

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 3



ANGELA O'DELL

*From the Early 1900s
to Modern Times*



America's Story 3



First printing: November 2017

Second printing: May 2018

Copyright © 2017 by Master Books®. All rights reserved. No part of this book may be used or reproduced in any manner whatsoever without written permission of the publisher, except in the case of brief quotations in articles and reviews.

For information write:

Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-0-89051-984-4

ISBN: 978-1-61458-588-6 (digital)

Printed in the United States of America

Please visit our website for other great titles:

www.masterbooks.com

For information regarding author interviews,

please contact the publicity department at (870) 438-5288.

Historical photos and documents used in this book are from the Library of Congress, the National Archives, Wikimedia, or public domain. Stock art images have also been used from Shutterstock.



Permission is granted for copies of reproducible pages from this text to be made for use within your own homeschooling family activities. Material may not be posted online, distributed digitally, or made available as a download. Permission for any other use of the material must be requested prior to use by email to the publisher at info@nlpg.com.

Using This Teacher Guide

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

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



Approximately 45 minutes per lesson, five days a week



Includes answer keys for activity sheets and reviews



Activity sheets for each chapter



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



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

Course Objectives: Students completing this course will

- ✓ Become familiar with American history from the early 1900s to the 21st century.
- ✓ Study history using the Charlotte Mason education philosophy to learn through interaction and story elements that connect students emotionally through learning about America and its influence throughout the world.
- ✓ Develop comprehension through oral and written narration, and create memories through notebooking and hands-on crafts.
- ✓ Connect to the lessons, including elements of writing and drawing, special project pages, written narration pages, and timeline characters to help children narrate their way through history's story.

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

Table of Contents

A Note from the Author.....	4
Teacher’s Bookmark.....	7
Suggested Daily Schedule.....	9
World Map.....	17
United States Map.....	18
Chapter Activity Pages.....	19
My Book of Service.....	264
Review Sheets.....	269
Answer Keys.....	285
Glossary and Geographical Terms.....	309
Special Projects	
• American Landmark Project (optional).....	315
• Learn the Presidents.....	319
Thank You for Your Service.....	321
Timeline Activity Cards.....	335

Supply List

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

Gather the following items to complete your student activity pages:

- Scissors
- 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 reinforcements
- 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:

- white paper
- pencils
- stack of lightweight paper
- crayons, colored pencils, or markers to color
- graph paper
- plastic garbage bags
- tempera paint
- tablespoons
- small containers
- paintbrushes or sponges
- water

A Note from the Author

History with a flavor of the Charlotte Mason method...

This series is based upon the belief that we all learn better by making a connection that is deeper than memorizing the facts. Charlotte Mason taught that we all need heroes. We need someone to look up to, someone to admire and aspire to emulate. Children need to understand the overall flow of history without getting hung up on the pressure of memorizing dates and random facts for a test. They need to have their love of learning protected and nurtured. My advice to you is to look at this course as a giant tool box, full of a huge variety of helpful tools. You do not have to use every single tool for it to be effective. My goal in writing is to give you, the parent/teacher, a plethora of tools to teach each child.

You know your student better than anyone. Adjust according to age/ability and learning style. For example: if a third/fourth grade age child enjoys the reading, but all of the notebook pages are too much, then please just read the story and let them do the journaling pages that fit their ability. Encourage, and show them by example, to relax, invest, and enjoy the journey. The Teacher's Guide is not written in stone — use it the way you need! Flexibility is what makes a good curriculum.

Remember, we are learning more permanently and making lasting connections when we can relate to the life aspects of what we are learning.

May you see the Hand of God throughout all of history! —Angela O'Dell

Getting Started: On page 7, there is a teacher'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 3*. On one side is information about narration, and on the other is an encouraging word from me to you, one educator 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. (These pages are not included in the daily schedule.) This includes:
 - Any notes to the instructor about the chapter's materials or focus (if needed)
 - **Supply lists** for needed items
 - 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 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 answer questions correctly 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.

- Optional ideas for additional study
- Suggested reading or supplemental books
- **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 **textbook** 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 meanings 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 285).
- **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 309).
- **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 269). You also have the option to allow them to do open book reviews or assessments depending the skill level of your student.
- **Special-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 can also be completed on the free Chapter Review days that follow the completion of each chapter (optional special projects on Page 313).
- **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.
- **Book of Service:** This book with information starting on page 264 is meant to be cut apart and assembled into a small book. Students record something 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 2:** This ongoing activity encourages students to memorize the second 23 presidents. They will have learned the first 22 presidents the previous year in Volume 2. This activity is optional and on page 319.

- 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 from *America's Story 2* Teacher Guide below.



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 **textbook** 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.
- ✓ 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 students 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 students retell in their own words what you just read. By having students retell or narrate, they are making the knowledge their own. It really is quite simple!

What if a student 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 children think they are retelling by themselves. Only use the prompts if absolutely necessary. Never, ever criticize a student's attempt at narrating. Be encouraging and they 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 teaching may be overwhelmed with the logistics of educating 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: The Story of Teddy Roosevelt Read pages 5-7 • <i>America's Story 3</i> • (AS)			
	Day 2	Chapter 1: The Story of Teddy Roosevelt • Read pages 8-14 • (AS)			
	Day 3	Chapter 1: The Story of Teddy Roosevelt Complete activity pages 21-24 • Teacher Guide • (TG)			
	Day 4	Chapter 1: The Story of Teddy Roosevelt 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: Presidents for Change • Read pages 15-17 • (AS)			
	Day 8	Chapter 2: Presidents for Change • Read pages 18-24 • (AS)			
	Day 9	Chapter 2: Presidents for Change Complete activity pages 29-32 • (TG)			
	Day 10	Chapter 2: Presidents for Change 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 the Wright Brothers Read pages 25-27 • (AS)			
	Day 14	Chapter 3: The Story of the Wright Brothers Read pages 28-34 • (AS)			
	Day 15	Chapter 3: The Story of the Wright Brothers Complete activity pages 37-40 • (TG)			
Week 4	Day 16	Chapter 3: The Story of the Wright Brothers 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: The Affordable Model Ts • Read pages 35-38 • (AS)			
	Day 20	Chapter 4: The Affordable Model Ts • Read pages 39-44 • (AS)			
Week 5	Day 21	Chapter 4: The Affordable Model Ts Complete activity pages 45-48 • (TG)			
	Day 22	Chapter 4: The Affordable Model Ts Complete activity pages 49-50 • (TG)			
	Day 23	Complete Chapter 4 timeline pages 51-52 • (TG)			
	Day 24	Chapter 4 Review Day: finish chapter materials or special projects if needed.			
	Day 25	Chapter 5: The Story of the Titanic • Read pages 45-47 • (AS)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Chapter 5: The Story of the Titanic • Read pages 48-54 • (AS)			
	Day 27	Chapter 5: The Story of the Titanic Complete activity pages 53-56 • (TG)			
	Day 28	Chapter 5: The Story of the Titanic Complete activity pages 57-58 • (TG)			
	Day 29	Complete Chapter 5 timeline pages 59-60 Read Artist Study pages 61-62 • (TG)			
	Day 30	Chapter 5 Review Day: finish chapter materials or special projects if needed.			
Week 7	Day 31	Chapter 6: World Turmoil • Read pages 55-57 • (AS)			
	Day 32	Chapter 6: World Turmoil • Read pages 58-64 • (AS)			
	Day 33	Chapter 6: World Turmoil • Complete activity pages 63-68 • (TG)			
	Day 34	Chapter 6: World Turmoil • Complete activity pages 69-70 • (TG)			
	Day 35	Complete Chapter 6 timeline pages 71-72 • (TG)			
Week 8	Day 36	Chapter 6 Review Day: finish chapter materials or special projects if needed.			
	Day 37	Chapter 7: America After WW I • Read page 65 to the narration break on page 68 • (AS)			
	Day 38	Chapter 7: America After WW I • Read pages 68-74 • (AS)			
	Day 39	Chapter 7: America After WW I Complete activity pages 73-76 • (TG)			
	Day 40	Chapter 7: America After WW I Complete activity pages 77-78 • (TG)			
Week 9	Day 41	Complete Chapter 7 timeline pages 79-80 • (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 I • Pages 271-272 • (TG)			
	Day 45	Chapter 8: Crash! • Read pages 75-77 • (AS)			
First Semester-Second Quarter					
Week 1	Day 46	Chapter 8: Crash! • Read pages 78-84 • (AS)			
	Day 47	Chapter 8: Crash! • Complete activity pages 81-84 • (TG)			
	Day 48	Chapter 8: Crash! • Complete activity pages 85-86 • (TG)			
	Day 49	Complete Chapter 8 timeline pages 87-88 • (TG)			
	Day 50	Chapter 8 Review Day: finish chapter materials or special projects if needed.			
Week 2	Day 51	Chapter 9: The Great Depression • Read page 85 to the narration break on page 88 • (AS)			
	Day 52	Chapter 9: The Great Depression • Read pages 88-94 • (AS)			
	Day 53	Chapter 9: The Great Depression Complete activity pages 89-92 • (TG)			
	Day 54	Chapter 9: The Great Depression Complete activity pages 93-94 • (TG)			
	Day 55	Complete Chapter 9 timeline pages 95-96 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 3	Day 56	Chapter 9 Review Day: finish chapter materials or special projects if needed.			
	Day 57	Chapter 10: The World at War • Read pages 95-97 • (AS)			
	Day 58	Chapter 10: The World at War • Read pages 98-104 • (AS)			
	Day 59	Chapter 10: The World at War Complete activity pages 97-102 • (TG)			
	Day 60	Chapter 10: The World at War Complete activity pages 103-104 • (TG)			
Week 4	Day 61	Complete Chapter 10 timeline pages 105-106 • (TG) Read Artist Study on pages 107-108 • (TG)			
	Day 62	Chapter 10 Review Day: finish chapter materials or special projects if needed.			
	Day 63	Chapter 11: America at War, Part One • Read pages 105-107 • (AS)			
	Day 64	Chapter 11: America at War, Part One • Read pages 108-114 • (AS)			
	Day 65	Chapter 11: America at War, Part One Complete activity pages 109-112 • (TG)			
Week 5	Day 66	Chapter 11: America at War, Part One Complete activity pages 113-114 • (TG)			
	Day 67	Complete Chapter 11 timeline pages 115-116 • (TG)			
	Day 68	Chapter 11 Review Day: finish chapter materials or special projects if needed.			
	Day 69	Chapter 12: America at War, Part 2 • Read pages 115-118 • (AS)			
	Day 70	Chapter 12: America at War, Part 2 • Read pages 119-124 • (AS)			
Week 6	Day 71	Chapter 12: America at War, Part 2 Complete activity pages 117-120 • (TG)			
	Day 72	Chapter 12: America at War, Part 2 Complete activity pages 121-122 • (TG)			
	Day 73	Complete Chapter 12 timeline pages 123-124 • (TG)			
	Day 74	Chapter 12 Review Day: finish chapter materials or special projects if needed.			
	Day 75	Chapter 13: Life on the Homefront • Read page 125 to the narration break on page 128 • (AS)			
Week 7	Day 76	Chapter 13: Life on the Homefront • Read pages 128-134 • (AS)			
	Day 77	Chapter 13: Life on the Homefront Complete activity pages 125-128 • (TG)			
	Day 78	Chapter 13: Life on the Homefront Complete activity pages 129-132 • (TG)			
	Day 79	Complete Chapter 13 timeline pages 133-134 • (TG)			
	Day 80	Chapter 13 Review Day: finish chapter materials or special projects if needed.			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 81	Chapter 14: The Cold War • Read pages 135-137 • (AS)			
	Day 82	Chapter 14: The Cold War • Read pages 138-144 • (AS)			
	Day 83	Chapter 14: The Cold War Complete activity pages 135-138 • (TG)			
	Day 84	Chapter 14: The Cold War Complete activity pages 139-140 • (TG)			
	Day 85	Complete Chapter 14 timeline pages 141-142 • (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 • Pages 273-276 • (TG)			
	Day 89	Chapter 15: The Golden Age of America Read pages 145-147 • (AS)			
	Day 90	Chapter 15: The Golden Age of America Read pages 148-154 • (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: The Golden Age of America Complete activity pages 143-146 • (TG)			
	Day 92	Chapter 15: The Golden Age of America Complete activity pages 147-148 • (TG)			
	Day 93	Complete Chapter 15 timeline pages 149-150 • (TG) Read Artist Study page 151 • (TG) Complete activity of choice on page 152 • (TG)			
	Day 94	Chapter 15 Review Day: finish chapter materials or special projects if needed.			
	Day 95	Chapter 16: Tumultuous Times • Read page 155 to the narration break on page 158 • (AS)			
Week 2	Day 96	Chapter 16: Tumultuous Times • Read pages 160-164 • (AS)			
	Day 97	Chapter 16: Tumultuous Times Complete activity pages 153-156 • (TG)			
	Day 98	Chapter 16: Tumultuous Times Complete activity pages 157-158 • (TG)			
	Day 99	Complete Chapter 16 timeline pages 159-160 • (TG)			
	Day 100	Chapter 16 Review Day: finish chapter materials or special projects if needed.			
Week 3	Day 101	Chapter 17: Changing Times • Read pages 165-167 • (AS)			
	Day 102	Chapter 17: Changing Times • Read pages 168-174 • (AS)			
	Day 103	Chapter 17: Changing Times Complete activity pages 161-164 • (TG)			
	Day 104	Chapter 17: Changing Times Complete activity pages 165-166 • (TG)			
	Day 105	Complete Chapter 17 timeline pages 167-168 • (TG)			
Week 4	Day 106	Chapter 17 Review Day: finish chapter materials or special projects if needed.			
	Day 107	Chapter 18: The Civil Rights Movement Read pages 175-177 • (AS)			
	Day 108	Chapter 18: The Civil Rights Movement Read pages 178-184 • (AS)			
	Day 109	Chapter 18: The Civil Rights Movement Complete activity pages 169-172 • (TG)			
	Day 110	Chapter 18: The Civil Rights Movement Complete activity pages 173-174 • (TG)			
Week 5	Day 111	Complete Chapter 18 timeline pages 175-176 • (TG)			
	Day 112	Chapter 18 Review Day: finish chapter materials or special projects if needed.			
	Day 113	Chapter 19: 1970s Politics and Fashion Read page 185 to the narration break on page 188 • (AS)			
	Day 114	Chapter 19: 1970s Politics and Fashion Read pages 188-194 • (AS)			
	Day 115	Chapter 19: 1970s Politics and Fashion Complete activity pages 177-180 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 116	Chapter 19: 1970s Politics and Fashion Complete activity pages 181-182 • (TG)			
	Day 117	Complete Chapter 19 timeline pages 183-184 • (TG)			
	Day 118	Chapter 19 Review Day: finish chapter materials or special projects if needed.			
	Day 119	Chapter 20: Political Scandals and Gasoline Shortages Read pages 195-197 • (AS)			
	Day 120	Chapter 20: Political Scandals and Gasoline Shortages Read pages 198-204 • (AS)			
Week 7	Day 121	Chapter 20: Political Scandals and Gasoline Shortages Complete activity pages 185-188 • (TG)			
	Day 122	Chapter 20: Political Scandals and Gasoline Shortages Complete activity pages 189-190 • (TG)			
	Day 123	Complete Chapter 20 timeline pages 191-192 • (TG) Read Artist Study page 193 • (TG) Complete activity on page 194 • (TG)			
	Day 124	Chapter 20 Review Day: finish chapter materials or special projects if needed.			
	Day 125	Chapter 21: 1980s, Part One • Read pages 205-207 • (AS)			
Week 8	Day 126	Chapter 21: 1980s, Part One • Read pages 208-214 • (AS)			
	Day 127	Chapter 21: 1980s, Part One Complete activity pages 195-198 • (TG)			
	Day 128	Chapter 21: 1980s, Part One Complete activity pages 199-200 • (TG)			
	Day 129	Complete Chapter 21 timeline pages 201-202 • (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 277-278 • (TG)			
	Day 133	Chapter 22: 1980s, Part Two • Read pages 215-217 • (AS)			
	Day 134	Chapter 22: 1980s, Part Two • Read pages 218-224 • (AS)			
	Day 135	Chapter 22: 1980s, Part Two Complete activity pages 203-206 • (TG)			
Second Semester-Fourth Quarter					
Week 1	Day 136	Chapter 22: 1980s, Part Two Complete activity pages 207-208 • (TG)			
	Day 137	Complete Chapter 22 timeline pages 209-210 • (TG)			
	Day 138	Chapter 22 Review Day: finish chapter materials or special projects if needed.			
	Day 139	Chapter 23: The 1990s, Part One • Read pages 225-227 • (AS)			
	Day 140	Chapter 23: The 1990s, Part One • Read pages 228-234 • (AS)			

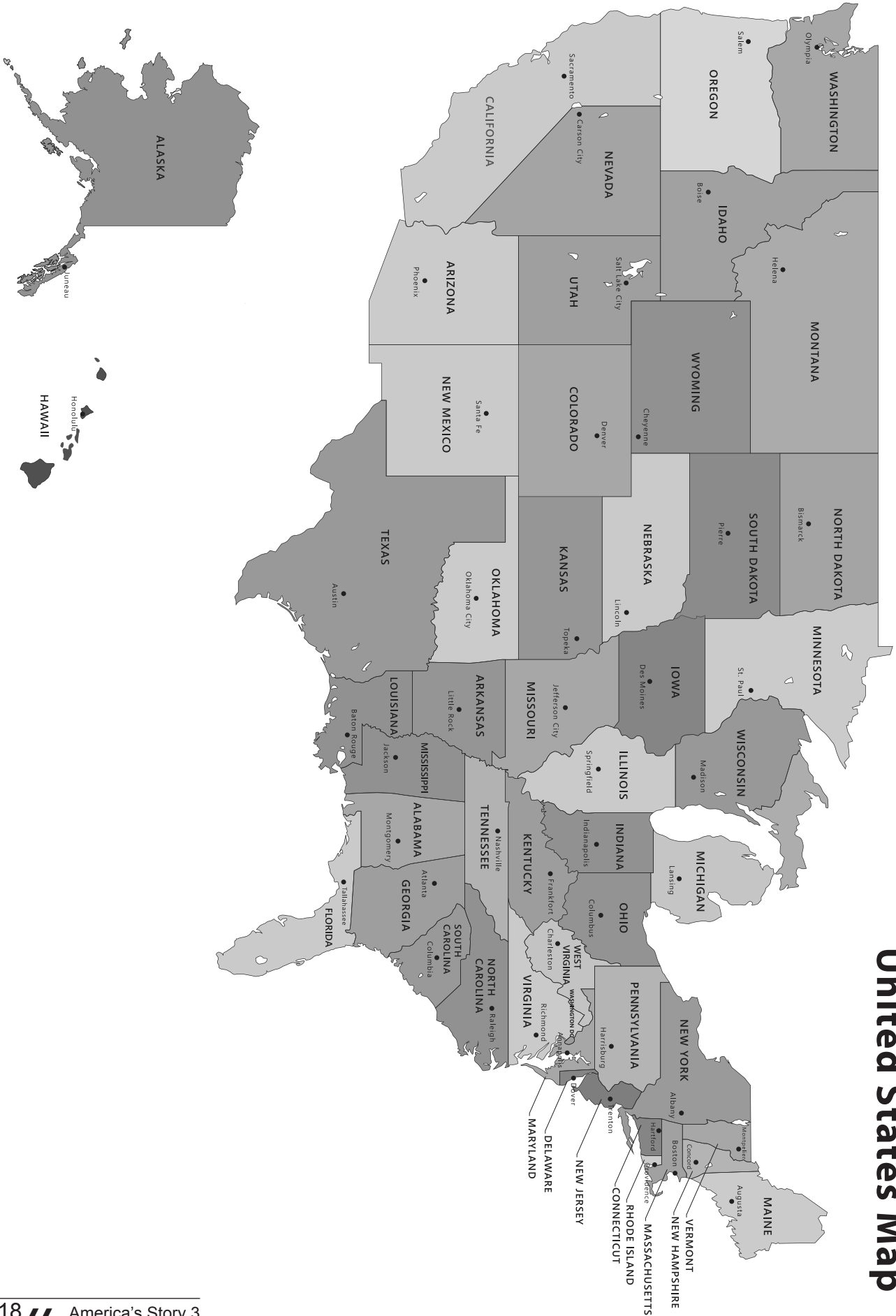
Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 141	Chapter 23: The 1990s, Part One Complete activity pages 211-214 • (TG)			
	Day 142	Chapter 23: The 1990s, Part One Complete activity pages 215-216 • (TG)			
	Day 143	Complete Chapter 23 timeline pages 217-218 • (TG)			
	Day 144	Chapter 23 Review Day: finish chapter materials or special projects if needed.			
	Day 145	Chapter 24: The 1990s, Part Two • Read page 235 to the narration break on page 237 • (AS)			
Week 3	Day 146	Chapter 24: The 1990s, Part Two • Read pages 237-244 • (AS)			
	Day 147	Chapter 24: The 1990s, Part Two Complete activity pages 219-222 • (TG)			
	Day 148	Chapter 24: The 1990s, Part Two Complete activity pages 223-224 • (TG)			
	Day 149	Complete Chapter 24 timeline pages 225-226 • (TG)			
	Day 150	Chapter 24 Review Day: finish chapter materials or special projects if needed.			
Week 4	Day 151	Chapter 25: The Strange Election of 2000 Read pages 245-247 • (AS)			
	Day 152	Chapter 25: The Strange Election of 2000 Read pages 248-254 • (AS)			
	Day 153	Chapter 25: The Strange Election of 2000 Complete activity pages 227-230 • (TG)			
	Day 154	Chapter 25: The Strange Election of 2000 Complete activity pages 231-232 • (TG)			
	Day 155	Complete Chapter 25 timeline pages 233-234 • (TG) Read Artist Study page 235 • (TG) Complete activity of choice on page 236 • (TG)			
Week 5	Day 156	Chapter 25 Review Day: finish chapter materials or special projects if needed.			
	Day 157	Chapter 26: “Evil, Despicable Acts of Terror” Read pages 255-257 • (AS)			
	Day 158	Chapter 26: “Evil, Despicable Acts of Terror” Read pages 258-264 • (AS)			
	Day 159	Chapter 26: “Evil, Despicable Acts of Terror” Complete activity pages 237-240 • (TG)			
	Day 160	Chapter 26: “Evil, Despicable Acts of Terror” Complete activity pages 241-242 • (TG)			
Week 6	Day 161	Complete Chapter 26 timeline pages 243-244 • (TG)			
	Day 162	Chapter 26 Review Day: finish chapter materials or special projects if needed.			
	Day 163	Chapter 27: More Recent History • Read page 265 to the narration break on page 267 • (AS)			
	Day 164	Chapter 27: More Recent History • Read pages 267-274 • (AS)			
	Day 165	Chapter 27: More Recent History Complete activity pages 245-248 • (TG)			

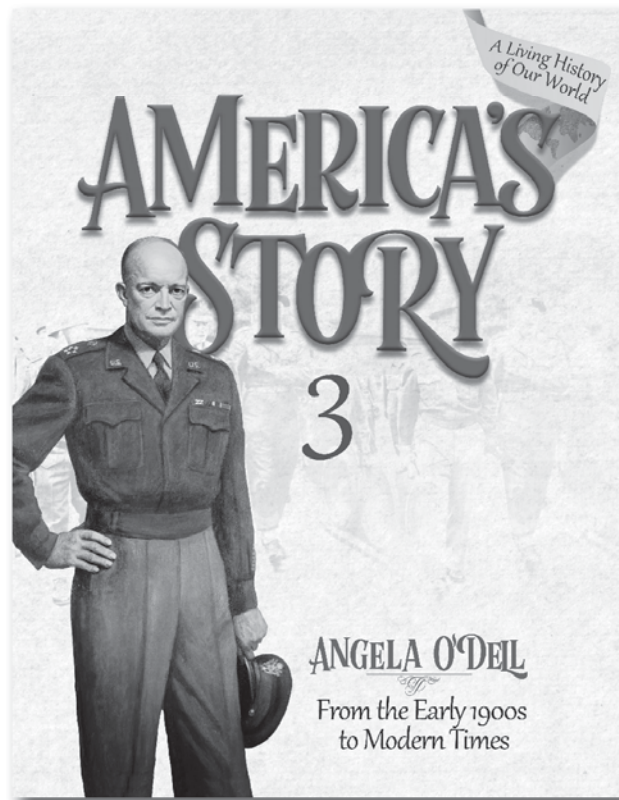
Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 166	Chapter 27: More Recent History Complete activity pages 249-250 • (TG)			
	Day 167	Complete Chapter 27 timeline pages 251-252 • (TG)			
	Day 168	Chapter 27 Review Day: finish chapter materials or special projects if needed.			
	Day 169	Chapter 28: Protectors of Our Freedom Read pages 275-277 • (AS)			
	Day 170	Chapter 28: Protectors of Our Freedom Read pages 278-282 • (AS)			
Week 8	Day 171	Chapter 28: Protectors of Our Freedom Complete activity pages 253-256 • (TG)			
	Day 172	Chapter 28: Protectors of Our Freedom Complete activity pages 257-258 • (TG)			
	Day 173	Complete Chapter 28 timeline pages 259-260 • (TG) Read Artist Study page 261 • (TG) Complete activity of choice on page 262 • (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	Complete Review Sheet IV • Pages 279-280 • (TG)			
	Day 177	Review worksheets from Chapters 1-28.			
	Day 178	Review Review Sheets I-IV.			
	Day 179	Complete Final Review Sheet, Part 1 • Pages 281-282 • (TG)			
	Day 180	Complete Final Review Sheet, Part 2 • Pages 283-284 • (TG)			
		Final Grade			

World Map



United States Map





Chapter Activity Pages
for Use with
America's Story 3



THE STORY OF TEDDY ROOSEVELT

Note to the parent or teacher: Please make sure you have read the “Getting Started” instructions in this teacher guide (page 4) before the student begins work on the chapter worksheets. The instructions give you helpful information on the components of the course and where specific materials may be found.

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)
- ✓ Optional: Books or websites about the Spanish-American War if your student is not familiar with this event

Oral Narration Questions and Answers.

- Q. Tell what you learned about Teddy’s life so far. (Page 8 in the student book)
- A. Allow your student to tell freely their favorite part. After doing so, discuss any details that you feel are important for them to understand and remember.
- Q. How did Teddy become president? (Page 9 in the student book)
- A. Again, allow your student to tell what stood out to them from today’s reading. Roosevelt had a very interesting life with a variety of jobs and adventures.

Optional Digging Deeper

- ✓ If your student has not learned about the Spanish-American War, this would be a great time to spend a little time researching and discussing it. Find pictures of other inventions of this time period that helped America grow.



Written Narration Idea for Older Children:

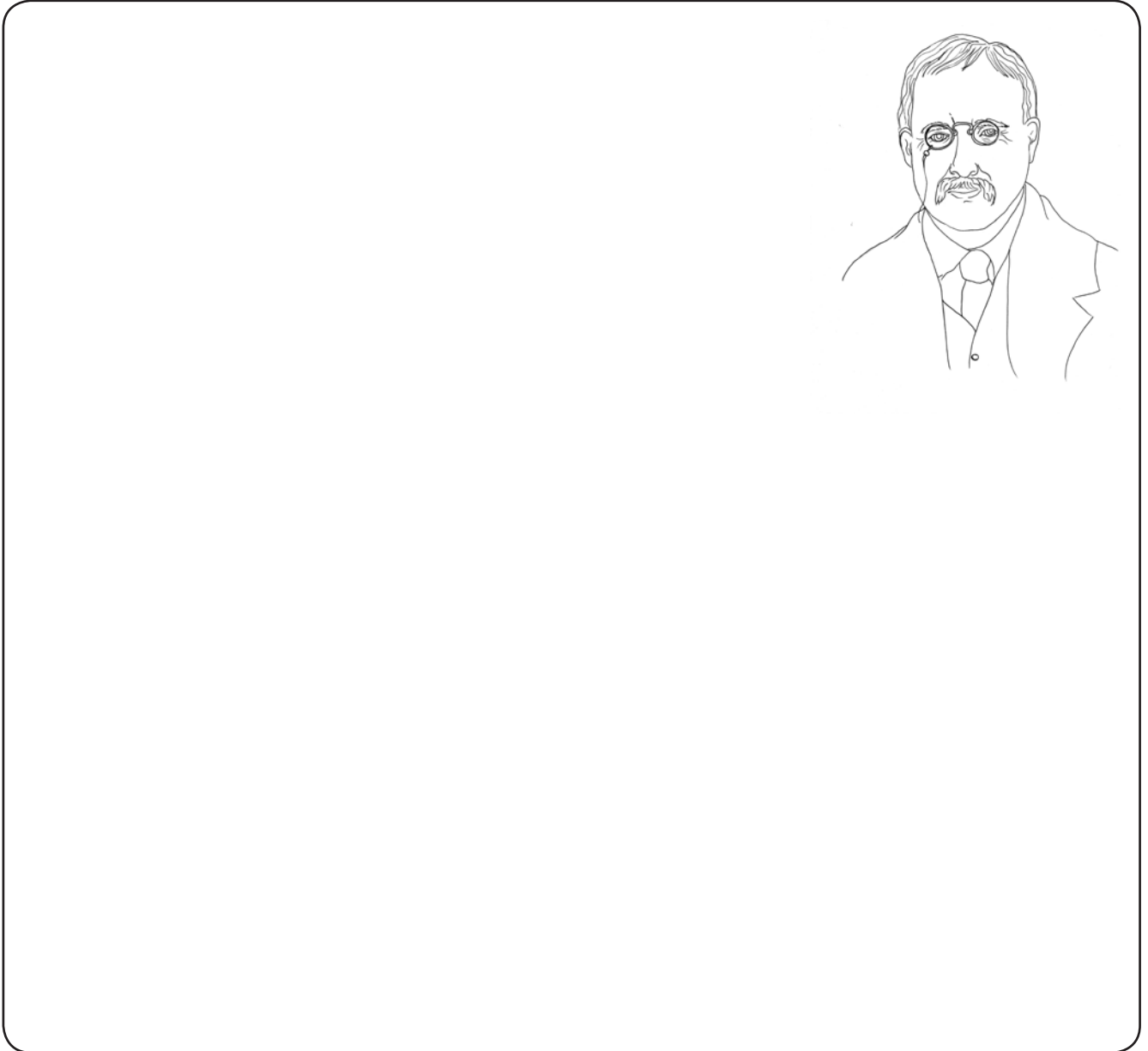
What experiences in Teddy's life may have led to his efforts to protect beautiful areas of the country as national parks?



SKETCHING

Name _____

The Story of Teddy Roosevelt. Teddy Roosevelt was not only an interesting president, he also had many life adventures! Can you sketch a drawing of Teddy Roosevelt?



1. What was the “Roosevelt Museum of Natural History”?

2. What sad events in Teddy's life caused him to travel out west?

Copywork. Teddy also wrote a book, *The Naval War of 1812*; the following quotes can be found in it. He is also credited as the author of: *American Ideals*, *The Wilderness Hunter*, and *Hunting Trips of a Ranchman*. Copy the following quotes:

Courage is only one of the many elements which go to make up the character of a first-class commander; something more than bravery is needed before a leader can be really called great.

We need not seek courage outside of our history.



MAP ADVENTURES

Name _____

The Story of Teddy Roosevelt. Review the map on pages 10–11 of your student book which shows the lands in the United States under federal control and answer the following questions. Note that on a map north is the top, south is the bottom, east is to the right, and west is to the left.

1. Which part of the country has the most federally-controlled lands – eastern, midwest, or western America? _____
2. Which two states have the most area controlled by the Bureau of Land Management?

3. Which government agency controls the biggest area of land in Oklahoma?

4. Which government agency has control of the largest amount of land across the United States and not just in the western states? _____ (Hint! Which color is shown most across the whole map?)
5. Which government agency controls the biggest area of land across the middle of Alaska?

Draw it!

In this box, draw the outline of the state that you live in. Put a large star where you live within the state. Then color the areas of the state that are under federal control as shown on the map in your student book on pages 10–11.

My State

Word Collectors:

6. Did you find the chapter's special word? Write it below:

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

7. _____ 8. _____ 9. _____

Narrate or write the meaning of the words you have found:

10. _____

11. _____

12. _____

Unscramble!

Can you figure out some of the jobs that Teddy had in his lifetime? Unscramble the following words:

13. dsiterPen: _____

14. misCocsilenroemiPo: _____

15. htourA: _____

16. phiytefeuSfDr: _____

17. bnlsAsmemya: _____



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 335–341. 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.



PRESIDENTS FOR CHANGE

Materials needed for this chapter:

- ✓ Student Activity Pages
- ✓ Pencil/eraser
- ✓ Colored pencils or crayons
- ✓ Globe or atlas
- ✓ Optional: Books or websites about the presidents of this time period.

Oral Narration Questions and Answers.

- Q. Retell what we have read so far about the Progressive Movement.
- A. Allow your student to tell freely their favorite part – but the student needs to include information (or ideas) about government being needed to solve issues and create laws that provided safe food and other things. After doing so, discuss any details that you feel are important for them to understand and remember.
- Q. Retell and discuss what we have read today about Presidents Taft and Wilson.
- A. Again, allow your student to tell what stood out to them from today's reading. Discuss any details you feel are important for them to understand and remember.

Optional Digging Deeper

- ✓ **Famous homeschoolers:** Woodrow Wilson, who struggled with what was probably dyslexia, or a similar learning difference, was only one famous homeschooler! Your student may enjoy discovering other major historical figures who were also homeschooled.

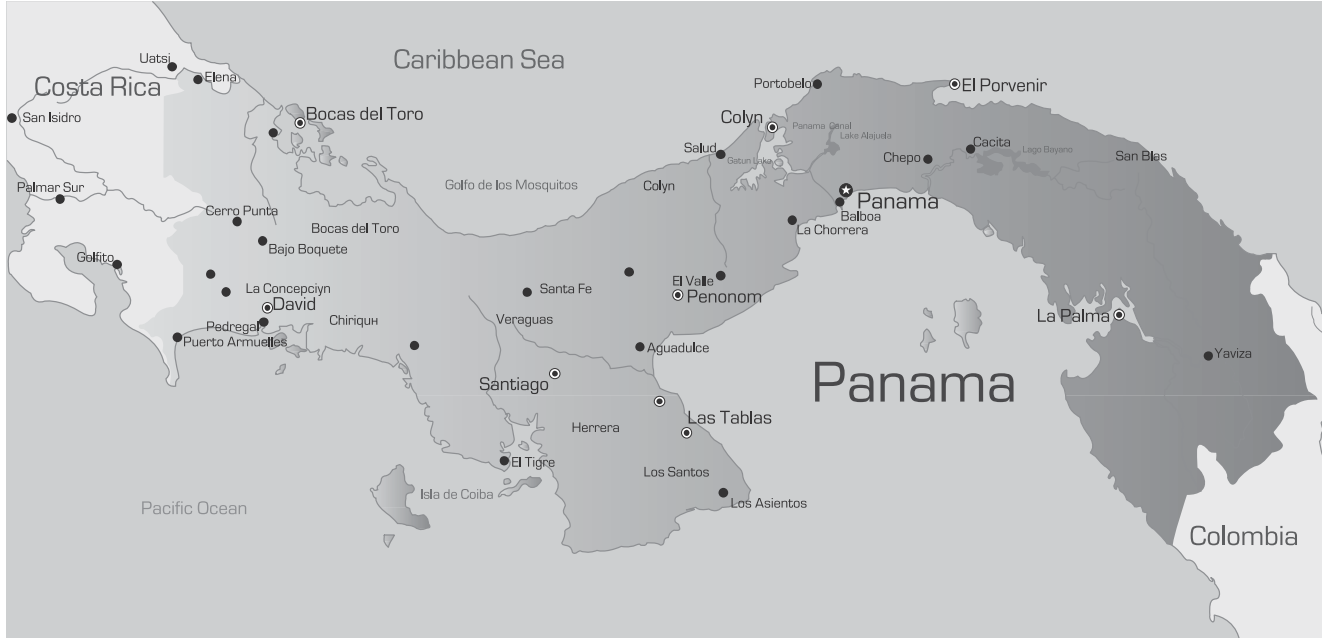


Written Narration Idea for Older Students:

What do you think are the pros and cons of a government set up with Progressive ideals?



Presidents for Change. Wow! You get to be part of the design of the Panama Canal. Look at this map – and using three different marker colors, draw three possible routes for the canal.



1. Why was the Panama Canal built?

2. What was the Progressive Era in America?

Copywork:

Do what you can, with what you have, where you are.

—Teddy Roosevelt

Politics make me sick.

—William Howard Taft

**America was established not to create wealth but to realize a vision,
to realize an ideal — to discover and maintain liberty among men.**

—Woodrow Wilson

A Promise!

The following is the presidential oath of office:

I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States,
and will to the best of my Ability, preserve, protect and defend the Constitution of the United States.

3. From the wording of this oath, what do you think is the primary job of the president?



SKETCHING

Name _____

Presidents for Change. These three men (Roosevelt, Taft, and Wilson) would face one another in the presidential election of 1912. Choose one of these three presidents and create an election poster in support of your candidate. Be sure to list their party and give a reason for someone to vote for your candidate.

1. Why was Woodrow Wilson homeschooled?

2. How did the split in the Republican Party between President Taft and former president Teddy Roosevelt help President Woodrow Wilson win the election?

Who Did What?

Fill in the blank with the name of which president (Roosevelt, Taft, Wilson) did the following:

3. Created the “Bull Moose” Party. _____
4. Focused on reforming the civil service and ending monopolies. _____
5. Earned a Ph.D. in history and political science. _____
6. Was the nation’s 26th president. _____
7. First civilian governor of the newly annexed Philippines. _____
8. His election slogan was “He kept us out of war.” _____

Word Collectors:

9. Did you find the chapter’s special word? Write it below:

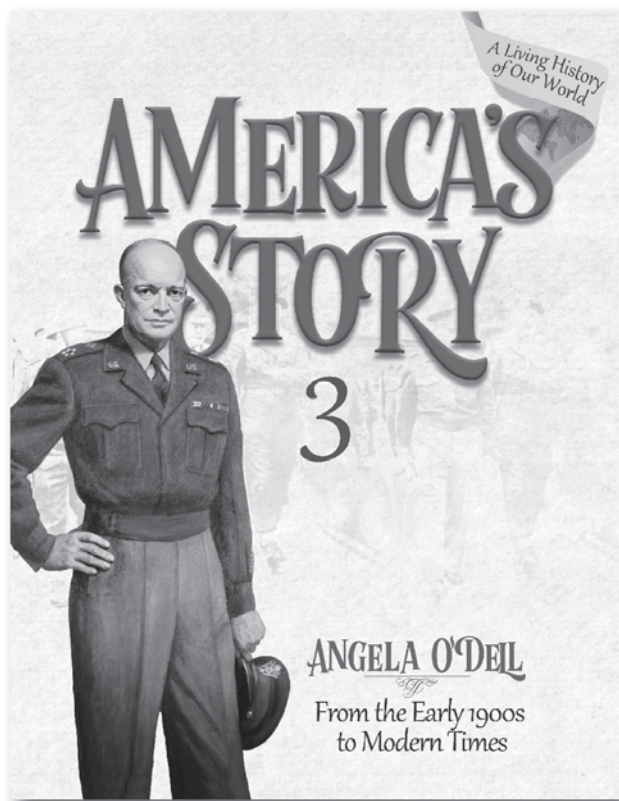
Now, collect three other words you learned from this chapter by writing them below!

10. _____ 11. _____ 12. _____

Make sure you can explain the words to 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 335–341. 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 3

Page 22

Answers may vary; however, student should consider his appreciation for wildlife at a young age (p. 6), and his adventures in the Dakotas as an adult (p. 7).

Page 23

1. Young Teddy Roosevelt started his very own museum to show off the creatures he had caught, killed (or found dead), and studied. The “Roosevelt Museum of Natural History” was housed in the Roosevelts’ basement. (p. 6)

Page 24

2. The deaths of his wife and his mother. (p. 7)

Page 25

1. Western
2. Nevada and Utah
3. Bureau of Indian Affairs
4. Forest Service
5. Fish and Wildlife Service

Page 26

6. POLITICAL MACHINE (p. 8)
7. Answers may vary.
8. Answers may vary.
9. Answer may vary.
10. Answers may vary.
11. Answers may vary.
12. Answers may vary.
13. President
14. Police Commissioner
15. Author
16. Deputy Sherriff
17. Assemblyman

Page 27

Answers may vary.

Page 30

Answers may vary; however, student should show

an understanding of the following text:

There has always been a fight to balance government for the people and by the people. In the year 1900, there were many issues that needed to be addressed, such as child labor, the lack of labor laws, and large company monopolies. The goal of the Progressive Movement was to use the government at every level to institute needed reforms. This idea minimizes the intellect and ingenuity of the individual citizen to come up with ways to solve problems. (p. 16)

Page 31

1. This amazing canal allowed ships to pass through Central America, connecting the Pacific Ocean to the Atlantic Ocean. This meant faster ship travel for those ships that used to have to travel all the way down to the tip of South America, or through the Strait of Magellan or Cape Horn. (p. 17)
2. The goal of the Progressive Movement was to use the government at every level to institute needed reforms. This idea minimizes the intellect and ingenuity of the individual citizen to come up with ways to solve problems. (p. 16)

Page 32

3. To preserve, protect and defend the Constitution of the United States to the best of the president’s ability.

Page 33

1. As a child, Woodrow Wilson struggled with reading (he may have had dyslexia) and suffered from frail health. (p. 19)

Page 34

2. The “Bull Moose” party effectively split the Republican Party. This split allowed the Democratic nominee to win the presidency by a landslide. (p. 18)
3. Roosevelt (p. 18)
4. Taft (p. 18)
5. Wilson (p. 19)
6. Roosevelt (p. 17)

7. Taft (p. 18)
8. Wilson (p. 19)
9. MONOPOLY (p. 19)
10. Answers may vary.
11. Answers may vary.
12. Answers may vary.

Page 35

Answers may vary; however, student should show an understanding of the difficult task at hand, and the potential risk of disease, as discussed on page 20 of the student book.

Page 38

Answers may vary.

Page 39

1. The boys became interested in flying when their father brought home a toy helicopter. It was a flimsy little copy of a French invention, but the boys loved the toy so much that they made another one when the original broke. (p. 26)

Page 40

2. Answers may vary; but may include: The brothers designed and built their own printing press; the brothers opened their own bicycle repair shop in 1892, and began making their own brand of bikes in 1896; the brothers invented the first flying machines which served as a starting point for the planes we have today.
3. They used the money from their bicycle repair shop to pay for their new hobby and interest — flying! (p. 26)
4. Answers may vary.

Page 42

1. Answers may vary; however, answers should reflect the images given of pages 32-33 in the student book.
2. GLIDER (p. 28)
3. Answers may vary.
4. Answers may vary.
5. Answers may vary.

Page 43

Answers may vary; however, student should understand the excitement that would have taken place on account of this massive feat for America — and even the world.

Page 46

Henry had not been satisfied with the quality of the automobiles being manufactured there, and decided to work on a different idea — a stronger, faster, and sturdier vehicle. (p. 37)

Page 47

1. Most autos were handcrafted, making them extremely expensive. The Model T was one of the first cars made on an assembly line. This method of assembly sped up the production of automobiles. It also helped make the Model Ts more affordable for ordinary people to buy. (p. 37)
2. Assembly lines made it easier to build cars because each worker had only one or two tasks. They could do a lot more in one day than if they had to build the whole car. (p. 35)

Page 48

3. Answers may vary.
4. MACHINIST (p. 39)
5. Answers may vary.
6. Answers may vary.
7. Answers may vary.

Page 49

1. Answers may vary.
2. Answers may vary.

Page 50

3. It was a tough, sturdy car, big enough for the whole family, and it became very affordable. (p. 37)
4. Answers may vary.

Page 51

Answers may vary; however, student should show an understanding of how assembly lines work.