZmPM9s1mTs) (<https://www.youtube.com/watch?v=DZmPM9s1mTs>) and Answer Workbook Questions 404-405

Lesson 86: The United States in WWII : The Manhattan Project⁷⁷

Before Pearl Harbor, President Roosevelt received a letter from Albert Einstein, a famous scientist. In the letter, he warned the President that a new element had been discovered. This element, Einstein said, could be produce a large amount of energy, enough for a new kind of bomb. Einstein thought that Germany may be working with the element to create this new powerful weapon.

By 1942, the government created a secret project with a goal of creating this new bomb, an atom bomb, before Germany could. Scientists and engineers from around the country were called together to get to work, code named The Manhattan Project.

By the end of the project, over 500,000 people had worked on it. It was kept secret by splitting the work between labs across the country. Each lab would have a specific job, and very few of them knew why they were doing what the work they did. Tests were carried out in a remote location in New Mexico, where there weren't many people. Secret cities were built to support these labs and these cities provided everything the people living there needed.

On July 16, 1945, the first successful atom bomb was dropped at a test site, destroying everything nearby and producing a bright flash. The bomb broke windows as far as 50 miles away.

The United States was the first country to successfully produce this new kind of bomb. By the time the bomb was finished, Germany had already been defeated, but fighting in Japan continued. With this new technology, the U.S. military set their sights on Japan with a goal of ending WWII. While the atom bomb would help with that goal, it would also set off an arms races around the world.

Watch this [video](https://www.youtube.com/watch?v=G389R8fTrLI) (<https://www.youtube.com/watch?v=G389R8fTrLI>) and Answer Workbook Questions 406-409

Lesson 87: The United States in WWII: Hiroshima⁷⁸

In 1945, President Harry S. Truman was sworn in after the death of President Roosevelt. With Germany out of the war, Truman wanted a quick end to a war that had been raging across the world for years. He called for Japan to surrender, promising complete destruction if they refused.

A group of pilots was sent to a military base in Wendover, UT. They began training months before the call to Japan, using test bombs. None of these men knew about the bomb they were to use on their next mission.

Throughout the war, American pilots were known for dropping leaflets, or papers, on areas they were going to bomb. This would warn civilians, asking them to evacuate before the bombs dropped or calling for them to push their leaders to work to end the war peacefully. These leaflets were dropped before the atomic bomb was launched, though no one knew how different and how devastating this bombing would be.

On August 6, 1945, an atomic bomb named “Little Boy” was dropped on a city in Japan known as Hiroshima. Over 70,000 people, both soldiers and civilians, died instantly and thousands died in the months to come. The city was completely destroyed. The explosion was so hot that buildings melted together. A city, which had been mostly untouched by the war, had seen the most destructive bomb in history.

Watch this [video](https://www.youtube.com/watch?v=DCMREbCKhl8) (<https://www.youtube.com/watch?v=DCMREbCKhl8>) and Answer Workbook Questions 410-413

Lesson 88: The United States in WWII: Nagasaki⁷⁸

When the atom bomb was dropped in Hiroshima, the secret of the Manhattan Project was out. The world knew the destruction that the U.S. was capable of with this new technology. They also knew that the U.S. would use it. President Truman once again called on Japan to surrender.

Three days after the destruction of Hiroshima, another bomb, named “Fat Man”, was dropped on the Japanese city of Nagasaki. Nearly half of the city was destroyed and over 40,000 people died instantly. Radiation and injuries related to the bomb would kill 30,000 more within a year.

Watch the [video](https://www.youtube.com/watch?v=8u-XoaU4Sca) (<https://www.youtube.com/watch?v=8u-XoaU4Sca>) here

After the two bombs were dropped, Japan surrendered without condition. The Second World War was over. President Truman, defended the use of the bombs as a way to save lives and end a horrible war. However, with these new tools, the world was exposed to violence and destruction that it hadn't seen before, all at the hands of human beings. As American soldiers moved into areas previously controlled by the Axis, however, would show the world cruelties that it did not yet know about.

Answer Workbook Questions 414-416

Lesson 89: The United States in WWII: What We Found - Soldiers

As the war ended, Americans lined the streets in the U.S. to celebrate. Their fathers, brothers, and husbands would soon be coming home. Women, who had carried many of the jobs while the men were away, would have the ability to return home. The aspects of the war which were fought in the United States (production of weapons, collection of resources, rationing so that everyone would have

enough) would also be ending. The work at home to help support the war had officially ended the Great Depression. More people had jobs than ever before (because women were now working out of the home) and the U.S. had emerged, once again, as a world superpower both in military power and finances.

See [Images](#)

<https://www.history.com/news/world-war-ii-allied-victory-europe-japan-photos#&gid=ci02377679000025e1&pid=end-of-wwii-photo-gallery-getty-2667461>) **Here and Answer Workbook Questions 417-421**

While Americans at home were celebrating, American and Russian soldiers entered into Germany and the surrounding areas to free the people of Hitler's rule. His political party, the Nazi's, had come into power through an election but stayed in power by force. No one knew this better than the soldiers who fought under them. The President, knowing that the destruction of this war was unlike any other, ordered photographers to follow soldiers into Germany and document everything they saw through photographs. He wanted future generations to understand what had happened and to never let it happen again. What they found was horrible, even beyond what they had imagined.

Answer Workbook Question 422

First, Allied soldiers met German soldiers. Throughout the war, German soldiers had been strong, displayed, resourceful, and well-trained. Their high moral and determination made them skilled enemies.

Even after defeat, German soldiers were known to retreat, starving and suffering, with a strength and determination that surprised Allied soldiers. Supplies were scarce and many did not have the proper equipment, food, or clothing. German propaganda had taught young boys that the battlefields were full of glory and victory. In

reality, German soldiers were dying from disease, starvation, freezing temperatures, and lack of training. The ones who survived all of that were rewarded with a first-hand experience of the horrors of war. Still, they fought on in the name of their country, many becoming prisoners of war under Allied powers. POW's were placed in camps where many were mistreated and abused, even after the end of the war.

Answer Workbook Questions 423-424

For German soldiers on the front lines, defeat wasn't much of a shock. They saw first-hand the death and suffering that was happening and the losses that came. However, for soldiers who had different duties, the propaganda pushed by Hitler and his people tricked them into believing they could win the war. It wasn't until Allied troops reached their positions, often destroying cities, crops, and farms as they went, that they realized they had been lied to.

Answer Workbook Question 425

Lesson 90: The United States in WWII: What We Found – Civilians

If the soldiers were lied to, it was nothing compared to what normal, everyday German citizens were told. Nazi Germany controlled every form of news that came into the country. The people were told of great victories, of Germany's strength, and of a surety of Germany eventually winning the war. Soldiers were seen as heroes and Hitler was taught to be infallible, someone who would bring Germany back to the glory it had enjoyed before the First World War.

German citizens were taught to give up everything in the fight for their country. Though many were able to get jobs, they had little food. What they were allowed to have was controlled by the government, carefully rationed. They were told that this was in order to ensure food was available

for soldiers. The truth was, there wasn't enough food to go around.

The government provided several programs for children and families. Hitler Youth was a program that provided weekly activities and summer camps for children and teens. It was required for children to be involved in these activities, where they were taught the Nazi way of life. Schools became centers of learning the Nazi way. Teachers who disagreed were fired and replaced by others who would teach what government leaders wanted.

The government controlled every aspect of German life, even down to the way they were allowed to greet each other. Anyone who didn't follow the rules was subject to discipline. Often this meant physical harm or loss of freedom. At times, it could mean loss of life at the hands of government officials.

Many German citizens, with no other way to gain information, were led to believe everything the government told them. Others, looking around, started to ask questions. They noticed that Jewish friends were missing, that people would disappear, that beatings and murders were happening in the street if anyone questioned Nazi rule. As Allies got closer, many saw that the stories of German victory may not be true. Things just didn't add up.

However, reliant upon the government for work, food, shelter, and safety, few fought back. Without rights or resources, they were trapped until the Allies arrived. Most decided to go on with life as best they could, staying quiet and out of the focus of the government.

As difficult as life was for German citizens, they loved their country and missed the way life was before WWI. Many hoped for a German victory, holding onto the dream that life would be better afterwards. The end of the war, a loss for Germany, was difficult for many to accept as they had been told lies about winning for so long.

If the war was difficult for German citizens, it was full of horror for those who the Nazi government decided were enemies. As the Allies moved further into Axis territory, they would find something far worse than what even soldiers and citizens had endured throughout the war.

Answer Workbook Questions 426-431

Lesson 91: The United States in WWII: What We Found – Aryans and Jews

Hitler believed that Aryans, a certain race that was prominent in Germany, were superior to any other races. In the same way slave owners thought their slaves were lesser because of the color of their skin, Germans were taught that Aryans were better than others. One of Hitler's goals was to elevate the Aryans and exterminate any other race. He also wanted to get rid of any ideas and beliefs that countered his own. This, he said, would make Germany more united and more powerful.

Answer Workbook Question 432

Hitler first set his sights on a few specific groups of people for extermination. He wanted to eradicate anyone who wasn't Aryan, but much of his work focused on Jews, those who were gay (boys who wanted to marry boys and girls who wanted to marry girls), and those who had a physical or mental disability.

Hitler was not the only one who hated people who were different than him and, over time, groups of people began separating themselves by race, belief, and ability. They refused to shop at certain stores, spend time with certain people, or even be kind to those who were different than them. This attitude was encouraged by the government until, eventually, laws were passed that forbade certain interactions between these groups of people.

Answer Workbook Question 433

Lesson 92: The United States in WWII: What We Found – Legal Discrimination⁸⁰

Much of Hitler's focus was on the Jewish religion. He did not like what they believed or taught. Many Jews in Germany were educated, successful, and financially stable. They were doctors, business owners, and educators. He used this to turn the German people against the Jews. The government began to imply that the Jews were only successful because they had taken advantage of Germans. The government taught that because of their success, Jews needed to care for those who were suffering and the government would make them do so.

Once the attitude of some German citizens was turned against the Jews, laws began to appear. Jews were forced to wear a yellow Star of David on their clothing. This made it easy for others to see who was and was not Jewish, allowing for more division and more abuse. Jews were told they could not walk on the sidewalk with Aryans. They were not allowed certain jobs, including the ability to serve in the government, or access to certain schools. Many had their professional license taken away (doctors, teachers, lawyers), leaving them unable to work. They were not allowed to use certain hospitals or enter certain businesses. Some of their religious practices became illegal. Eventually, all Jews lost their German citizenships and all the rights that came with it.

By the start of the war, Jews were required to register any property (homes, churches, tools, and businesses) with the government who then came and took them in the name of Germany. They had to carry papers which identified them as Jews. They were transported to camps built outside of towns or even to other countries, where they were completely separated from anyone else. Jews were terrorized, enduring beatings, public humiliation, and destruction of the property they were allowed to keep. All of this, according to German law, was legal.

Answer Workbook Questions 434-436

Lesson 93: The United States in WWII: What We Found – Concentration Camps

Though the treatment of Jews and others who the government declared were enemies of Germany under these new laws was unfair and wrong, it paled in comparison to the laws that would come.

In 1933, soon after Hitler was appointed as chancellor, he ordered the construction of camps which would house those who did not fit into the Nazi plan. The groups targeted for eradication would find themselves thrown into these camps along with prisoners of war and anyone who dared to speak against the Nazi party. Prisoners were held there under awful conditions, forced to stay until they were sworn to secrecy and then released or until they died. Those who attempted to escape were killed.

The camps were a well-kept secret and even those who knew of their existence did not really know what happened inside. Most German citizens and soldiers thought they were simply places to house enemies. They did not understand the conditions and treatment that prisoners endured. These camps came to be known as Concentration Camps.

See this [Image \(https://external-preview.redd.it/80sUHV4vsmC8FKtbKRD0Ono91rbeLEX70tWRU0Iav9Q.jpg?auto=webp&s=b46b2862b2ec5c28114ef9cfe04095f3864b05b0\)](https://external-preview.redd.it/80sUHV4vsmC8FKtbKRD0Ono91rbeLEX70tWRU0Iav9Q.jpg?auto=webp&s=b46b2862b2ec5c28114ef9cfe04095f3864b05b0) of **German Soldiers Learning of Concentration Camps for the First Time and Answer Workbook Questions 437-438**

When Allied soldiers began the campaign to liberate lands under Axis control, they stumbled across these camps. Though these men had seen death and destruction of war, they were not ready for what they found here. The photographers who had been sent by the President documented the evils of the camps so that we would never forget what

can happen when human beings are treated as less than such.

Soldiers who entered these camps were first greeted by huge gates surrounded by fences covered in barbed wire. Inside, they saw men and women standing in thin, striped clothing. When soldiers described these men and women later, they spoke of skeletons that were standing and breathing. The people inside the camps were so thin that their bones were easily seen under their skin. They had been subject to a diet that provided little nutrition and only enough energy to survive. They had been forced into hard labor and lived in barracks so crowded and dirty that many died from exhaustion or disease. Many prisoners were subject to abuse of every kind, with the guards over the camps free to hurt, torture, or even kill prisoners whenever they wanted.

See the Following Images and Answer Workbook Question 439

[Image- Concentration Camp](https://www.history.com/.image/ar_16:9%2Cc_fill%2Ccs_srgb%2Cfl_progressive%2Cg_faces:center%2Cq_auto:good%2Cw_768/MTU5MTkxMjQ0MzAyNDYwNTY1/gettyimages-557614097.jpg)

(https://www.history.com/.image/ar_16:9%2Cc_fill%2Ccs_srgb%2Cfl_progressive%2Cg_faces:center%2Cq_auto:good%2Cw_768/MTU5MTkxMjQ0MzAyNDYwNTY1/gettyimages-557614097.jpg)

[Image- Prisoners](http://cdn.history.com/sites/2/2018/01/GettyImages-170980443-Horizontal.jpeg)

(<http://cdn.history.com/sites/2/2018/01/GettyImages-170980443-Horizontal.jpeg>)

[Image- Walking Skeletons](http://coralspringstalk.com/wp-content/uploads/2015/01/dachau-survivors.jpg)

(<http://coralspringstalk.com/wp-content/uploads/2015/01/dachau-survivors.jpg>)

At other camps, soldiers found no one left alive. The camp guards had murdered every prisoner when they found that the Allies were coming and then run away. Not willing to let enemies of Germany live, orders were given to shoot them before Allies could free them. Prisoners were told to take off their clothing, march to a ditch or hole dug into the ground, and stand still as they were shot and buried in that hole. In some areas, there

was no time to bury the bodies and they were left where they died.

Answer Workbook Question 440

In addition to walking skeletons, murdered bodies, unsanitary barracks, lack of nutrition, and abuse, Allied soldiers found giant rooms which resembled showers. In reality, these rooms were gas chambers. Prisoners deemed too young, too weak, or too dangerous were rounded up, forced to take off their clothing, and told to enter the room to wash. Instead of water, however, poisonous gas was pumped into the rooms, killing everyone inside.

Camps also contained oven-like structures which billowed smoke. These ovens had been raining ash on the surrounding areas almost constantly throughout the war. They ovens were the final fate of many of the prisoners in concentration camps. This is where German soldiers would place the dead bodies of prisoners, burning them into ash. It is estimated that 15-20 million people were murdered throughout the war, all because they did not agree with or fit into the plan of the Nazi's.

See the Following Images and Answer Workbook Questions 441-442

[Image- Gas Chamber](https://travel-junkies.com/wp-content/uploads/2013/12/Gas-chamber.jpg)

(<https://travel-junkies.com/wp-content/uploads/2013/12/Gas-chamber.jpg>)

[Image- Ovens](https://cdn.history.com/sites/2/2018/02/GettyImages-503021539.jpg)

(<https://cdn.history.com/sites/2/2018/02/GettyImages-503021539.jpg>)

As Allied forces came into the camps, freed prisoners faced a choice. Most, starving and cold, rushed to find food and supplies that were withheld from them from German soldiers. Others took revenge on any guard that was still in the camp, beating and killing them. Some forgave their imprisoners, allowing them to be arrested under the hands of Allied forces. Still others were determined to leave the camps as quickly as they could. Some

died shortly after being freed, their bodies too weak for the overwhelming amounts of food or the work of getting home. However, even the prisoners who had survived the very worst of the camps did not fully understand the magnitude of what had happened in them. The truth of the evils of these camps would change the world forever.

Answer Workbook Question 443

Lesson 94: The United States in WWII: What We Found – After Concentration Camps

The few prisoners of Concentration Camps who lived through them and the liberation found a different world than the one that they knew before the war. Germany, and much of Europe, was in ruins. Constant bombings and battles changed the way cities looked and worked. Many buildings were completely gone. Getting basic needs, like food, water, or shelter, was difficult and prisoners had only the supplies they took from the camps.

With so many deaths, entire families were wiped out. Many came out of the camps only to find that no one in their family survived. Some made their way to their home towns, hoping to find family or friends. Others were too fearful of the pain of facing loss and could not go back home ever again.

Freed prisoners were left to start life all over. They had to find new jobs, new homes, and new people to associate with. Many immigrated to America, in search of a land which promised the opportunity to build a new life from nothing but hard work. Others dedicated their time to preserving the stories of survivors, determined to teach the world what really happened inside the camps, what had led to it, and how to prevent it from happening again.

Answer Workbook Questions 444-446

Though Concentration Camps were built in Germany and surrounding countries, they are a part of the history of every country. The events and

actions surrounding the ideas of Aryan superiority are now called the Holocaust. They show the evils that humans can inflict upon others if they allow themselves to stray from the ideals of equality, freedom of religion, and freedom to find and know the truth. The stories and photographs of the horrors remind us that we must always guard against the ideas allowed it to happen.

Answer Workbook Questions 447-450

Lesson 95: Today's America: The Long Lasting Impact of WWII on America

World War II changed the world forever. The horrors that were shown to regular citizens through photographs, the impact that the war had on every part of American life, the concepts of total government power, and the arms race affect our lives even today. WWII showed us exactly how sacred freedom really was and how evil men could be, especially when given power over others.

After Allied soldiers saw the oppression in Germany and other Axis-controlled areas, the rallying of freedom and the rule of the people rang true. Citizens living in the Axis were subject to communism, complete control by the government and the war showed exactly how bad that could be. Essentially slaves to the government, the people had no ability to better their lives or even get what they needed on their own. The government had the ability to choose who would live or die, what ideas were true or not, and how people would spend their time. The Allies, and especially America, became a beacon of freedom throughout the world, just as it had when the Constitution was written.

Answer Workbook Question 451

While America fought for freedom in Europe, however, many policies were enacted at home that contradicted this ideal. The government grew in its control over businesses, freedom of speech, and taxation of its citizens. Government-led racism prevailed as internment camps were open. The

right to freedom of speech was suppressed as propaganda was pushed and certain ideas were not allowed. In the name of protecting the people, the government expanded its own powers, chipping away at individual freedoms.

Answer Workbook Question 452-453

Most apparent, however, was how the war affected everyday families in America. Men were drafted and sent to fight in the war while women were left at home to fill the gaps they left behind. Rationing (allowing each citizen to only collect a certain amount of supplies like food or gasoline) was enforced by government officials, making it hard to get daily necessities. Many grew gardens, known as Victory Gardens, to supplement their food supply. Many women, struggling to provide for their families, left their stations as homemakers for jobs at factories. As family roles changed, so did the country.

Answer Workbook Question 454

Like in WWI, the country emerged from the Second World War a superpower. With its innovative factories and immense military power, it led the world financially and defensively. The U.S. had the most resources and one of the best economies in the world, making other countries dependent upon it for what they needed. It had one of the strongest militaries and, with the drop of the atomic bomb, the world knew that all the tools America held would be used if necessary. The end of WWII left the world watching America. Other countries understood its power.

Answer Workbook Question 455

From this position, the U.S. now saw that it could influence the direction of other countries. American controlled resources which other countries needed and could use those resources to sway a country one way or another. It could give certain items to a country that it wanted to help or withhold them from one it wanted to fail.

Answer Workbook Question 456

America now had a reputation as a protector of freedom and many began to see the U.S. as responsible for defending freedom throughout the world, even if the war didn't directly involve them. Americans remembered that WWII hadn't been an issue for them until they were attacked and started to believe that any world conflict could eventually affect them. The U.S. began to watch other countries very carefully and increased their intervention and involvement in foreign affairs.

Answer Workbook Questions 457

Finally, the world knew how strong the U.S. military was. America soldiers were, after all, the ones who turned the tide during WWII. It was their influence that ultimately decided who won. The U.S. had technology and innovation that left the rest of the world scrambling to keep up. It would be difficult for anyone to win a war against America who, at the time, had the strongest weapons in the world. This deterred many countries from attacking America in any way. It did, however, begin a new kind of war.

Answer Workbook Question 458

Lesson 96: The Cold War and its Impact on America^{80, 81}

With the drop of the atomic bombs, the world understood that dangerous tools existed and that America was willing to use them against others. This left many countries, who did not have the same powerful weapons, feeling venerable and unable to defend themselves. What would guns and tanks do against a country that could destroy an entire city without ever landing on the ground?

Though WWII was over the Cold War was just beginning. The Soviet Union (now known as Russia), an ally of America during WWII, was now run by communist parties and wanted to influence

Europe towards communism and protect countries from any new attacks from Germany.

The Cold War was not a war of death and destruction for Americans, however. It was a war of science, intelligence, innovation, and constant tension between the two countries.

Read *The Butter Battle* by Dr. Seuss and Answer Workbook Questions 459-461

As scientists and engineers in both countries raced to have the best guns and bombs, propaganda began to run in the media of both countries. News in the U.S. talked of the Soviet Union's plans to spread communism, of the faults and misdeeds of their leader, Joseph Stalin, and of spies who had infiltrated the U.S. looking to steal research and return it to their scientists back home. Like Japanese-Americans in WWII, Soviets and Americans of Soviet descent were seen by citizens as a danger to the safety of the country. Several Soviet-Americans were arrested and charged with treason and espionage. Though there were actual spies working for both sides, some of these trials were unfair and many were detained without proof of any wrongdoing. The Cold War had brought back a general mistrust of others, even within American borders.

Look up the definitions for treason and espionage. Answer Workbook Question 462

The Soviet Union began to exert its influence in parts of Europe. America, by aiding allies there, fought back, though not directly. After fighting a world war for democracy and self-rule, America did not feel it could sit by and let communism spread across the world. In 1947, the Truman Doctrine was enacted. Named for U.S. President Harry S. Truman, this plan changed the country's policy on foreign affairs, offering assistance to other countries who may fall to communist invasions. Shortly after that came the Marshall Plan in which the U.S. promised monetary aid to any country that would

use it to resist communism. The U.S. had made its position as a worldwide protector of freedom.

Answer Workbook Questions 463-464

As America was providing aid and building allies in Europe, the Soviet Union was doing the same. China became an ally. North Korea invaded South Korea and joined the Soviet Union. Eventually, Cuba also fell under the rule of the Soviet Union, giving American enemies a foothold just miles from their border.

Find Cuba on a Map and Answer Workbook Question 465

In America, tensions and fear began to grow. President John F. Kennedy was elected and promised Americans in his inaugural speech that he would fight back against the oppressive forces of communism. His first attempt would be close to home. Looking to remove the Soviets from Cuba and following a plan from the previous president of the U.S., he trained and armed the men who had been exiled from the country as the Soviets took over. They were shipped back to Cuba where they hoped lead a revolt against the Soviet influence. The mission, known as the Bay of Pigs, was a complete failure. All of the men sent were either killed or captured.

Answer Workbook Question 466

The Soviet Union was exerting force, expanding, and had successfully tested an atomic bomb. Known that American enemies had this technology, scientists began to look for bigger and better ways to build tools of war. By 1945, America had created an H-bomb, more powerful than the atomic bomb. Both countries continued to improve upon and build up their storage of arms, especially nuclear weapons.

The world began to fear a nuclear war which would lead to the destruction of the world. If America dropped a bomb on the Soviet Union, one

would surely be launched back at the U.S. before the first bomb could hit. Both countries would be destroyed and their allies would start firing at each other. Bomb shelters were built around the world and even American children would practice drills in the case of a nuclear bomb launch. The tension around the world was incredible with everyone fearing that all-out war could begin at any moment.

The Cold War continued for decades. As the Soviet Union expanded its power, each country was forced to take a side. Some, like Korea and Germany were split in two, each part joining a different side. The Berlin Wall went up so quickly between East and West Germany that many families were split apart, finding themselves on opposite sides of the wall.

After the death of Soviet leader, Joseph Stalin, the Soviet Union was left without a leader. The citizens were suffering under communism, left to rely upon the government for every need and, at times, denied even the most basic of rights, they simply sought survival. Nikita Khrushchev rose to power.

In 1962, the U.S. noticed that Cuba was building sites capable of launching missiles that could hit the U.S. Khrushchev was encouraging Cuba to put pressure on America. A naval blockade was created, cutting Cuba off from supplies. It was not taken down until the U.S. promised not to attempt to invade Cuba in exchange for the missile sites being dismantled. This became known as the Cuban Missile Crisis.

Answer Workbook Question 467

Another aspect of the Cold War was the Space Race between America and the Soviet Union. Both countries wanted to be the first to master technology that would allow them to explore outer space. This technology was closely tied to the military and the Cold War, especially in the minds of the citizens. If their country could win the space race, it was thought, then they would also win the arms race.

In 1957, Soviets launched Sputnik, a satellite that orbited the earth. Americans feared they were falling behind and that the technology could be used to spy on them. By 1961, Yuri Gagarin, a Soviet citizen, was the first human in space. It wasn't until 1969, when Neil Armstrong took his first steps on the moon, that America felt it had caught up in the Space Race.

Watch this [video](#) ([Neil Armstrong - First Moon Landing 1969 - YouTube](#)) and Answer Workbook Question 468

In 1985, Mikhail Gorbachev became ruler in the Soviet Union. Citizens were suffering from a lack of resources and extreme poverty while those with political power enjoyed wealth. Under Gorbachev, however, the Soviet Union began to change. Protections like the U.S. First Amendment returned to citizens. Ideas could now be openly shared and the people began to move back towards capitalism. The change was slow and even Gorbachev had reservations about giving the full power of the economy back to the people.

Meanwhile, Soviets began to lose their grip on other countries. Communism fell, making way for democratic governments, ruled by the people. The Berlin Wall, the wall separating Germany, was taken down. A treaty between the U.S. and the Soviets stating that each country would get rid of certain missiles and stop certain testing of different weapons.

Within the Soviet Union, power was slowly transferred from the communist party to officials elected by the people. The Soviet Union fell apart, broken into smaller groups and Gorbachev left office. The Soviet Union had ended, causing the Cold War to officially come to an abrupt halt, though throughout the world today, countries watch each other for signs of advanced technology, weapons, and aggression, trying to stay ahead of each other in an arms race that hasn't stopped.

Watch this [video \(Fall of the Berlin Wall - YouTube\)](#) and Answer Workbook Questions 469-471

The U.S. and the World

Lesson 97: The United States' Impact on the World

When the U.S. Constitution was written, it impacted the world and encouraged others to fight for self-government and freedom. This impact upon other countries and global events did not end, even with the conclusion of the Cold War. Today, America is known as a leader in issues of human rights, the protection of democracy, environmental issues, production, innovation, and economy, military defense, and cultural practices.

The U.S. is seen as a place where anyone can be anything. Over time, the melting pot that is America has taken the very best ideas and characteristics from different cultures around the world and put them together. In turn, other countries look to the U.S. for an example and, at times, for protection from others. Many places are reliant upon the U.S. for their economic stability, for their ability to fight against oppression, and for technologic and scientific discoveries that persist in the environment of capitalism and freedom.

Human Rights, Democracy, and Self-Government

The United States stands as an example of what can happen when citizens and government work together to protect individual rights. The rights Americans fight for are outlined in the Constitution. That Constitution has been used around the world as a template to build freedom globally and work to ensure equality between all people.

There have been times, however, when those in power have sought to destroy these ideals and take away the rights of people in their own country or a country they invaded. These oppressive rulers use different means to control the people they are over. Sometimes they change laws, put unelected people

in power, imprison dissenters, or even commit genocide (a systematic murder of an entire group of people). The United States closely monitors events around the world. At times, America will speak up, send resources to, or even provide troops in protection of weaker groups. Since WWII, America has been involved in conflicts in countries around the world. Sometimes this involvement meant supplying weapons and tools, sending soldiers, or even fighting on one side of the conflict or helping to overthrow certain government officials.

Answer Workbook Question 472

Economy, Innovation, and Production

The United States still holds an economic advantage over many of the countries around the world. This means that other areas are dependent upon the U.S. for the import of certain goods. It also means that the U.S. is a major buyer of other goods. Around the world, currencies change value based on how the U.S. dollar is seen.

Innovation and production are spurred by the free market in the United States. If a business can make a good or provide a service better than or less expensive than their competitors, customers flock to them and they are successful. The fact that the economy in the U.S. is driven by the consumer encourages businesses to compete with each other in quality and price. This allows products and services to continuously get better and better. In contrast, other countries with tighter controls on markets tend to stay where they are because they do not have the incentive to improve. This gives the U.S. an advantage and leads to many scientific and technological discoveries within the U.S.

Answer Workbook Question 473

Also because of the free market, the United States economy is prosperous and most citizens have a higher quality of life than citizens of other countries. This gives America buying power in the global market. As customers, the United States can influence other countries through what they buy.

For example, if the U.S. refuses to buy anything from a country, it is likely that the entire economy will suffer in that country because they lost their best customer. Conversely, if the U.S. spends their money on importing goods from a country, that country's economy will likely do well. In this way, the U.S. can use its economic power to influence world relations.

Answer Workbook Question 474

Finally, the United States dollar is a standard of value for currencies (types of money) around the world. After WWII, the dollar was declared to be global currency. All other countries would determine the value of their money in relation to the value of the dollar. A strong dollar value allows the U.S. more buying power because it means that the dollar is worth more in other countries while a weak dollar value decreases that power.

Answer Workbook Question 475

Environmental Concerns

One of the issues facing the entire world is stewardship and care for the earth. As more people are born, resources are being stretched and conservation has become a natural concern as the world looks for ways to improve in their care of the earth. Plans, like Agenda 2030 and the Green New Deal are being pushed in governments around the world. Though they have good goals of conservation and ending poverty, these plans would require complete control of resources by the government in order to be successful. They discount the ability of men and women to govern themselves and care for others.

One of the major concerns is pollution of air, water, and soil. Rather than caring for the environment around us, humans have a tendency to fulfil our needs and wants and disregard the health

of those around us. Chemicals are poured from factories into the water and soil. Garbage piles up in landfills, buried in the ground which is then unusable for decades. This waste is reducing the global supply of clean air, drinkable water, and fertile soil to grow crops.

Answer Workbook Question 476

Another concern is deforestation. As population increases, the need for new homes, schools, and other buildings increases. Humans cut down trees to clear land for buildings. Many times, these forests are not replenished by planting new trees. This further depletes the air quality (photosynthesis creates oxygen) and leaves animals and plants who had been living in these areas struggling for survival.

Answer Workbook Questions 477-478

Lesson 98: Today's America: How the United States is Impacting the World Now

In 2019, a virus began in China and spread throughout the world. Known as COVID-19, this illness set off a chain reaction of panic and government control across the globe. As with other conflicts, the world watched to see what the United States would do.

If you live through the COVID-19 pandemic and remember it, Answer Workbook Questions 479-484. If you need help, find an adult you know that lived through it and discuss the questions with them.

Unit 8: The United States and You

Unit Book:

Standards Taught: 5.SS.3.2.b, 5.SS.5.2, 5.SS.5.2.a, 5.SS.5.2.b

Unit Project: Choose a cause. Research the problems that this cause is seeking to correct. Listen to arguments from both sides. Decide where you stand.

**Find a way to actively support your side
(Examples below)**

1. Protection of the Bill of Rights
2. End Child Trafficking (modern-day slavery)
3. Environmental Stewardship
4. Equality under the Law
5. Unity with Diversity
6. Poverty
7. Disease or sickness
8. Peacemaking
9. Immigration
10. Education Reform

(Examples of Active Support)

1. Discuss 1st Amendment infringements and call for protection of those right with a letter to representatives
2. Hold a bake sale with proceeds going to an organization that helps protect children from being trafficked
3. Start a recycling program in your neighborhood
4. Speak out against policies or culture that treats one group of people unfairly
5. Create a group where people of different backgrounds can meet together and discuss ideas together. Learn about the point of view of someone who disagrees with you
6. Hold a food drive or job fair
7. Raise awareness of an illness and help search for a cure
8. Practice ways to moderate discussions or help others get along
9. Learn more about the crisis at the Southern border and find a way to help
10. Speak up on ways education needs to change and work to make those changes

Activism and Change

Lesson 99: The Civil Rights Movement: A Change in Law

As the world faced global conflicts and tried to find its way to peace and correction of wrongs around the earth, a group of Americans were suffering in their own country.

Although slavery had been eradicated and the 14th and 15th Amendments had been passed, black Americans faced segregation, discrimination, unfair treatment, and even violence in their own country.

Read the 14th and 15th Amendments and Answer Workbook Question 485

After the Civil War, many freed slaves faced new challenges. They had to start their lives over again, often with no resources. That struggle was amplified by the prejudice, racism, and anger of defeated Confederate soldiers.

Look up the words *prejudice* and *racism* in a dictionary and Answer Workbook Question 486

In 1865, right at the end of the Civil War, a new group formed. Known for their white robes and hoods, the Ku Klux Klan was a group who believed that people with white skin were superior to those with black skin. They also targeted other groups who believed differently than them. The Klan engaged in domestic terrorism, acts that created fear in the groups they targeted. Many of their actions were violent, resulting in the burning of crosses, homes and churches, beatings, and even murder of people different than them. One common tactic used by the KKK was lynching, or tying a rope around a victim's neck and hanging them from a tree by that rope. The victim would suffocate and die. One of their acts of terrorism resulted in the death of four girls while they were attending church.

Watch the Video [here](#) ([Bombing of the 16th Street Baptist Church | American Freedom Stories | Biography - YouTube](#))

The Klan, which was most popular in Southern states, hoped that their actions would control the actions of black Americans through fear and show others that their idea of white supremacy was something America should fight for. Many Americans, however, starting to understand the idea of equality, saw the Klan for the terrorist group it was and spoke out against it.

See this [image](#) ([KKK-Ku-Klux-Klan.jpg \(1000x694\) \(betanews.com\)](#)) and Answer Workbook Question 487

Though many Americans did not go as far as the violence of the KKK, discrimination was rampant across the country, though more evident in the South which was still suffering from the loss of the Civil War.

In 1896, a Supreme Court cases (*Plessy v. Ferguson*) upheld the idea that all American citizens, no matter their race, would be equal. However, it also gave government, businesses, and individual citizens the ability to segregate whites from blacks. The term *separate but equal* became a normal way of life, keeping the races apart from each other.

White citizens and black citizens were not allowed to interact or even use the same resources. They were forbidden from socializing with each other, marrying, eating together, swimming in the same pools, using the same restrooms, or playing on the same teams. They lived separate lives, though they were right beside each other. This separation only led to more misunderstandings and a refusal to get to know each other. Prejudice grew and discrimination was legally protected.

Though the law called for equality it was rarely a reality. Everything was separated by skin color and many times black Americans got resources that were not as good as what white Americans received.

Look up the word *discrimination* in a dictionary and View the [image here](#) (Segregation-sign.jpg (600×420) (legendsofamerica.com) and Answer Workbook Questions 488-489

Segregation continued for decades as black Americans fought to find their place in the country. First as slaves, then as second-class citizens, they were constantly told they were not good enough or did not deserve a place in the U.S. despite living under the same Constitution that promised equality.

After WWII, the country began to turn towards inward change. They had seen the prejudice of the Nazi party in Germany, the horrors of Concentration Camps, and the difficulty in fighting against such a deep-set hatred. Americans decided they did not want to reflect the ideas that Germany had fought for. Americans, including black Americans, had fought and died for freedom and equality around the world. Now they would do it at home. This push for equal treatment would become known as the Civil Rights Movement.

In 1948, Executive Order 9981 was signed. It made it illegal to separate those serving in the military by race. This was the first major law challenging the idea of separate but equal.

Next came a Supreme Court case (Brown v. Board of Education). This case officially desegregated schools, allowing for black children to enter into what were previously all-white schools which had better resources.

This change was slow as many schools and white parents refused to allow their children to attend schools with black children. Many parents protested against the change. Black students were blocked from entering, yelled at, called names, and

even harmed at times. Some parents believed that the schools would suffer. Others thought that mixing the races was dangerous. Still others believed that white children would outpace their black classmates. All of these ideas were rooted in prejudice and racism and were proved to be wrong.

Several times the government had to enforce the Supreme Court ruling for desegregation of schools. In 1957, nine black students in Little Rock, Arkansas went to enroll in a previously all-white school. The students were blocked by the governor from entering the school. In 1963, a governor in Alabama did the same thing. In 1960, a 6-year old girl named Ruby Bridges was escorted through an angry crowd by federal Marshalls into a school in New Orleans. Time and time again, the federal government sent police or military officers to escort black students safely into the schools.

Though the laws had changed, segregation had become a normal part of life for many. They were fearful of coming together and, even after federal enforcement of integration, many people of all races had a tendency to stay in their own groups. It was difficult to change the beliefs, habits, and attitudes that had been upheld by law for so long and it took decades for society to accept the idea that different races could live and work together.

See the images here ([Ruby Bridges \(Ruby-Bridges.png \(484×351\) \(anacecilia93.blog\)](#), [Little Rock 9 \(20integration.2.jpg \(600×442\) \(nytimes.com\)](#), [AL Governor \(article-2340110-1A3EBBCC000005DC-593_634x403.jpg \(634×403\) \(dailymail.co.uk\)\)](#), [Protest \(635707463152258521-A14-LITTLE-ROCK-09.jpg \(2978×1683\) \(gannett-cdn.com\)](#) and **Answer Workbook Questions 490-493**

In 1957, the Civil Rights Act was passed into law. Its goal was to allow the federal government to better protect the Constitutional rights of black Americans, especially the right to vote. Though legally allowed to vote, many black Americans were pressured, threatened, and turned away at the ballot

box. This act created a new department which would investigate and punish these crimes.⁸³

Answer Workbook Questions 494-495

In 1964, another Civil Rights Act was passed. This time, the goal of the legislation was to protect black Americans and other minorities from discrimination. This Act also officially ended segregation in all public places. Many Americans still struggling with prejudice, felt that they could continue to choose segregation on their own. Some business owners would not hire blacks because of the color of their skin, leaving them with few chances to earn an income and support their family. Others refused to serve people of different races within their businesses, asking them to leave or even harming them if they entered. The Civil Rights Act protected against this kind of discrimination. No longer was it legal to turn someone away because of their gender, skin color, race, national origin, or religious beliefs. This act gave the federal government the ability and tools to enforce and protect the rights of all U.S. citizens and marked the end of Jim Crow Laws, or legal segregation in the U.S.

Answer Workbook Question 496

A year later, President Lyndon B. Johnson signed Executive Order 11246, which stated that the government could not discriminate against any race, color, sex, religion, or national origin when hiring contractors for work. This was an addition to an Executive Order signed by President Kennedy in 1961 which included the same laws, but only protected against racial discrimination. It also enacted affirmative action with a goal of ensuring that job applicants and employees were treated fairly regardless of skin color. Affirmative action stated that employers, and later schools, were to take action that would ensure full participation of minority groups within their business. Their business should reflect the racial makeup of their community and they could not turn away a person

qualified for the job just because of skin color, gender, or religious belief. Since then, affirmative action has been debated, even reaching the Supreme Court several times. It has been ruled to be both constitutional and unconstitutional at different times. Some believe that affirmative action is no longer needed. These people believe that America has come far since the Civil Rights movement and is living up to the ideal of equality. They also believe that applicants should be judged based on qualifications only. Affirmative action allows race, gender, and beliefs to become a part of the decision for whether or not someone is hired or admitted and can give minorities an unfair advantage over others. Recently, the Supreme Court ruled in favor of these arguments and made the practice of affirmative action illegal.

Answer Workbook Questions 497-498

As integration became something that was legally supported in all areas, many people began spending more time around those who looked or believed differently than themselves. Friendships were formed between the races. Over time, many mixed race couples existed. However, they could not legally marry as many states had passed laws against interracial marriage. These laws were challenged in the Supreme Court in 1967, when they were found to be unconstitutional. Though marriages between the races were then legal, many couples faced the same kinds of hatred and anger that were present when these marriages began to take place.

Answer Workbook Question 499

By 1968, much of the legal discrimination in the U.S. was gone, though it still existed in the hearts of men and women who did not want to change their views of others. Some still held the belief that black Americans did not deserve equality or could not live among white Americans safely. One area where this was apparent was in housing. When renting, buying, or selling a home, many were discriminated against based on their race, gender, or

religious belief. In response, the Fair Housing Act was passed into law, stating that it was illegal to refuse to rent or sell to someone because of who they were.

Answer Workbook Questions 500-501

Lesson 100: The Civil Rights Movement: Protests and Riots

Many laws changed during the time of the Civil Rights Movement but they did not change on their own and neither did the attitudes of the people. The movement was carried out by those who saw injustice and worked, often even risking their lives, to change it. Though they faced discrimination, jail time, and even violence, these brave men and women stood for each other.

One of these heroes was Rosa Parks. Rosa was a black woman who lived in Montgomery, Alabama. Like many others, she often rode the public bus to wherever she needed to go. At that time, black bus riders were expected to give up seats in the front of the bus to white bus riders and sit in the back. Like others before her, one day Rosa simply said no. Seeing an open spot, Rosa took seat at the front of the bus. When a white passenger boarded and demanded she move to the back, she refused to get up. Police were called, as she was violating segregation laws, and Rosa was arrested. Her arrest sparked protests across the nation, but especially close to Montgomery. Bus riders who supported Rosa and her right to equality boycotted the bus system, many of them walking for miles instead. A few months later, the buses were desegregated. Rosa Parks (and others like her) had, through peaceful means, changed an unfair practice.

See this [image](#) ([Rosa_Parks_Booking_Photo_.jpg](#) (600×775) ([openculture.com](#))) and **Answer Workbook Question 502**

Protests became a common way to create change both in laws and in how those laws were carried out by normal citizens. In 1960, an all-white diner in

North Carolina saw one of these protests. Black men and women peacefully walked into the diner and sat at all-white tables. This type of protest became known as a sit-in. They were meant to show that discrimination was wrong. These protests forced the races to interact, though most of the time it was not a happy interaction, and showed that black Americans would demand the equality the Constitution promised them.

Answer Workbook Question 503

In 1961, Freedom Rides became a popular way to protest. Supporters would gather together in large groups and stand together to protect rights and speak against segregation and discrimination through civil disobedience. Together, protestors would ride white-only buses, sit at white-only lunch counters, and use white-only bathrooms. Protestors pushed for changes in legislation and for changes in the way they were treated, even in their own towns.

Answer Workbook Question 504

One of the leaders of these protests was a reverend (church leader) by the name of Martin Luther King, Jr. Martin believed that God wanted equality and fairness for all of His children. He knew that people's actions and choices mattered far more than their skin color. He was a great public speaker and often addressed crowds at protests, urging supporters to remain peaceful as they fought against injustice. In 1963, Martin, along with others, led a protest in Washington. Here, hundreds of thousands of protestors marched together down the streets of Washington, D.C., calling for their rights to be protected. The march ended near the Washington Monument, where participants heard several speakers. The final speech of the day was by Martin. In it, he talked of a world where black children and white children could grow up together and be judged based on their character, not the color of their skin.

Watch this [Video](#) ([I Have a Dream speech by Martin Luther King .Jr HD \(subtitled\) - YouTube](#)) and Answer Workbook Questions 505-510

Martin Luther King, Jr. became a well-known speaker and suffered through prosecution. He was assaulted, his home was subject to attacks, and he received several death threats. Still, he taught forgiveness and peace saying that only love can drive out hate. He firmly attested that only by unifying, supporting, and protecting each other could real change come. Martin lived according to these beliefs until his death in 1968. He was shot by a sniper as he stood on a motel balcony.

Answer Workbook Question 511. Visit this [website](#) ([Civil Rights Activists - List & Famous Activists - Biography](#)), choose two heroes to learn more about, research them, and Answer Workbook Questions 512-513

Lesson 101: Civil Rights Movement: Violence

Though many men and women stood together peacefully protecting each other, the Civil Rights Movement also saw violence from both sides. It was common for protests to be met with violence, even at times, from law enforcement. Race riots also regularly broke out, especially in times of high-stress, like after a new law was passed or after the death of Martin Luther King, Jr.

In 1965, a protest began in Alabama to protest the shooting of a young black man by police officers and to stand for voting rights of blacks. Protesters marched to the city three times. They were met by violence and resistance from law enforcement. Protestors were pushed back, beaten, and subjected to tear gas by police officers. This was not the first, nor was it the last, time that peaceful protestors were attacked by citizens or law enforcement throughout the country.

Watch the Video [Here](#) ([March 7, 1965 - Bloody Sunday - YouTube](#)) and Answer Workbook Question 514

Though Martin Luther King, Jr. and other leaders called for peace, others felt that the only way change could happen was through violence. Certain groups encouraged rioting rather than protesting. Riots included violent acts against those who did not agree as well as those who upheld the law and destruction of property. Many resulted in injuries, death, closed business, destroyed homes, and stricter laws. Riots were sometimes broken up by police dogs and the use of firehoses, spraying people with such force that it harmed them. This only added to the anger.

Watch the Video [Here](#) ([Detroit Civil Rights Riots July 1967 Newsreel and Footage www.PublicDomainFootage.com - YouTube](#)) and Answer Questions 515-517

Lesson 102: Civil Rights Movement: Today

America has come a long way towards the dream of Martin Luther King, Jr. since the Civil Rights Movement. Though we are not yet perfect, people of all races, genders, and beliefs come together under the title of American citizen. We have learned to work together, respect each other, and draw upon each other's strengths.

Watch this [Video](#) ([Affirmative Action is Racist | Change My Mind - YouTube](#)) minute 3:30-30 and Answer Workbook Questions 518-522

In 2020, America saw another outbreak of peaceful protests and race riots. The death of a man name George Floyd and a woman named Breonna Taylor during police confrontations sparked these actions. Many fought against what they called systemic racism, or actions and laws within the government system that discriminate against minorities. The call against prejudice, discrimination, and racism rose again as America

began to assess where they stood years after Jim Crow Laws ended.

Though much of the legal protections for discrimination are long gone, there are instances of individual prejudice, even within America. Some still hold the belief that certain people are better than others because of sex, skin color, or religion.

Answer Workbook Questions 523-526

Lesson 103: Civil Rights Movement: Women

Another group of American citizens was living in the country without full access to certain rights: women. For much of U.S. history, women were denied the ability to own property, vote, operate a business, serve in the government, or control their own money.

Though many of these laws changed over time, the ability of women to vote did not come until a civil rights movement focused on their rights began. Women organized, protested, and fought against these laws for years, arguing that they were full citizens, just as men were, and had the right to have their voice heard.

Watch this [video \(A Leader Of Women's Rights | Susan B. Anthony | Biography - YouTube\)](#) and Answer Questions 527-529

After the arrest of Susan B. Anthony, the fight for woman's suffrage (the right to vote) began to grow. Women organized groups around the nation, leading protests, speaking at conventions, and lobbying politicians. Over and over again, the right to vote was introduced as a bill and the Senate voted against it.

Many women, seeing the hesitancy at a federal level, turned to their state legislature. In 1896, more than twenty years after the 14th Amendment was passed, women in Utah were granted the right to vote. Utah was the first of many states to vote for women's suffrage, mainly because of a religious

organization made up of women within the Church of Jesus Christ of Latter-day Saints called the Relief Society. They would later lose this right, gaining it back again only when federal law gave women the right.

As more states passed laws allowing women to vote, the nation began to take the issue more seriously. With support from President Eisenhower, the movement grew stronger. In 1919, Congress passed the 19th Amendment, which was ratified in 1920 by the states. Women could now legally vote in the United States.

Read the 19th Amendment and Answer Workbook Questions 530-532

The right to vote gave women the ability to exert a greater influence on the laws and direction of the nation. Laws against women began to fall away as more and more were voted down. The women's rights movement expanded their focus, fighting for full equality for women under the law.

In 1972, Congress passed the Equal Rights Amendment. As of 2021, this amendment to the Constitution, calling for the end to legal distinctions between men and women, has not been ratified by the required number of states. Many who oppose the ERA argue that it ignores the biological differences between men and women, that it would be used to overthrow restrictions on abortion (the killing of a baby while still being carried in the womb), take away protections in place for women, not give women any rights they don't already enjoy, and transfer power from states to Congress.

Many of these issues are debated in America today with protests, speeches, and demonstrations happening on both sides.

Answer Workbook Question 533

Biology

Many supporters of the ERA argue that men and women should have no legal differences according

to the law. This, they say, would promote the equality that the Constitution guarantees. Laws exist that take into consideration the biological differences between genders. Women, for instance, cannot be fired for pregnancy. They are protected from certain types of manual work which would require more strength and exertion. They also face restrictions on military service because of their ability to defend themselves against male attackers. Those who argue against the ERA say it will take these protections away by discounting the differences between the strengths and weakness in men and women.

Answer Workbook Question 534

Abortion

Abortion is a medical procedure that allow the removal of a baby growing in a mother's womb. This procedure can be done through the use of medicines or surgical tools and results in the death of the baby. While abortion was legal in America and has been upheld by a Supreme Court Case (Roe v. Wade), it was recently review again by the Supreme Court. Here, the court ruled that abortion is a state issue and its legalization or illegality could be decided by individual states. One state may choose to ban abortion, allow it in certain circumstances, or provide abortion with no restrictions.

Supporters of the ERA argue that because a baby grows within a mother's body, the mother has full rights to the choices for that baby, even the right to end its life. The phrase "my body, my choice" has become a rallying call for women calling for the legal ability to end a pregnancy. Many who call for this legal protection argue that women who are raped (they were forced into sex), who have health issues that would put them in danger of death if they carry a baby, or who known that their baby will not survive birth (due to medical issues) would not have access to abortion as a way to protect their own health.

Many who are opposed to the ERA are against abortion. They believe that baby has the right to life, even before birth. They point out that a woman has a choice to control her body before the baby is conceived, either by abstaining from sex or using contraceptives (tools and medicines that prevent pregnancy) and her choice over her body does not extend to the end of another's life. They argue that the extreme circumstances that could justify abortion (rape, health of mother, health of baby) are a small portion of all abortions carried out and most are done for the convenience of the mother.

Answer Workbook Questions 535-536

Pay Gap

Another talking point from the ERA is the gender pay gap. Supporters claim that women are paid less than men for the same work. They hope to fix this inequality by forcing companies to pay men and women the same price for the same work. This, they argue, is the only way to ensure equality between genders.

Those who oppose the ERA point out that these laws do not take into account the education, experience, or effectiveness of the worker. Women, who traditionally care for children, tend to have less experience in the workforce than their male counterparts. There are times when they sacrifice education or working to be home with their family. Men, traditionally providers, stay in the workforce and often stay at a company longer. Women are also more timid in the workforce and tend not to ask for raises or more pay while men are open about their wants. Business owners take into account the education level, experience level, loyalty, and effectiveness of an employee when deciding on pay. Statistics show that when these factors are taken into account, there is no gap between what men and women are paid.

Opposition also argues that employment is a contract between the business owner and the person being hired. Employees, understanding their responsibilities before they are hired, agree to their

pay when they take the job. A law to force a business to pay certain employees the same as their counterparts just because they have the same job would interfere with this agreement.

Answer Workbook Question 537-538

Discrimination

Supporters of the ERA claim that the issues addressed within it are proof that women are still discriminated against today, especially in terms of healthcare and employment. They argue that this prejudice comes from years of women being treated as second-class citizens in America and see the ERA as a way to correct this issues.

Answer Workbook Question 539

Lesson 104: Civil Rights Movement: LBGTQ+

The Civil Rights Movement officially ended in 1964, but it continues today. Though racism and discrimination are legally gone, and women have the same rights as men, problems within the country still exist. America is not, and never has been, a perfect country, though it is more prosperous than many other countries in the world. Activism, the process of working for change, continues in many ways, including in areas of social equality for minorities. Today, areas such as working for LBGTQ+ rights and equality, fighting against human trafficking, improving public education, and protection of the freedoms and rights guaranteed by the Constitution for all citizens are a part of everyday politics and citizenship in America.

LBGTQ+⁸⁴

Starting in 1924 and continuing today, a group of people felt they were not given equal rights under the law. The LBGTQ+ group (lesbian, gay, bisexual, transgendered, and queer/questioning) seeks to protect those who have same-sex attraction and gender dysphoria (feel they are a different gender than their biological sex) from discrimination, violence, and prejudice.

In the 1950's, homosexuality (same-sex attraction) was listed by experts as a mental illness and homosexuals were banned from working for the government. Groups, such as the Daughters of Bilitis and Society for Human Rights formed with the goal of making homosexual relationship more socially acceptable and providing places where homosexuals could safely meet. At the time, meetings of gay people were often raided by police and arrest and violence followed.

Answer Workbook Question 540

By the 1960's one state changed laws which stated that homosexual relationship were illegal, though other states continued police raids of groups seeking to meet together. In 1969, Stonewall Inn in New York City was raided, leading to several arrests. As the raid was happening, people waited and watched from outside the bar, watching as more police came. They became angry, throwing items at police cars. Police officers were very rough, and sometimes even violent with those they were arresting. When one woman was hit in the head during her arrest, a riot broke out and the bar was set on fire. Protests against unfair treatment lasted for days and the Gay Pride Movement had begun.

Answer Workbook Question 541

By 1973, gay rights had become a legal fight in the U.S. The first legal organization to for gays and lesbians was organized. States began to ban same-sex marriage. Homosexuality was removed from the list of mental disorders by doctors, and LBGTQ+ Americans began to run for and be elected to political offices, where they could make their voices heard. The first gay rights bill was introduced in 1975, though it did not make it out of committee before being killed. The New York Supreme Court heard a case for transgender inclusion in sports, allowing a biological male who had transitioned (physically changed his body) into a woman to play in the U.S. Open as a female. By 1979, a march was organized in Washington, D.C., drawing thousands of people fighting for gay rights.

By 1982, states began to outlaw discrimination based on sexual orientation. It became illegal for businesses and individuals to refuse service to based on homosexuality.

The HIV/AIDS pandemic began in the U.S. AIDS is a disease that hinders the body's immune system, leaving patients vulnerable to infections and other sicknesses. There is no cure and most die within 15 months of being diagnosed. This pandemic hit homosexuals especially hard, and continues to this day. This disease made many fearful of the LGBTQ+ group, as they were afraid of catching the disease. These fears were unfounded, as AIDS cannot be spread through casual contact.

By the 1990's, the U.S. military began to allow homosexuals into the military on the condition that they kept their sexual orientation a secret. The Hate Crimes Sentencing Enhancement Act was enacted, making it possible for judges to give harsher punishments to those convicted of hate crimes, crimes motivated by someone's prejudice of the victim's race, beliefs, gender, disability, or sexual orientation. Starting with Hawaii, states began to recognize homosexual marriages as a legal right.

In 2003, the Supreme Court ruled that same-sex conduct cannot be made illegal. In 2008, California voters approved Proposition 8, making same-sex marriage illegal. This proposition was later ruled to be unconstitutional.

In 2011, the rule banning gays and lesbians from serving openly in the military was overturned. The Supreme Court struck down or refused to hear several cases, allowing same-sex marriages to legally continue in several states.

By 2015, same-sex marriage is officially legalized in the U.S. In 2016, transgender people were allowed to serve openly in the U.S. military, but in 2018 the Supreme Court upheld a presidential policy banning them again. This was reversed by President Biden in 2021.

In 2020, the Supreme Court ruled that federal law protects LGBTQ+ workers from discrimination in their jobs. This led to another court decision stating that segregation of transgender students is unconstitutional.

Today, the social and legal fight against discrimination of LGBTQ+ people is ongoing. Many people have deeply held beliefs on both sides. Around the country, the LGBTQ+ group still face prejudice, hatred, and, at times, violence.

Read the 1st Amendment and Answer Workbook Questions 542-545

Lesson 105: Other Human Rights Issues

Human Trafficking⁸⁶

Though slavery was outlawed in the United States after the Civil War, it secretly continues today. In fact, it is estimated that there more people enslaved today than at any other time in the history of the world. Human trafficking, or the sale and use of human slaves, is happening around the world. It probably happens in your own town. However, like slavery before the Civil War, many do not know about it or ignore it because it is too sad or scary. Slavery is illegal so there are no public auction or humans walking around in chains, but people are sold and forced into different types of slavery every day in the U.S. Many of these slaves are children.

Many organizations and government agencies work to fight slavery and free people trapped in human trafficking. It is a difficult and dangerous task, but the fight against it shows that Americans are committed to the ideals of freedom and equality.

Answer Workbook Questions 546-549

Government Education

The Founding Fathers believed that education was the key to success. A person who learned about the world around them was more intelligent and moral and a resource to their country. Thomas Jefferson called for state-sponsored schools focused

on academics and trade skills. By 1870, every state had a school that was paid for, at least in part, by taxes. At this time, many parents still had to pay for part of their child's schooling.

Answer Workbook Question 550

At first, school was voluntary. Understanding that many children had to help at home (most people had large farms), school was designed to meet only in the seasons where work on the farm was limited. This is where summer break comes from. Most schools were common schools, where a single teacher taught children of all ages at the same time.

By 1918, every state required students to complete elementary school and many schools were fully funded by taxpayer money. Many people did not like the idea of having to pay for the education of children who were not their own. Others argued that an educated child would benefit all of society and was worth the investment. Parents no longer had a choice of when their children would go to school. They could be punished if their children did not finish a certain grade.

Answer Workbook Question 551

Public schooling presented its own set of problems. Children were taken out of their home to learn. Teachers decided on the curriculum and methods of teaching and many parents were faced with the fact that their children were learning things they did not agree with. One example of this is when Catholic Irish immigrants came to the New York. Schools in the area were mostly Protestant and Catholic parents wanted their children to learn their beliefs instead of the religion of others. As schools grew, control of what was taught moved up the government from teachers, to towns, to states. This made it difficult for parents to influence what their children would learn. When decisions were made about curriculum by people who did not know the children being taught, testing was implemented as a guide.

In 1965, Congress passed the Elementary and Secondary Education Assistance Act, which funneled federal tax money into public schools around the nation. This began the process of the federal government taking control of public education. By 2011, with the passage of No Child Left Behind Act, the federal government had complete control over standards of education throughout the country. This act was meant to ensure that every child in the U.S. received the education they needed by measuring their knowledge and skills against common core standards. It provided extra programs for those who struggled with concepts. The Constitution gives no provision for federal control of education.

Read the 10th Amendment and Answer Workbook Question 552

Today, many parents share the same concerns as the parents of the past. Taxpayers are burdened with taxes that pay for expensive technology, buildings, and administration (people who run the schools) and worry that not enough of the resources are being used to actually help students learn. Common core curriculum has focused learning on passing the standards rather than actually knowing facts and methods, leaving many students able to pass a test but not explain what they learned. Most of all, parents worry about what their children are being taught in schools and don't like that they have little control over curriculum.

Answer Workbook Question 553

Lesson 106: Gun Rights⁸⁹

Another issue debated in America right now is the issue of gun rights. The Second Amendment guarantees the right of the people to keep and bear arms without infringement, but many are wondering if it is time to change that law.

In 1934, President Franklin Delano Roosevelt pushed for the National Firearms Act in response to

gang violence in the U.S. Many of these gangs used firearms to harm, injure, and kill rivals. The NFA passed and taxed the making, selling, and transporting of certain guns. At the time, the act faced several constitutional issues and had to be modified. It resulted in a \$200 tax.

In 1938, the Federal Firearms Act passed, requiring anyone who made guns to register with the government for a license, creating a method for sellers to track who they sold guns to, and making it illegal for certain people (mainly convicted violent criminals) to have guns.

After several assassinations, including that of Martin Luther King, Jr., Congress passed the Gun Control Act, replacing the FFA, expanding the ability of the government to regulate and control who could have certain firearms and which ones were not allowed. This law also required every gun to be numbered, allowing for easier tracking. By 1972, the Federal Bureau of Alcohol, Tobacco, and Firearms (AFT) was formed as a branch that would enforce laws in these areas.

In 1986, the Firearm Owners Protection Act was enacted, protecting gun owners from having to register their guns, sellers from excessive inspections, allowing gun shows, and making it easier to sell and buy ammunition (bullets). While advocates for the 2nd Amendment celebrated these new laws, the FOPA also made the ownership of machine guns illegal.

President Clinton signed the Brady Handgun Violence Prevention Act of 1993, requiring all sales of firearms through a licensed dealer to have a background check. The creation of the National Instant Criminal Background Check System (controlled by the FBI) made it possible for gun sellers to check the criminal records of anyone trying to buy a gun. The next year, he signed the Violent Crime Control and Law Enforcement Act, banning the right of citizens to make or sell certain types of guns. Around the same time, guns were legally banned from federal buildings and schools.

In 1999, two teenagers in Colorado armed themselves with guns and bombs and started shooting people at their school. Fifteen people died, including the shooters, and more than 20 were injured. This tragedy, and others like it, have made Americans question their stance on who has the right to bear arms.

Many argue that the 2nd Amendment is outdated and no longer needed. They believe that recent tragedies, including school shootings, could have been avoided if citizens were not allowed to have guns. Another reason some feel that firearms should be restricted or banned is the fact that many suicides, criminal activity, and accidental injuries involve firearm use.

Others argue that the 2nd Amendment is an issue of self-defense which is a natural law, or a right from God. Every human being has the right to use any tool they can to protect themselves from harm. They point out that many more crimes are stopped by guns than those that are committed using them, saving hundreds of thousands of lives each year. They also state that gun control laws would be largely ignored by criminals, leaving law-abiding citizens defenseless against those who would obtain guns in illegal purchases. They point to the fact that, in places where guns have been banned, suicides were not reduced and that accidental injuries are caused by many things everyday but we understand we cannot ban everything. Many argue that other tools are just as harmful and more people are killed with hammers than guns each year, pointing out that it is the person, and not the tool, that harms others.

**Read the 2nd Amendment and Answer
Workbook Questions 554-555**

Proud to be an American

Answer Workbook Question 556

Lesson 107: Today's America: The Future

Today, America faces many challenges and has many imperfections. However, most Americans still hold the values of freedom and equality as their guide in how to move forward, become better, and improve our country.

The future of America rests upon its children. What they learn about their own history will shape how they see the future. Learning about the triumphs and failures of the past, just as our Founding Fathers did, can help your generation shape a nation that continues to be prosperous and free.

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