The Story of the World
Activity Book Four

The Modern Age
From Victoria’s Empire to the Fall of the USSR

Edited by Susan Wise Bauer
and Charlie Park

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

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

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

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

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

Using This Activity Book at Home

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

1) Have the child read one section from The Story of the World. Each chapter features two sections.

2) Review Questions: These test the student’s comprehension. When he has thoroughly studied the chapter, he should answer these questions orally without looking at the book. Encourage him to answer in complete sentences when possible. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he’s really understanding what he’s reading). Answers given are approximate; accept any reasonable answer. You can also make up your own questions.

3) Complete the Outline: This is beginning practice in writing an outline. We provide a portion of the outline; the student should fill in the remainder. The student should make use of the book while completing this exercise. Suggested answers are given in the parents’ section of the book in italics. If the student seems completely stuck, give the student the first supporting point so that he knows what kind of information he’s looking for. Outlines can be done either in complete sentences or in phrases; the points should follow the form set in the topic sentence. We have included a Student Page to be used with each section, giving each outline’s main points.

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

4) Write From the Outline: These exercises begin halfway through the book, after the student has had plenty of practice in completing outlines. This is practice not only in remembering what’s been read, but also in writing from an outline. We suggest that the student attempt this exercise without looking back at the book, unless he or she gets stuck. The Writing Outline is intended to give the student practice in writing from an outline, without forcing the student to also come up with the outline in the first place.

5) When you have finished both sections of a chapter, stop and do additional reading and activities on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional history reading, as well as maps, hands-on activities, and other projects. Some topics have many more resources available than others.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself; don’t feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in
difficulty from fourth-grade read alouds (with a few titles for younger students) to eighth-grade independent reading. When appropriate, ask the child to draw pictures, to narrate, or to complete brief outlines about the additional reading as well. Put these pictures, narrations, and outlines into a three-ring History Notebook. This should begin to resemble the child’s own one-volume history of the world. Don’t ask the child to narrate every book or she’ll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

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

6) **Maps**: Almost every section in Volume 4 of Story of the World has an accompanying map activity. A blank map is in the Student Pages; an answer key—showing the correct, completed maps—begins on page 177. Some chapters only include one map, which spans both sections; a few sections do not have a map activity.

7) We have provided encyclopedia cross-references to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia* (revised), *The Usborne Book of World History*, *The Usborne Internet-Linked Encyclopedia of World History*, and *The Usborne History of The Twentieth Century*. Use these books for additional supplemental reading, especially for those topics that don’t have extensive lists of age-appropriate library books.

8) Choose appropriate titles from the recommended literature lists and read these with your child. Classical philosophy discourages the use of “reading textbooks” which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore—an assignment that has to be finished—rather than a wonderful way to learn more about the world. Instead of following a “reading program,” consider using the “real books” from these literature lists. Following each title is a range of grades showing the appropriate reading level.

9) **Timeline Figures**: The very back section of this Activity Book contains figures for a year-long timeline activity. More details on how to set up the timeline are on Student Page 180. You’ll also find coloring instructions for the timeline’s flags on pages ix–xi (beginning three pages after this page).

10) Optional: You can administer written tests (available separately from Peace Hill Press) if you desire a more formal evaluation or wish to develop your child’s test-taking ability.

**Multilevel Teaching**

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

**An Important Note for Parents**

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

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

1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days.

2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help her prepare for the upcoming test. If you would like to administer formal tests, you can purchase them separately from Peace Hill Press.

3) Have the students do the map exercises in the Student Pages.

4) Select one or two activities, found in the Student Pages. Some are more appropriate for classroom use than others.

5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as “Around the World,” “Jeopardy!,” or “Last One Standing.”

6) Before the test, have the students add new timeline figures to the classroom wall timeline.

7) Test the students.

8) Periodically review past lessons so your students will remember history chronologically.
Pronunciation Guide for Reading Aloud

Abdul Aziz — ahb DOOL ah ZEEZ
Abdul Hamid II — ahb DOOL hah MEED
Abdulhamid — ahb DOOL hah MEED
Acheh (Aceh) — aa CHAY
Adolf Hitler — AH dolf HIT ler
Adowa — AH doh wuh
Afghanistan — ahf GAHN ih stahn
Afrikaners — ah frih KAAN ihrz
Ahmad — aa MAAD
Ahmad Fu’ad — aa MAAD foo AAD
Aida — ie EE duh
Alamogordo — ah luh muh GOHR doh
Aleksandr Kerensky — ah lihk ZAHN dihr ker EN skeh
Aleksei — ah LEK say
Alexander Dubcek — ah lihk ZAHN dihr DOOB chek
Alfonso XIII — ahl FON zoh
Alsace-Lorraine — ahl ZAHS lor AYN
Amaterasu — AA muh tay raw soo
Amritsar — aam RIT saar
Anatolia — ah nuh TOHL ee uh
Andreas Ramos — ahn DRAY uhs
Andrew Carnegie — ahn DRAY uhs
Angola — AHNG gohl uh
Annam — AA naam
Antofagasta — ahn toh fah GAH stuh
Anwar el-Sadat — AAN waar el suh DAAT
apartheid — uh PAAR tied
Appomattox — AH puh mah tix
Arco, Idaho — AAR koh, IE duh hoh
Ardennees — aar DEN
Argentina — aar jen tee nuh
Armenia — aar MEE nee uh
Armenians — aar MEE nee ihnz
Assyria — uh SEE er ee uh
Atacama — ah tuh KAA muh
Auschwitz — OW shweets
Australian — aw STRAYL yin
Austria — AW stree uh
Austro-Hungarian — AW stroh huhsn GAYR ee in
Ayatollah Khomeini — ie uh TOHL uh koh MAY nee
Ba’th — BAHTH
Babur — BAW bur
Bahadur Shah — bah HA door SHAA
Bahutu — bah HOO too
Balaklava — bah lahk LAA vuh
Balkan — BAAL kin
Bangladesh — BAHNG gluh desh
Bao Dai — bow DIE
Batetela — bah tih TAY luh
Battenberg — BAHT ihn berg
Batutsi — buh TOOT see
Beijing — BAY jing
Benito Mussolini — ben ee toh moo soh LEE nee
Berlin — BIHR lin
Bhopal — BOH pahl
Boer — BOHR
Boris Grebenshikov — BOHR ihsh gruh BEN shih kawf
Boris Yeltsin — BOHR ihsh YELT sin
Bosphorus — BAWS fihr ihhs
Brandenburg Gate — BRAHND in berg GAYT
Brazil — bruh ZIHL
Brutus — BROO ties
Burundi — buh ROON dee
Carbonaria — caa boh NAAR ee uh
Casa Rosada — CAA zuh roh ZAA duh
Catalonia — cah tuh LOHN yuh
Cawnpore — KAWN pohr
Cecil Rhodes — SE suhl ROHDIH
Cerro Corá — SAY roh coh RAA
Charles de Gaulle — SHARLZ dih GawL
Charles Guiteau — SHARLZ gee TOH
Charles Lindbergh — CHARLZ LIHND berg
Charles Mangin — CHARLZ MAHNH ghn
Che Guevara — CHAY gay VAAR uh
Chernobyl — cher NOH buhl
Chiang Kai-shek — CHYANG khe SHEK
Chosun — CHOH suhn
Chung Dong-kyu — CHUHNG dong KYOO
Ciudad Juárez — see oo DAAD HWAR ayz
Cixi — TSUU SHER
Cochin — KOH chihn
Congo — KON goh
Constantinople — kawn stahn teh NOH pul
Coronated — KOHR uh nay tid
creoles — KREE olh
Crimean — kree MEE ihn
Crisostoma Ibarra — kree soh TOH muh ee BAAR uh
Cuba — KYOO buh
Czechoslovakia — chek oh sloh VAA kee uh
Dachau — daa KOW
Dáil Éireann — DIHL EYR ihn
daimyo — DIE myoh
Danakil — DAA nuh kihl
David Livingstone — DAY vihd LIH vihng stuhn
Democratic Republic of Vietnam — dem uh KRAH thik riuh PUHB lihk uhv vee et NAAM
descamisados — days caa mee SAA dohs
Desmond Tutu — DEZ muhnd TOO too
Diederick de Beer — DEED rihk day BAYR
Dongbei — dong BAY
Doroteo Arango — doh roh TAY oh aa RAANG goh
Dost Mohammad Khan — DOHST moh HAA mid KAAN
Dow Chemical — DOW KEM ih kuhl
Dui Tan Hoy — DWEE taan HOI
Dunkirk — DUHN kihrk
Durrani — duh RAA nee
Duy Tan Ho — DWEE taan HOI
Dwight Eisenhower — DWIET IE zen how ihr
Edo — EY do
Egypt — ee jihpt
Éire — AYR
Emilio Aguinaldo — Ay MEEL yoh aa gee NAAL doh
Empress Cixi — EM prihs TSOO SHEE
Enola Gay — ih NOHL uh GAY
Enrico Fermi — En REE koh FAYR mee
Erich Hoppe — AYR ihk HAW pee
Ethiopia — ee thee OH pee uh
Eva Perón — AY vuh PAYR-OhN
Evita — ay VEE tuh
F. W. de Klerk — F . W . day KLAYRK
Fasci di Combattimento — FAH shee dee kohm bah tee MEN toh
Fascists — FAH shihsts
Fidel Castro — fee DEL KAH stroh
Flores — FLOH rays
Fort Sumter — FORT SUHM thir
Francisco Franco — frahn SEES koh FRAANG koh
Francisco Madero — frahn SEES koh muh DAY roh
Francisco Solano López — frahn SEES koh soh LAA noh LOH pez
Franco Bahamonde — FRAHN koh baa aa MON day
Franklin Delano Roosevelt — FRAHNK lihn DEL uh noh ROHZ uh velt
Franz Ferdinand — FRAANZ FIHR dih nahnd
Friedrich — FREED rihk
Fulgencio Batista — fulh HEN see oh bah TEES tuh
Gamal Abdel Nasser — gh MAHL ahb DEL NAA sihr
Gavriló Princip — GAHV ree loh PREEN tsip
George Gipp — JOHRJ GIHP
Georges Clemenceau — ZHORZH kle men SOH
German — JER min
Germany — JER min ee
Geronimo — jer AW nee moh
Gettysburg — GET eez berg
Giuseppe Garibaldi — juh SEP ee gar ee BAHL deh
Giuseppe Mazzini — juh SEP ee maht SEE nee
Giuseppe Verdi — juh SEP ee VAYR deh
Glenrowan — glen ROH win
Gorbachev — GOHR buh chawf
Granath Sahib — GRAHNTH suh HEEB
Guangxu — GWAANG shoo
Guñevere — GWEN ih veer
Guizhou — GWAY joh
Haerbin — HAYR bihn
Hainan Dao — HIE naa DOW
Hendrik Willem van Loon — HEN drihk WIHL em vahn LOHN
Henri-Philippe Pétain — en REE fih LEEP hierarchy — HIE roh glihfs
Hirohito — hee roh HEE toh
Ho Chi Minh — HOH chee mihn
Hong Xiuxuan — HAWNG SHYOO chwaan
Hosni Mubarak — HOHZ nee MOO baa rihk
Huáscar — WAH skaar
Huaxian — hwaa CHAWN
Humaitá — oo maa ee TAA
Humayan — hoo MIE yihn
Hunan — hoo NAAN
Hutu — HOO too
Hyde Park — HIED PAARK
Ibu Perbu — EE boo PAYR boo
Il Duce — ihl DOO chay
Il Popolo d’Italia — ihl POP oh loh DEE tahl ee uh
Independencia — IHN dih pen DEN see uh
¡Independencia o muerte! — IHN dih pen DEN see uh oh MWAYR tay
India — IHN deh uh
Indira Gandhi — ihn DEE ruh GAAN deh
Indochinese — IHN doh CHIE neez
Ioseb Dzhugashvili — YOH seb joo GAHSG vee lee
Iran — ihr AAN
Iraq — ihr AHK
Ireland — IE ihr lahnd
Ismail Pasha — IHS may el PAH shuh
Israel — ihz ree uhl
Israelí — ihz RAY lee
J. Robert Oppenheimer — JAY RAW bert AW pen hie mer
Jacqueline Bouvier Kennedy — JA kuh lihn BOO vee ay KEN ih deh
Jahangir — juh han GHEER
Jallianwala Bagh — jaa lee ahn WAA luh BAAG
Jawaharlal Nehru — jaa waa HAAR laal NAY roo
Jiangxi — JYAANG see
Jinggang — JIHNG gaang
John Wilkes Booth — JAWN WIHLKS BOOTH
Jordan — JOR din
José Rizal — hoh ZAY ree ZAHL
Joseph Mobutu — JOH zef moh BOO too
Joseph Paxton — JOH zef PAHKS tin
Juan Perón — HWAN payr OHN
Judea — joo DEE uh
Junino — joo NEE noh
Juno — JOO no
justicialismo — hoo stee see ahl EEZ moh
Kalahari — kah luh HAA ree
Kamal — kuh MAAL
Kamikaze — KAH mih kaa ree
Kandahar — KAHN duh haar
Kashmir — KAHSHEH meer
Katanga — kuh TAHNH guh
Kenneth Greisen — KEN eth GRIE zen
Kiangsi Soviet — kee YAANG see SOH vee et
Kim Il-sung — KIHMN ihl SOONG
King Faruk — KIHNG fah ROOK
Knesset — k NES it
Kojong — koh JAWNG
Komitet Gosudarstvennoy Bezopasnosti — KOH mee tet
goh soo DARST ven oi bez oh pahs NOHS tee
Korea — koh REE uh
Kristallnacht — KRIHS tuhl naakt
Krusevo — kroo say voh
Kuomintang — KWOH mihn tahng
Kuruman — koo ROO maan
Kuwait — koo WAYT
La Decena Trágica — laa de SAY nuh TRAH hee kuh
Laika — LIE kuh
Lakota — luh KOH tuh
Lebanon — LE buh nawn
Lee-Enfield — LEE EN feeld
Leonid Brezhnev — LEE uh nihd BRAYZ nef
Leopold II — LEE uh pold
Leopoldville — LEE uh pold vihl
Les Trois Glorieuses — lay TWAA gloh ree OÖZ
Liberia — lie BEER ee uh
Lord Mountbatten — LORD MOWNT bah tihn
Louis Joseph Papineau — loo EE zhoh SEF pah pihn OH
Louis-Philippe — loo EE fih LEEP
Luba — LOO buh
Lucknow — LOOK now
Luftwaffe — LUHFT waa fuh
Lusitania — loo sih TAY nee uh
Lutz Long — LUHTS LAWNG
Mabotsa — maa BOHT suh
Macedonian — mah sih DO nee in
Mafeking — MAH fih kihng
Majles — MAAJ lihs
Manchuko — man choo KOO oh
Mao Tse-tung — MOW TSAY tuhng
Mao Zedong — MOW TSAY tuhng
Maria Eva Duarte — muh REE uh AY vuh doo AAR tay
Marne — MAARN
Marquis de Lafayette — maar KEES dih laa FAY et
Mary Antin — MAYR ee AHN tihn
Masai — muh SIE
Mazamet — AAA zuh metz
Meiji — MAY jee
memsahibs — mem saa HEEBS
Menachem Begin — may NAA kihm BAY gin
Menelik II — MAYN el ihk
Miguel Grau — mee GEL
Mikhail Gorbachev — MEE hayl GOHR buh chawf
millirem — MIHL ih rem
Min — mihn
Mirwais Hotoki Khan — MEER ways huh TOH kee KAHN
Mohammad Mosaddeq — hoh HAA mid moh SAA dek
Mohammad Reza Shah Pahlavi — moh HAA mid RAY zhu
SHAA puh LAA vee
Mohammed Ali Shah Pahlavi — ooh HAA mid aH LEE jihn uh
Mohandas Karamchand Gandhi — moh HAAN dihs kah
RAHM chahnd GAAN deh
Mouvement National Congolais (French) — moov mon
nah see oh NAHL kon goh LAY
Mozaffar od-Din Shah — moh zaa fihr aw DIN SHAA
Muhammad Ali — moh HAA mid aH LEE
Muhammad Iqbal — moh HAA mid IHK baal
Mujaheddin — moo JAA hih din
Mukden — MOOK dihn
Murad V — MOO raad
Muslims — MUZ limz
Mussolini — moo soh LEE nee
Nanjing — NAAN jihn
Napoleon Bonaparte — nuh POHL ee uhn BOHN uh part
Nathuram Vinayak Godse — nah THOOR aam vin AA yek GOHD say
Nelson Mandela — NEL sin mahN DEL uh
Ngo Dinh Diem — NOH dihn DYAYM
Nguyen — NWIHN
Nguyen Ai Quoc — NWIHN IE koh
Nicolaas de Beer — NIHK oh laas day BAYR
Nicolai — NIHK uh lie
Nikita Khrushchev — nih KEE tuh KROOSH chawf
North Korea — NORTH koh REE uh
<table>
<thead>
<tr>
<th>Term</th>
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<tr>
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<td>tee AHN ihn men</td>
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<tr>
<td>Tigre</td>
<td>TEE gruh</td>
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<tr>
<td>Tjoet Njak Dien</td>
<td>CUHT nyahk DYEN</td>
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<td>Toda</td>
<td>TOH duh</td>
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<td>Tojo Hideki</td>
<td>TOH joh hee DAY kee</td>
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<td>yoo LIH seez es GRAHNT</td>
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<tr>
<td>Verdun</td>
<td>VAYR duhn</td>
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<td>fayr EE nih gihg</td>
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<td>ver SIE</td>
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<td>Victor Emmanuel</td>
<td>VIHK tihr ee MAHN yoo el</td>
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<td>Victoriano Huerta</td>
<td>Vihk tohr ee AA noh WAYR tuh</td>
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<td>Viet Minh</td>
<td>vee et mihn</td>
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<td>Vietnamese</td>
<td>vee et nuh MEEZ</td>
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<td>Vittorio Orlando</td>
<td>vih TOH ree oh or LAHN doh</td>
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<td>Vladimir Ilich Lenin</td>
<td>VLAH dih meer IHL yihk LE nihn</td>
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<td>Volturno</td>
<td>vohl TUR noh</td>
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<td>Vostok</td>
<td>VOH stawk</td>
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<td>W. E. B. Du Bois</td>
<td>W E B doo BOYSS</td>
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<td>wafd</td>
<td>Waafd</td>
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<tr>
<td>Weihai</td>
<td>WAY HIE</td>
</tr>
<tr>
<td>Wilhelm</td>
<td>WIHL helm</td>
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<tr>
<td>William Butler Yeats</td>
<td>WIHL yuhm BUT lihr YAYTS</td>
</tr>
<tr>
<td>William D’arcy</td>
<td>WIHL yuhm DAAR see</td>
</tr>
<tr>
<td>William Faulkner</td>
<td>WIHL yuhm FAWLK nihr</td>
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<tr>
<td>William Lyon Mackenzie</td>
<td>WIHL yuhm muh KEN zee</td>
</tr>
<tr>
<td>Wuqi</td>
<td>wo CHEE</td>
</tr>
<tr>
<td>Xiaoping Deng</td>
<td>SHOW PIHNG DUHNG</td>
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<tr>
<td>Yangtze</td>
<td>YAHNG zee</td>
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<tr>
<td>Yekaterinburg</td>
<td>yih kah tihr in BOORI</td>
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<tr>
<td>Yihhe Quai</td>
<td>YEE hay QWAY</td>
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<td>yogas</td>
<td>YOH guhz</td>
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<td>Yohannes IV</td>
<td>yoh HAAN his</td>
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<td>Yom Kippur</td>
<td>yawm kih POOR</td>
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<tr>
<td>Yom Ha’atzma’ut</td>
<td>YAWM haa AHTZ maa OOT</td>
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<tr>
<td>Yongan</td>
<td>YOHNG gihn</td>
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<tr>
<td>Yoshiihito</td>
<td>yoh shee HEE toh</td>
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<tr>
<td>Yoshinobu</td>
<td>yoh shee NOH boo</td>
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<tr>
<td>Yuan Shikai</td>
<td>yoo AAN shee KIE</td>
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<tr>
<td>Yuri Gagarin</td>
<td>YOO ree gah GAH rihn</td>
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<td>Zhu De</td>
<td>JOO dih</td>
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CHAPTER FIVE

The American Civil War

Encyclopedia cross-references—South Against North:

Encyclopedia cross-references—After the Civil War:

Review Questions: South Against North

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What color did the Confederates wear? They wore gray.

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

Who became Lincoln’s general instead? Ulysses S. Grant became Lincoln’s general.

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

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

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

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

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

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

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

Complete the Outline: South Against North

(Student Page 21)

I. Events that led to the beginning of the Civil War
   A. Disagreement between southern and northern states over whether or not new states should have slavery
   B. Election of Abraham Lincoln
   C. Capture of Fort Sumter in South Carolina by Confederate troops
II. Three sides
A. Confederate states: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, North Carolina
B. Neutral states: Kentucky, Missouri, West Virginia, Maryland, Delaware

III. Two generals
A. Confederate general Robert E. Lee
B. Union general Ulysses S. Grant

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

Complete the Outline: After the Civil War

(Student Page 21)

I. Lincoln’s death
A. Assassinated by John Wilkes Booth at Ford’s Theatre
B. Died the next morning without awakening

II. The United States after Lincoln’s death
A. Hatred between Southerners and Northerners
B. Hatred between whites and blacks

III. The Thirteenth Amendment
A. No one could be held prisoner and forced to work unless convicted of a crime
B. Slavery illegal in every state in the Union

IV. Reconstruction
A. Supposed to be a time of rebuilding
B. Free blacks were given no help by the government. OR had to earn their living on farms owned by whites. OR were treated as badly as they had been during slavery.

Additional History Reading
The Union and the Civil War, by Mary E. Hull (Enslow Publishers, 2000). Good overview of the American Civil War and Reconstruction. Looks at the role of women, soldiers, government officials, and more. (4–7) 128p
Abraham Lincoln: A Photo-Illustrated Biography, by T.M. Usel (Capstone Press, 1996). Short biography of the sixteenth president. Includes a “words to know” section in the back, and short timeline of Lincoln’s life. Every facing page is a black and white picture. (3–5) 24p
Abraham Lincoln, by Amy L. Cohn and Suzy Schmidt, illustrated by David A. Johnson (Scholastic, 2002). This is another simple account, told as a story, of Abraham Lincoln’s life from his birth until his assassination. Every facing page is a color illustration. (3–4) 46p
America in the Time of Abraham Lincoln: The Story of Our Nation from Coast to Coast from 1815 to 1869, (Heinemann Library, 2000). Includes many full-color illustrations—similar to Kingfisher History Encyclopedia in terms of presentation. Two-page chapters, with a good overview of the Civil War up through the beginning of Reconstruction. (4–6) 48p
preview The Civil War: 1850–1895; Volume 5, edited by Auriana Ojeda (Greenhaven Press, 2003). This is an excellent book geared towards the advanced seventh grader or parent who wants the Civil War put in historical context. It includes five chapters, with the second chapter (60p) devoted to the Civil War. Very few illustrations and much text, but a high-quality resource for the advanced student. (7–adult)

**Corresponding Literature Suggestions**

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

**Map Work**

The American Civil War (Student Page 22)

Note: One map activity for this chapter. Also, students will need three colored pencils for this chapter.
Re-read the first section of the chapter, South Against North, with an eye to remembering which states left the USA to form the Confederacy.
1. You’ll notice that you have the names of the states on this map. Choose one of your colored pencils to represent the southern states. Abraham Lincoln felt that he had no choice but to declare war. Two months before, seven states had announced that they would no longer belong to the United States, but would form the Confederate States. Shade these in with your colored pencil.
2. But not every state was pleased that Lincoln was going to war. Two days later, Virginia joined the Confederate States. A month later, three more states left the United States for the Confederacy as well. Using the same color that you chose for the Confederate States, color Virginia and the three other states that decided to join the Confederacy.

3. Along the border between North and South, five states sent a message to the president. They would not join the Confederacy, but they refused to fight for the U.S.. Recall which states sent this message to the president, choose a second color, and color in these five states.

4. The remaining labeled states decided to remain a part of the Union. Using a third color, color them in.

Projects

Activity Project: Names of the Civil War

Directions for this activity are on Student Page 23.

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

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

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

Both:
- The War of the Sixties
- The Late Unpleasantness
- The Brothers’ War

Memorization Project: The Gettysburg Address

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

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

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

Memorization Project: Oh Captain! My Captain!

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

Cooking Project: Juneteenth

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

Today, many African Americans across the United States celebrate the end of slavery on June 19th, known as “Juneteenth” (a combination of “June” and “nineteenth”). Communities gather to celebrate the occasion with food, music, dancing, and parades. Some gather in churches to pray, as the freed slaves in Texas did when they first heard the news.
Celebrate Juneteenth a little early this year. There aren’t any foods specific to Juneteenth, but most dishes are prepared according to old family recipes that often originated before the Civil War. You will find some traditional recipes below.

**New Orleans Red Beans and Rice**

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

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

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

**Ingredients:**
- 2½ cups flour
- 2 tsp. baking powder
- ½ tsp. salt
- ½ tsp. baking soda
- ⅓ cup shortening
- ½ cup buttermilk

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

**Cole Slaw**

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

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

**Timeline Figures**
Timeline Figures for this chapter are on Student Page 182.
Chapter Five

**Complete the Outline: South Against North**

I. Events that led to the beginning of the Civil War
   A. Disagreement between
   B. Election of
   C. Capture of

II. Three sides
   A. Confederate states:
   B. Neutral states:
   C. Union states (those states on the map that aren’t Confederate or Neutral):

III. Two generals
   A.
   B.

**Complete the Outline: After the Civil War**

I. Lincoln’s death
   A. Assassinated by
   B. Died

II. The United States after Lincoln’s death
   A. Hatred
   B. Hatred

III. The Thirteenth Amendment
   A.
   B.

IV. Reconstruction
   A. Supposed to be
   B. Free blacks
5: South Against North
Different Names for the Civil War

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

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

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