

TEACHER GUIDE

3rd–6th Grade

Includes Student
Worksheets

History



Weekly Lesson Schedule



Student Activity Sheets



Reviews



Answer Key

*A Living History
of Our World*

AMERICA'S STORY

2

From the Civil War
to the Industrial Revolution



MASTERBOOKS®
— CURRICULUM —





America's Story 2



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Author Bio: As a homeschooling mom and author, Angela O'Dell embraces many aspects of the Charlotte Mason method yet knows that modern children need an education that fits the needs of this generation. Based upon her foundational belief in a living God for a living education, she has worked to bring a curriculum that will reach deep into the heart of home-educated children and their families. She has written over 20 books, including her history series and her math series. Angela's goal is to bring materials that teach and train hearts and minds to find the answers for our generation in the never-changing truth of God and His Word.

Using This Teacher Guide

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

Course Description: *A Living History of Our World, America's Story Volume 2* is written with narration as a key element of this course. Please take the time to employ oral narration

whenever the book suggests it. Included in each chapter of the Teacher Guide is a written narration prompt for the older child. Students will learn about the Civil War to the Industrial Revolution. In between, they will study the Wild West, homesteaders, the Indian Wars, American Victorian culture, Ellis Island, and more.

There are 28 chapters and five built-in reviews, making it easy to finish in one school year. The activity pages are an assortment of map adventures, areas to write/journal, Scriptures and famous sayings for copywork, hands-on projects, and pictures to draw and color. There is also a timeline project, including simple instructions for completion.



Approximately 45 minutes per lesson, five days a week



Includes answer keys for activity sheets and reviews



Activity sheets for each chapter



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



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

Course Objectives: Students completing this course will

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



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Supply List

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

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

Optional Artist Study supply list:

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

A Note from the Author

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

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

Getting Started: On page 7, there is a parent’s bookmark. Cut it out on the dotted black line, fold it on the gray line so the writing is on the outside, cover it with contact paper, and use it to keep your place as you are reading through *A Living History of Our World, America’s Story Volume 2*. On one side is information about narration, and on the other is an encouraging word from me to you, one homeschooling parent to another.

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

Included in this Teacher Guide:

- A convenient **Teacher Page** at the beginning of each chapter’s worksheets and activities. This includes:
 - o Any notes to the instructor about the chapter’s materials or focus (if needed)
 - o **Supply lists** for needed items
 - o Answers or insight for **oral narration answers**. These questions are found in the chapter narration breaks in the textbook.
 - Teachers are encouraged to use the narration questions. Not only does it create a dialogue about the written material, it can also help the student to learn to develop the skill of mentally arranging their thoughts and be able to give coherent answers. It also helps students who may be struggling with writing or needing additional review opportunities.
 - We also encourage the teacher to use the **Ready to Explore** questions that begin each chapter of the **textbook**. They are meant to get the student thinking about the ideas that will be presented. The student should not be expected to get the answers correct when first presented with them at the start of the chapter. The teacher may use them to start a conversation about what the student already knows or thinks. The answers are given at the end of the chapter in the **textbook**. When the student has completed the chapter, it is a good time to ask the student the Ready to Explore questions again. The student will enjoy seeing how much they have learned.
 - o Optional ideas for additional study
 - o Suggested reading or supplemental books
 - o **Written narration** idea for older students (on the back of the page)

- **Draw/write pages:** These are pages that have journaling lines and spaces to draw (or paste pictures) in. On many of these pages, there are copywork sections and/or pictures to color.
 - **Vocabulary component:** Each chapter in the student book includes a specific word and definition highlighted in a blue background. Often on the activity sheets, the student is asked if they found the word and understand its definition. Other spaces are provided for the student to choose other words they have learned from the chapter and to show they understand the meaning of them as well.
 - **Map component:** A variety of maps are included in the activity sheets as both a geography and critical thinking application.
- **Answer Keys** for special exercises and course reviews (**Page 297-315**).
- **Glossary and Geographical Terms** – these are the featured word from each chapter as well as a handy list of geographical terms in a helpful list (**Page 317-320**).
- **Review Sheets** – Review sheets are included as part of the course. These can be used as a fun review option or even as unique graded tests on the material depending on the needs of your education program or student (**page 279-294**).
- **Mini-project pages:** Also scattered through the Teacher Guide are mini-project pages. These will involve cut-and-glue projects needed to complete certain activity pages. These activities, when scheduled, can also be completed on the free Chapter Review days that follow the completion of each chapter.
- **Written Narration pages:** These pages are included for the older child who would like a place to write about his or her history chapter. Each chapter's question is on the back of the teacher pages and may be assigned at the end of the chapter.
- **My Timeline Manipulative:** A timeline is a way to organize events of history in a logical, chronological way. If you would like to make this timeline element a part of a student's lesson, take some time to look over the important events of the current chapter they are studying when they reach the My Timeline section of this Teacher Guide. When creating their timeline, students can use the sketches provided in the back of this teacher guide. They may also choose to draw their own historical images or find them online. Use the timeline chart from the back and add information with each new lesson. It can be cut out and taped or glued together, and then hung on the wall. See the example below.



- **Book of Kindness:** This book on pages 274-278 is meant to be cut apart and assembled into a small book. Students record one kind thing they have done for someone else every week. Instructions are included, and the activity is optional.
- **Artist Study:** A quick introduction to an influential artist in history. Includes a variety of art activity ideas. The journal prompts can also be used as oral narration questions.
- **Learn the Presidents, Part 1:** This ongoing activity encourages students to memorize the first 22 presidents. They will learn the remaining presidents the following year in Volume 3. This activity is optional and on page 322.

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

Teaching Tips for Struggling Learners

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

The Importance of Narration

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

How do you use narration as a learning tool?

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

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

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

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

Here are some sample narration prompts:

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

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

Forming a Relationship with Knowledge

Encouragement from me to you...

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

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

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

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

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Chapter 1: Storm Clouds • Read pages 5-7 • <i>America's Story 2</i> • (AS)			
	Day 2	Chapter 1: Storm Clouds • Read pages 8-14 • (AS)			
	Day 3	Chapter 1: Storm Clouds; Complete activity pages 21-24 Teacher Guide • (TG)			
	Day 4	Chapter 1: Storm Clouds • Complete activity pages 25-26 • (TG)			
	Day 5	Complete Chapter 1 timeline • Pages 27-28 • (TG)			
Week 2	Day 6	Chapter 1 Review Day: finish chapter materials or special projects if needed.			
	Day 7	Chapter 2: The Story of Abraham Lincoln, Part 1 Read pages 15-17 • (AS)			
	Day 8	Chapter 2: The Story of Abraham Lincoln, Part 1 Read pages 18-24 • (AS)			
	Day 9	Chapter 2: The Story of Abraham Lincoln, Part 1 Complete activity pages 29-32 • (TG)			
	Day 10	Chapter 2: The Story of Abraham Lincoln, Part 1 Complete activity pages 33-34 • (TG)			
Week 3	Day 11	Complete Chapter 2 timeline • Pages 35-36 • (TG)			
	Day 12	Chapter 2 Review Day: finish chapter materials or special projects if needed.			
	Day 13	Chapter 3: The Story of Abraham Lincoln, Part 2 Read pages 25-27 • (AS)			
	Day 14	Chapter 3: The Story of Abraham Lincoln, Part 2 Read pages 28-34 • (AS)			
	Day 15	Chapter 3: The Story of Abraham Lincoln, Part 2 Complete activity pages 37-40 • (TG)			
Week 4	Day 16	Chapter 3: The Story of Abraham Lincoln, Part 2 Complete activity pages 41-42 • (TG)			
	Day 17	Complete Chapter 3 timeline pages 43-44 • (TG)			
	Day 18	Chapter 3 Review Day: finish chapter materials or special projects if needed.			
	Day 19	Chapter 4: Important People of the Civil War Read pages 35-38 • (AS)			
	Day 20	Chapter 4: Important People of the Civil War Read pages 38-44 • (AS)			
Week 5	Day 21	Chapter 4: Important People of the Civil War Complete activity pages 45-48 • (TG)			
	Day 22	Chapter 4: Important People of the Civil War Complete activity pages 49-50 • (TG) Start Mini Civil War Timeline Project • Pages 50-53 • (TG)			
	Day 23	Complete Chapter 4 timeline pages 55-56 • (TG)			
	Day 24	Chapter 4 Review Day: finish chapter materials or special projects if needed.			
	Day 25	Chapter 5: More About the Civil War • Read pages 45-47 • (AS)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Chapter 5: More About the Civil War • Read pages 48-54 • (AS)			
	Day 27	Chapter 5: More About the Civil War Complete activity pages 57-60 • (TG)			
	Day 28	Chapter 5: More About the Civil War Complete activity pages 61-62 • (TG) Continue Mini Civil War Timeline Project • Pages 50-53 • (TG)			
	Day 29	Complete Chapter 5 timeline • Pages 63-64 • (TG) Read Gettysburg Address on page 273 • (TG) Read Artist Study page 65 • (TG) Complete activity of choice page 66 • (TG)			
	Day 30	Chapter 5 Review Day: finish chapter materials or special projects if needed.			
Week 7	Day 31	Chapter 6: The End of the Confederacy • Read pages 55-57 • (AS)			
	Day 32	Chapter 6: The End of the Confederacy • Read pages 57-64 • (AS)			
	Day 33	Chapter 6: The End of the Confederacy Complete activity pages 67-70 • (TG)			
	Day 34	Chapter 6: The End of the Confederacy Complete activity pages 71-72 • (TG)			
	Day 35	Complete Chapter 6 timeline pages 73-74 • (TG) Finish Mini Civil War Timeline Project • Pages 50-53 • (TG)			
Week 8	Day 36	Chapter 6 Review Day: finish chapter materials or special projects if needed.			
	Day 37	Chapter 7: Our Bruised and Broken Country Read pages 65-68 • (AS)			
	Day 38	Chapter 7: Our Bruised and Broken Country Read pages 68-74 • (AS)			
	Day 39	Chapter 7: Our Bruised and Broken Country Complete activity pages 75-78 • (TG)			
	Day 40	Chapter 7: Our Bruised and Broken Country Complete activity pages 79-80 • (TG)			
Week 9	Day 41	Complete Chapter 7 timeline • Pages 81-82 • (TG)			
	Day 42	Chapter 7 Review Day: finish chapter materials or special projects if needed.			
	Day 43	Review Day: review previous worksheets			
	Day 44	Complete Review Sheet 1 • Pages 281 and 283 • (TG)			
	Day 45	Chapter 8: America Turns 100 Years Old • Read pages 75-77 • (AS)			
First Semester-Second Quarter					
Week 1	Day 46	Chapter 8: America Turns 100 Years Old Read pages 78-84 • (AS)			
	Day 47	Chapter 8: America Turns 100 Years Old Complete activity pages 83-86 • (TG)			
	Day 48	Chapter 8: America Turns 100 Years Old Complete activity pages 87-90 • (TG)			
	Day 49	Complete Chapter 8 timeline • Pages 91-92 • (TG)			
	Day 50	Chapter 8 Review Day: finish chapter materials or special projects if needed.			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 51	Chapter 9: Transcontinental Railroad, Part 1 Read page 85 to the narration break on page 88 • (AS)			
	Day 52	Chapter 9: Transcontinental Railroad, Part 1 Read pages 88-94 • (AS)			
	Day 53	Chapter 9: Transcontinental Railroad, Part 1 Complete activity pages 93-96 • (TG)			
	Day 54	Chapter 9: Transcontinental Railroad, Part 1 Complete activity pages 97-98 • (TG)			
	Day 55	Complete Chapter 9 timeline • Pages 99-100 • (TG)			
Week 3	Day 56	Chapter 9 Review Day: finish chapter materials or special projects if needed.			
	Day 57	Chapter 10: Transcontinental Railroad, Part 2 Read pages 95-97 • (AS)			
	Day 58	Chapter 10: Transcontinental Railroad, Part 2 Read pages 98-104 • (AS)			
	Day 59	Chapter 10: Transcontinental Railroad, Part 2 Complete activity pages 101-104 • (TG)			
	Day 60	Chapter 10: Transcontinental Railroad, Part 2 Complete activity pages 105-106 • (TG)			
Week 4	Day 61	Complete Chapter 10 timeline • Pages 107-108 • (TG) Read Artist Study on page 109 • (TG) Complete activity of choice on page 110 • (TG)			
	Day 62	Chapter 10 Review Day: finish chapter materials or special projects if needed.			
	Day 63	Chapter 11: Howdy, Partner, Welcome to the Wild West! Read pages 105-107 • (AS)			
	Day 64	Chapter 11: Howdy, Partner, Welcome to the Wild West! Read pages 108-114 • (AS)			
	Day 65	Chapter 11: Howdy, Partner, Welcome to the Wild West! Complete activity pages 111-114, 115-116 • (TG)			
Week 5	Day 66	Chapter 11: Howdy, Partner, Welcome to the Wild West! Complete activity pages 117-118 • (TG)			
	Day 67	Complete Chapter 11 timeline • Pages 119-120 • (TG)			
	Day 68	Chapter 11 Review Day: finish chapter materials or special projects if needed.			
	Day 69	Chapter 12: Who Owns This Land? • Read pages 115-117 • (AS)			
	Day 70	Chapter 12: Who Owns This Land? • Read pages 118-126 • (AS)			
Week 6	Day 71	Chapter 12: Who Owns This Land? Complete activity pages 121-124 • (TG)			
	Day 72	Chapter 12: Who Owns This Land? Complete activity pages 125-126 • (TG)			
	Day 73	Complete Chapter 12 timeline • Pages 127-128 • (TG)			
	Day 74	Chapter 12 Review Day: finish chapter materials or special projects if needed.			
	Day 75	Chapter 13: The Industry Boom • Read pages 127-129 • (AS)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Chapter 13: The Industry Boom • Read pages 130-136 • (AS)			
	Day 77	Chapter 13: The Industry Boom Complete activity pages 129-132 • (TG)			
	Day 78	Chapter 13: The Industry Boom Complete activity pages 133-134 • (TG)			
	Day 79	Complete Chapter 13 timeline • Pages 135-136 • (TG)			
	Day 80	Chapter 13 Review Day: finish chapter materials or special projects if needed.			
Week 8	Day 81	Chapter 14: Skyscrapers, Elevators and Bridges Read pages 137-139 • (AS)			
	Day 82	Chapter 14: Skyscrapers, Elevators and Bridges Read pages 140-146 • (AS)			
	Day 83	Chapter 14: Skyscrapers, Elevators and Bridges Complete activity pages 137-140 • (TG)			
	Day 84	Chapter 14: Skyscrapers, Elevators and Bridges Complete activity pages 141-142 • (TG)			
	Day 85	Complete Chapter 14 timeline • Pages 143-144 • (TG)			
Week 9	Day 86	Chapter 14 Review Day: finish chapter materials or special projects if needed.			
	Day 87	Review Day: review previous worksheets			
	Day 88	Complete Review Sheet II • Page 285-286 • (TG)			
	Day 89	Chapter 15: America's Big Business Read pages 147-150 • (AS)			
	Day 90	Chapter 15: America's Big Business Read pages 150-156 • (AS)			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

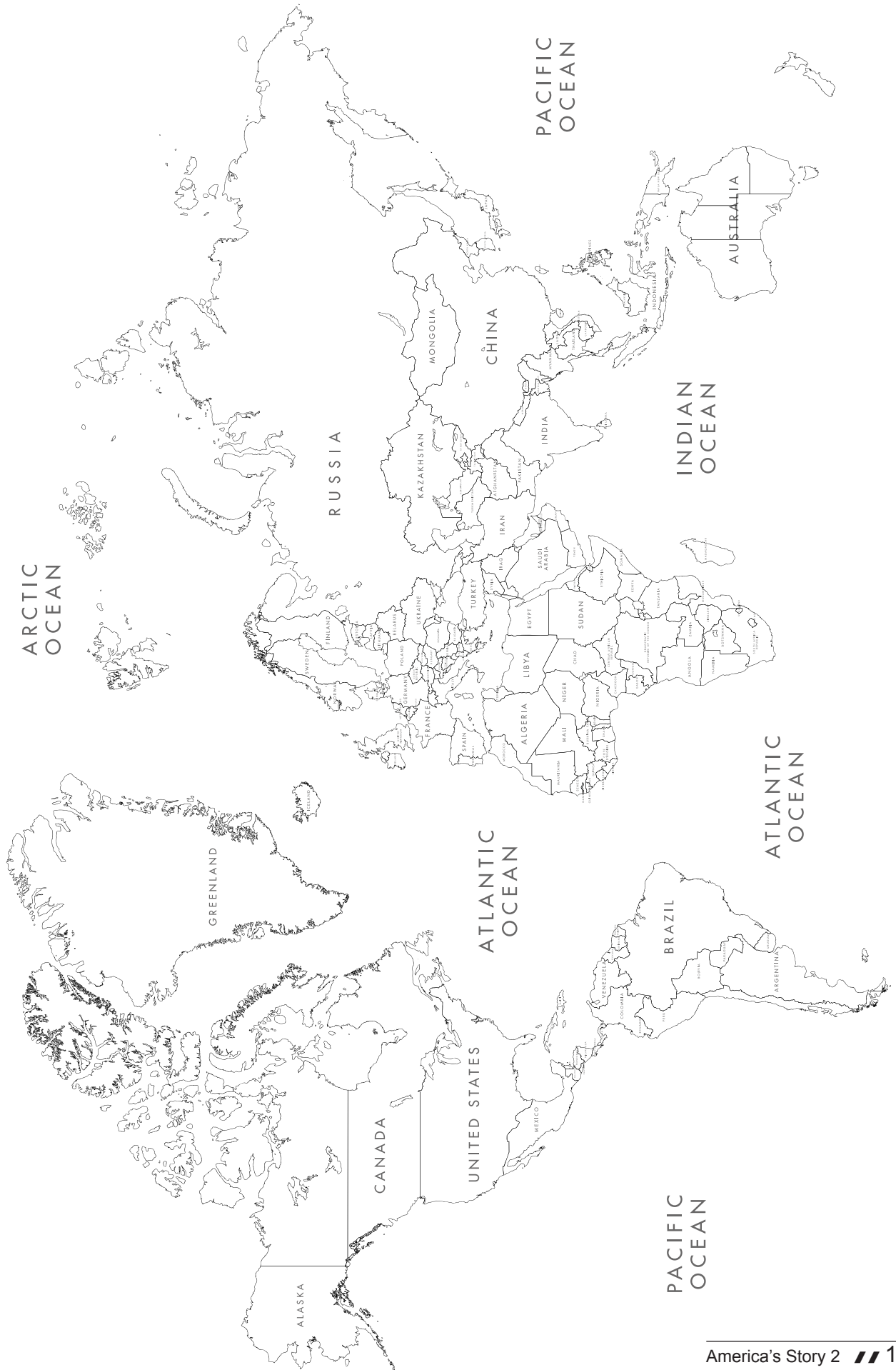
Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Chapter 15: America's Big Business Complete activity pages 145-148 • (TG)			
	Day 92	Chapter 15: America's Big Business Complete activity pages 149-150 • (TG)			
	Day 93	Complete Chapter 15 timeline pages 151-152 • (TG) Read Artist Study page 153 • (TG) Complete activity of choice on page 154 • (TG)			
	Day 94	Chapter 15 Review Day: finish chapter materials or special projects if needed.			
	Day 95	Chapter 16: Chicago Is On Fire! Read pages 157-159 • (AS)			
Week 2	Day 96	Chapter 16: Chicago Is On Fire! Read pages 160-166 • (AS)			
	Day 97	Chapter 16: Chicago Is On Fire! Complete activity pages 155-158 • (TG)			
	Day 98	Chapter 16: Chicago Is On Fire! Complete activity pages 159-160 • (TG)			
	Day 99	Complete Chapter 16 timeline pages 161-162 • (TG)			
	Day 100	Chapter 16 Review Day: finish chapter materials or special projects if needed.			
Week 3	Day 101	Chapter 17: The Story of a Very Stubborn Man Read pages 167-169 • (AS)			
	Day 102	Chapter 17: The Story of a Very Stubborn Man Read pages 169-176 • (AS)			
	Day 103	Chapter 17: The Story of a Very Stubborn Man Read pages 169-176 • (AS)			
	Day 104	Chapter 17: The Story of a Very Stubborn Man Complete activity pages 163-168 • (TG)			
	Day 105	Complete Chapter 17 timeline pages 169-170 • (TG)			
Week 4	Day 106	Chapter 17 Review Day: finish chapter materials or special projects if needed.			
	Day 107	Chapter 18: Hello, Can You Hear Me? Read pages 177-179 • (AS)			
	Day 108	Chapter 18: Hello, Can You Hear Me? Read pages 180-186 • (AS)			
	Day 109	Chapter 18: Hello, Can You Hear Me? Complete activity pages 171-174 • (TG)			
	Day 110	Chapter 18: Hello, Can You Hear Me? Complete activity pages 175-176 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 111	Complete Chapter 18 timeline pages 177-178 • (TG)			
	Day 112	Chapter 18 Review Day: finish chapter materials or special projects if needed.			
	Day 113	Chapter 19: The Story of Helen Keller, Part 1 Read pages 187-189 • (AS)			
	Day 114	Chapter 19: The Story of Helen Keller, Part 1 Read pages 190-196 • (AS)			
	Day 115	Chapter 19: The Story of Helen Keller, Part 1 Complete activity pages 179-182 • (AS)			
Week 6	Day 116	Chapter 19: The Story of Helen Keller, Part 1 Complete activity pages 183-187, including All About Anne! biography project • (TG)			
	Day 117	Complete Chapter 19 timeline • Pages 189-190 • (TG)			
	Day 118	Chapter 19 Review Day: finish chapter materials or special projects if needed.			
	Day 119	Chapter 20: The Story of Helen Keller, Part 2 Read pages 197-199 • (AS)			
	Day 120	Chapter 20: The Story of Helen Keller, Part 2 Read pages 200-206 • (AS)			
Week 7	Day 121	Chapter 20: The Story of Helen Keller, Part 2 Complete activity pages 191-194 • (TG)			
	Day 122	Chapter 20: The Story of Helen Keller, Part 2 Complete activity pages 195-196 • (TG)			
	Day 123	Complete Chapter 20 timeline pages 197-198 • (TG) Read Artist Study page 199 • (TG) Complete activity of choice on page 200 • (TG)			
	Day 124	Chapter 20 Review Day: finish chapter materials or special projects if needed.			
	Day 125	Chapter 21: America's Victorian Age Read pages 207-209 • (AS)			
Week 8	Day 126	Chapter 21: America's Victorian Age Read pages 210-216 • (AS)			
	Day 127	Chapter 21: America's Victorian Age Complete activity pages 201-204 • (TG)			
	Day 128	Chapter 21: America's Victorian Age Complete activity pages 205-208 • (TG)			
	Day 129	Complete Chapter 21 timeline • Pages 209-210 • (TG)			
	Day 130	Chapter 21 Review Day: finish chapter materials or special projects if needed.			
Week 9	Day 131	Review Day: review previous worksheets			
	Day 132	Complete Review Sheet III • Pages 287-288 • (TG)			
	Day 133	Chapter 22: American Immigration, Part 1 Read pages 217-219 • (AS)			
	Day 134	Chapter 22: American Immigration, Part 1 Read pages 220-226 • (AS)			
	Day 135	Chapter 22: American Immigration, Part 1 Complete activity pages 211-214 • (TG)			

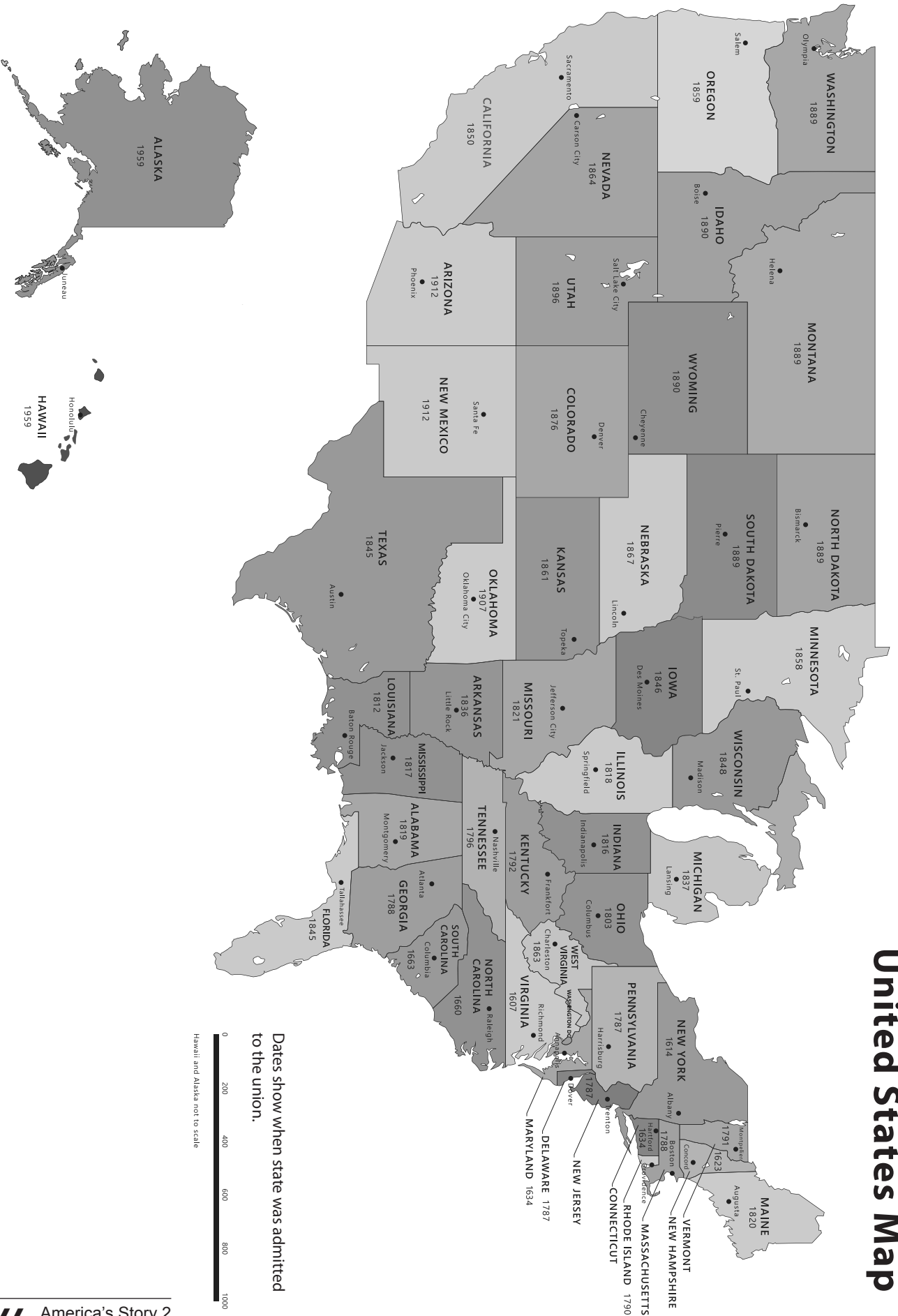
Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Fourth Quarter					
Week 1	Day 136	Chapter 22: American Immigration, Part 1 Complete activity pages 215-217 • (TG)			
	Day 137	Complete Chapter 22 timeline • Pages 219-220 • (TG)			
	Day 138	Chapter 22 Review Day: finish chapter materials or special projects if needed.			
	Day 139	Chapter 23: American Immigration, Part 2 Read pages 227-229 • (AS)			
	Day 140	Chapter 23: American Immigration, Part 2 Read pages 230-236 • (AS)			
Week 2	Day 141	Chapter 23: American Immigration, Part 2 Complete activity pages 223-224 • (TG)			
	Day 142	Chapter 23: American Immigration, Part 2 Complete activity pages 225-226 • (TG)			
	Day 143	Complete Chapter 23 timeline pages 227-228 • (TG)			
	Day 144	Chapter 23 Review Day: finish chapter materials or special projects if needed.			
	Day 145	Chapter 24: What Time Is It Anyway? Read pages 237-239 • (AS)			
Week 3	Day 146	Chapter 24: What Time Is It Anyway? Read pages 240-246 • (AS)			
	Day 147	Chapter 24: What Time Is It Anyway? Complete activity pages 229-232 • (TG)			
	Day 148	Chapter 24: What Time Is It Anyway? Complete activity pages 233-234 • (TG)			
	Day 149	Complete Chapter 24 timeline • Pages 235-236 • (TG)			
	Day 150	Chapter 24 Review Day: finish chapter materials or special projects if needed.			
Week 4	Day 151	Chapter 25: Poverty, Slums, and Strikes Read pages 247-249 • (AS)			
	Day 152	Chapter 25: Poverty, Slums, and Strikes Read pages 250-256 • (AS)			
	Day 153	Chapter 25: Poverty, Slums, and Strikes Complete activity pages 237-240 • (TG)			
	Day 154	Chapter 25: Poverty, Slums, and Strikes Complete activity pages 241-242 • (TG)			
	Day 155	Complete Chapter 25 timeline pages 243-244 • (TG) Read Artist Study page 245 • (TG) Complete activity of choice on page 246 • (TG)			
Week 5	Day 156	Chapter 25 Review Day: finish chapter materials or special projects if needed.			
	Day 157	Chapter 26: Big Changes! • Read pages 257-259 • (AS)			
	Day 158	Chapter 26: Big Changes!! • Read pages 260-266 • (AS)			
	Day 159	Chapter 26: Big Changes! Complete activity pages 247-250 • (TG)			
	Day 160	Chapter 26: Big Changes! Complete activity pages 251-252 • (TG)			

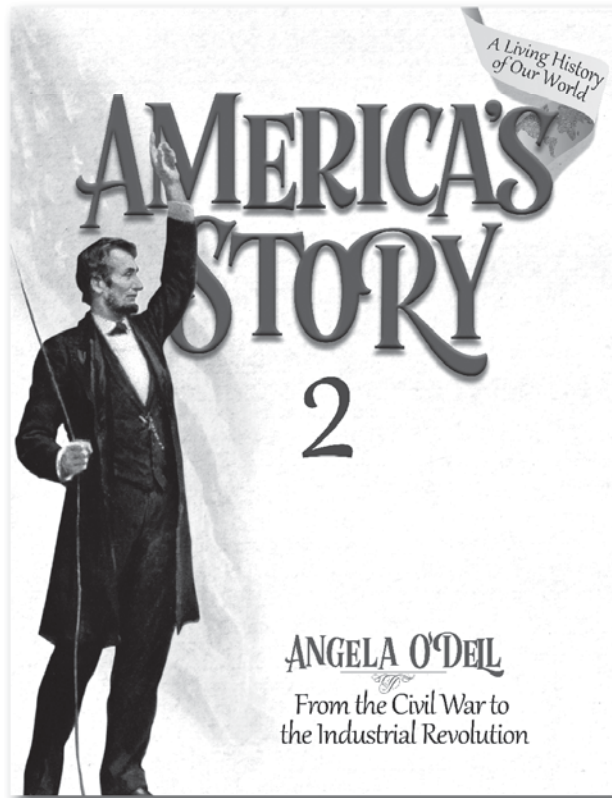
Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 161	Complete Chapter 26 timeline • Pages 253-254 • (TG)			
	Day 162	Chapter 26 Review Day: finish chapter materials or special projects if needed.			
	Day 163	Chapter 27: Looking Toward A New Century Read pages 267-269 • (AS)			
	Day 164	Chapter 27: Looking Toward A New Century Read pages 270-276 • (AS)			
	Day 165	Chapter 27: Looking Toward A New Century Complete activity pages 255-258 • (TG)			
Week 7	Day 166	Chapter 27: Looking Toward A New Century Complete activity pages 259-260 • (TG)			
	Day 167	Complete Chapter 27 timeline • Pages 261-262 • (TG)			
	Day 168	Chapter 27 Review Day: finish chapter materials or special projects if needed.			
	Day 169	Chapter 28: The American Dream Read pages 277-280 • (AS)			
	Day 170	Chapter 28: The American Dream • Read pages 281-284 • (AS)			
Week 8	Day 171	Chapter 28: The American Dream Complete activity pages 263-266 • (TG)			
	Day 172	Chapter 28: The American Dream Complete activity pages 267-268 • (TG)			
	Day 173	Chapter 28: The American Dream Complete timeline pages 269-270 • (TG) Read Artist Study page 271 • (TG) Complete activity of choice on page 272 • (TG)			
	Day 174	Chapter 28 Review Day: finish chapter materials or special projects if needed.			
	Day 175	Review Day: review previous worksheets			
Week 9	Day 176	Review Day: review previous worksheets			
	Day 177	Complete Review Sheet IV • Pages 289-290 • (TG)			
	Day 178	Final Review Day			
	Day 179	Complete Final Review Sheet • Pages 291-293 • (TG)			
	Day 180	Complete Final Review Sheet • Pages 294-296 • (TG)			
		Final Grade			

World Map



United States Map





Chapter Activity Pages
for Use with
America's Story 2



STORM CLOUDS

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

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

Materials needed for this chapter:

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

Oral Narration Questions and Answers.

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

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

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

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

Optional Digging Deeper

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



Written Narration Idea for Older Children:

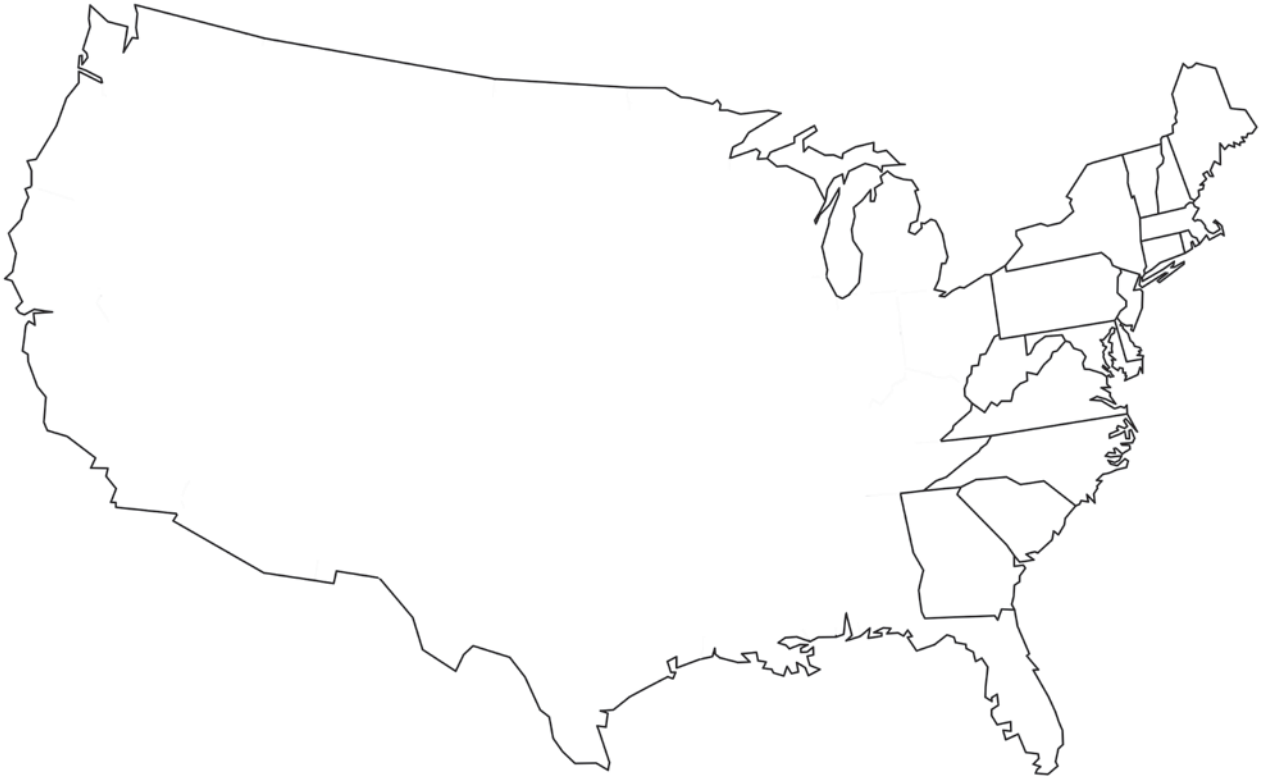
What was America like during this time period before the Civil War?



MAP ADVENTURES

Name _____

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



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

2. What is the difference between a territory and a state?



SKETCHING

Name _____

Storm Clouds. We learned that the United States was growing quickly during this time.

1. What are some of the ways it grew? _____

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



My House Drawing

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

Word Collectors:

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

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

2. _____
3. _____
4. _____

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

MY TIMELINE!

Name _____

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



My Timeline Manipulative. A timeline is a way to organize events of history in a logical, chronological way. If you would like to make this timeline element a part of a student's lesson, take some time to look over the important events of the current chapter. When creating their timeline, students can use sketches provided in the back of this teacher guide on pages 327–335. They may also choose to draw their own historical images or find them online. Use the timeline chart from the back and add information with each new lesson.



2

THE STORY OF ABRAHAM LINCOLN, PART 1

Materials needed for this chapter:

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

Oral Narration Questions and Answers.

Q. Retell and discuss our story so far.

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

Q. Retell and discuss the rest of the chapter.

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



Optional Digging Deeper

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

Written Narration Idea for Older Students:

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



SKETCHING

Name _____

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



My Young Abe Lincoln

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

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

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

Copywork

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

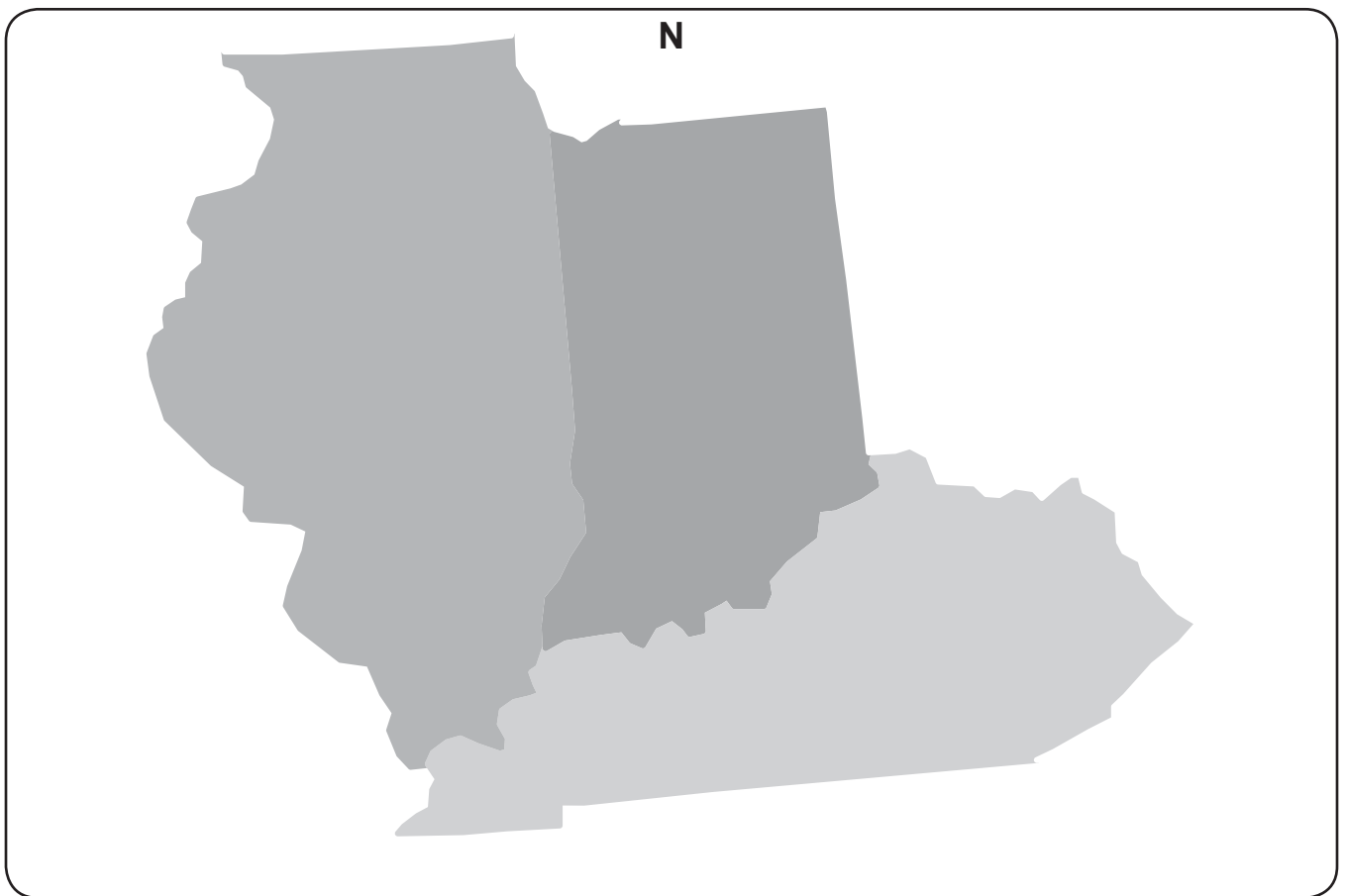
— Abraham Lincoln

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



The Story of Abraham Lincoln, Part 1. 1 – 6, Show map with city/state answers marked on it:

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



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

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

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

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

8. Abraham Lincoln was named after his grandfather. **T F**
9. Lincoln did not like to learn. **T F**
10. Lincoln worked on a ferryboat on the Ohio River. **T F**
11. Lincoln trained as a lawyer. **T F**
12. Lincoln supported the war with Mexico. **T F**

Word Collectors:

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

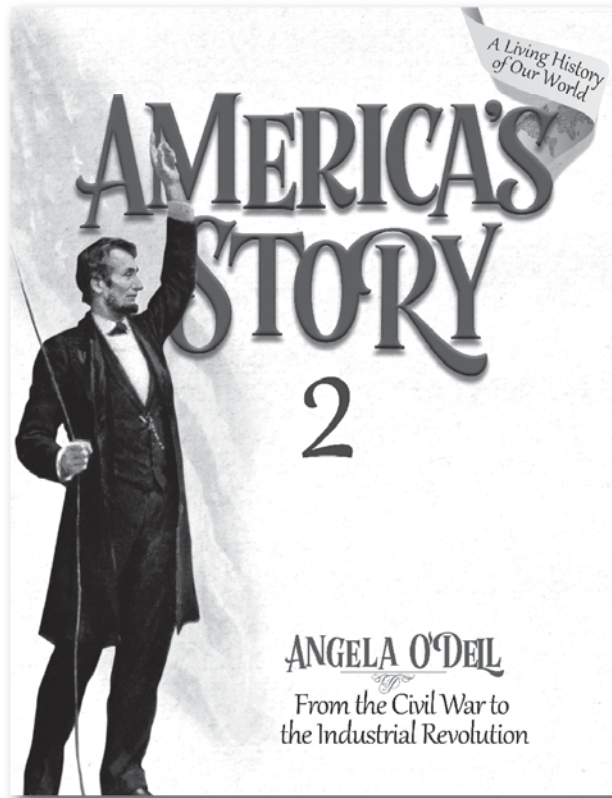
Now, collect three other words you learned from this chapter by writing them below!

14. _____ 15. _____ 16. _____

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



My Timeline Manipulative. A timeline is a way to organize events of history in a logical, chronological way. If you would like to make this timeline element a part of a student's lesson, take some time to look over the important events of the current chapter. When creating their timeline, students can use sketches provided in the back of this teacher guide on pages 327–335. They may also choose to draw their own historical images or find them online. Use the timeline chart from the back and add information with each new lesson.



Answer Keys
for Use with
America's Story 2

Chapter 1

Page 22

Answers may vary; however, student should show an understanding of the rising tensions between the North and South, and the spread of slavery across the United States. (p. 6)

Page 23

1. This ruling created the Kansas and Nebraska territories. Though they both were north of the compromise line, the Act allowed them to determine through elections whether they wanted to be slave or free states once they had gained statehood. This ruling angered abolitionists. Both pro-slavery and anti-slavery settlers moved to Kansas in hopes of swaying the vote once it was held. As you can imagine, this led to a lot of problems when these people became neighbors. (p. 10-11)

Page 24

2. Territory: A large tract of land that had not been given statehood, but still belonged to the United States of America. State: A territory that had become populated enough to be granted statehood. (p. 6)

Page 25

1. Answers may vary; however, possible answers include: Growth of people through immigration, growth of houses needed by people, etc. (p. 8-9)
2. Answers may vary; however, student should include the issue of slavery and the division this caused between people and the United States as a whole.

Page 26

1. Territory (p. 6)
2. Answers may vary.
3. Answer may vary
4. Answers may vary.
5. Answers may vary.

Page 27

Answers may vary; however, student should relay an understanding of the following text: At the time (1819), there were 22 states—11 free and 11 slave. Missouri wanted to be admitted as a slave state, which would have given slave owners a political advantage. The Missouri Compromise of 1820 was developed to solve this issue. Missouri would be a slave state, but Maine was also created as a free state so that the number of free and slave states remained equal. Also, the Missouri Compromise created a boundary — future states admitted below the line would be allowed to have slavery while those above it would not. (p. 10)

Chapter 2

Page 30

Answers may vary.

Page 31

1. Answers may vary.

Page 32

2. Answers may vary.
3. Answers may vary.
4. It is so important to want to do well, to succeed in your life.

Page 33



Page 34

7. His mother, his sister Sarah, and his son Eddie (p. 16-19)
8. T, 9. F, 10. T, 11. T, 12. F
13. FERRYBOAT (p. 17)
14. Answers may vary.
15. Answers may vary.
16. Answers may vary.
17. Answers may vary.

Page 35

Letter responses will vary

Chapter 3

Page 38

He didn't know if former slaves should be sent back to Africa or if they remain in America. He didn't know how they would be treated in American society if they stayed or if former masters would be paid for their freed slaves. He didn't know by what authority the laws in states where slavery existed would be overturned. (p. 26)

Page 40

(p. 26-27)

1. Douglas: Student needs to relay a pro-slavery stance in his/her answer
2. Lincoln: Student needs to relay an anti-slavery stance in his/her answer
3. Answers may vary; however, student should show an understanding of the character qualities Lincoln possessed, along with his anti-slavery stance in politics.

Page 41

1. SECEDE
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.
5. Answers may vary.

Page 42

6. Answers may vary; however, student should show an understanding that division within a group will cause a breakdown
7. Answers may vary.
8. Answers may vary.

Page 43

Answers may vary; however, student should relay an understanding of the Scott's predicament being that Dr. Emerson bought Dred Scott while living in the slave state of Missouri. When the doctor was transferred to a new post in the military, he took Dred with him. Though Dred Scott was living north of the Missouri Compromise line in Illinois and Wisconsin Territory (part of Michigan Territory on this map), he was still a slave. His master eventually died, and he returned with the man's family to Missouri. But Dred Scott sued, arguing that he was a free man because he had travelled and lived in places where slavery was banned. (p. 11, 32-33)

Chapter 4

Page 46

Answers may include but are not limited to: Ulysses S. Grant; William T. Sherman; Robert E. Lee; Thomas "Stonewall" Jackson; Clara Barton.

Page 49



1. Virginia