

Teacher's Guide for COBBLESTONE 30 GREATEST AMERICAN EVENTS

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Goal: to celebrate Cobblestone's 30-year anniversary by honoring the 30 greatest American events—those events that have altered history.

*Always have a parent or adult you trust help you research websites.

"Jamestown" by Karan Davis Cutler, illustrated by David Mercer (Pages 4-5)

Pre-reading: What story do the drawings, maps, and title tell?

Vocabulary Check: eluded, extend, achieving, accomplish, permanent, ultimately, thatched, paralleled, initial, enthusiasm, conditions, worsened, starvation, scarce, abandon, succeeded, principally, profit, export, traditional, indentured servants, eventually, persevering, and determination.

Comprehension Check:

1. What were the two major goals of the settlers at Jamestown?
2. What did the colonist achieve instead?
3. Why do you think the colonists built a triangular fort?
4. Describe the fort at Jamestown.
5. How did the colonist select a name for the settlement?
6. Describe the conditions in the settlement. Which one would be the most difficult for you to deal with?
7. Tell about the survival rate of the colonists.
8. Why do you think woman were not mentioned as suffering?
9. What was 1609-1610 called in Jamestown? Why?
10. What prevented the settlers from abandoning the site as planned?
11. Tell about the methods tried to make a profit for the Virginia Company's investors. Which were successful? Which were not?
12. What crop was the primary source of wealth for the colony?
13. What is indentured servitude? What was its purpose in Jamestown?
14. Name two "firsts" for Jamestown.

Writing Skills:

- Pretend to be a Powhattan Indian living near Jamestown. Write a prediction of your people's future as more and more colonists arrived and new settlements built up.
- Pretend to be a Jamestown colonist. Write in your diary about killing, cleaning, cooking, and eating a rat to keep from starving.

Social Studies/Mapping Skills:

- Use the maps on pages 4-5 to tell the story of the settlement of Jamestown.

Research:

- Powhattan Indians
- Virginia Company (investors)

"Pilgrims" by Michael J. Tougias (Pages 6-7)

Pre-reading: Look at the picture and read the title. What do you think the people are doing?

Vocabulary Check: endured, persecution, exile, destination, retain, obstacles, initial, hostile, realized, survived, toll, construction, concept, exposure, elements, survived, fared, alliance, traced, combining and commercial.

Comprehension Check:

1. Did the Pilgrims easily find a place to settle? How do you know?
2. Why does the author say the Pilgrims were lucky?
3. Who built the buildings the first winter the Pilgrims arrived?
4. Tell about the health of the Pilgrims after three months in America.
5. Tell about the health of the Pilgrims by the end of the winter.
6. Tell how the alliance with the Wampanoag Indians helped the Pilgrims.
7. What does the author mean when he says that "the roots that the Pilgrims planted spread?"
8. What other religious group came to America soon after the Pilgrims?
9. What was the eventual outcome of these two groups?

Writing Activity:

- Pretend to be one of the Pilgrims who scouted the land once you arrived in America. Write several journal entries and tell why sites were eliminated before finding a "suitable place to settle."
- Compare and contrast the obstacles that the Pilgrims faced before and after coming to America.

Art:

- Illustrate this statement: "The roots that the Pilgrims planted spread as more people followed the first group."

Research:

- Puritans
- Province of Massachusetts Bay

"Lexington and Concord" by Stephen Currie (Pages 8-9)

Pre-reading: Why do you think the author chose to mention Lexington and Concord in the same article?

Vocabulary Check: estimated, approached, initial, militiamen, scattered, panic, rout, united, opposition, approaching, resented, assemble, militia, summon, prying, swelled, responding, minutemen, advanced, retreated, discharged, fled, casualties, warily, dare, massed, reinforcements, reluctantly, refused, engaged, and exhausting

Comprehension Check:

1. What did the British troops expect to accomplish in Concord?
2. How would you describe the British's confidence level after the battle at Lexington? Why?
3. How did Concord feel about the British coming their way? How did Concord prepare?
4. What happened when Concord's militia moved to the North Bridge area?
5. Tell about the British troops' twenty-mile retreat to Boston.

Writing Activity:

- Describe "the shot heard 'round the world."
- The author says, "The actions taken by the militiamen in Lexington and Concord to protect their towns put the British army and government on notice that the colonists were willing to fight—and

die—for their rights.” Pretend you were a Patriot at one of these two towns during this time. Write three comments you might have heard Patriots yell in battle that support the author’s comment.

Math Skills:

1. What was the approximate ratio of British troops to Lexington men?
2. Approximately how many Patriots survived? How many British?

“Declaration of Independence” by Jerry Miller (Pages 10-11)

Pre-reading: Predict what is happening in the picture. Do you recognize any of the people present?

Vocabulary Check: resolution, debate, conflict, initial, bitter, threatened, immediate, eventually, realized, solidly united, weary, postponed, composing, draft, brewing, public opinion, definite majority, unanimous, resolve, postpone, shifted, assured, apparent, preliminary, unified resolve, delegates, delegation, favor, opposed, abstained, proposed, document, declaring, independence, eventually, deleted, parchment, solemn, undeniable proof, treason, and bold break.

Comprehension Check:

1. Tell about the mood at the Second Continental Congress in the spring of 1776.
2. Why didn’t the group vote immediately?
3. Five members helped create the Declaration of Independence. Who did the actual writing? Tell about the writing process from beginning to end.
4. “A thunderstorm was brewing as the delegates came together again.” Tell how “thunderstorm” describes more than the weather here.
5. What type voting results were the delegates seeking?
6. Why do you think New York abstained from the vote for independence?
7. After voting to seek independence from Great Britain, what did the delegates do next?
8. What did a signature on the Declaration of Independence provide?

Writing Activity:

- Pretend to be at the signing of the Declaration of Independence. Choose five-ten words that describe the scene or the mood.
- Pretend to be Caesar Rodney from Delaware. Write his thoughts and experiences along the drive through the night to cast his vote.
- Pretend to be a reporter. Ask the Committee of Five who wrote the Declaration of Independence for a prediction of the future of America. Write responses.

Art:

- Illustrate one of the scenes described in this article. Let your work present the mood that was present.

“Constitution” by Andrew Matthews (Pages 12-13)

Pre-reading: Look at the picture, document, and title. What is this article about?

Vocabulary Check: conspiracy, overthrow, justified, refusing, framework, delegates, archives, resolve, noteworthy, stake, reputations, functioned, confederation, levying, relied, disputes, authority, compromise, executive, legislative, judicial, determine, value, insist, treaties, regulate commerce, establish, uniform, crafting, masterly, unite, foundation, flexible, interpretation, designed, evolve, adjust, remain, disunited, emerged, and unlikely.

Comprehension Check:

1. Tell why Rhode Island was not represented at the Constitutional Convention of 1787.
2. How long did this delegation meet? Was it an open or closed meeting?
3. Name two or more reasons why the Articles of Confederation were not sufficient.
4. Why do you think the author called Alexander Hamilton and James Madison "noteworthy?"
5. Compromise did not come easily. How can you tell from the article?
6. What keeps the three branches of the federal government from becoming too powerful?
7. Name three specific powers that the federal government would have.
8. Why does the author say "the crafting of the U.S. Constitution was masterly?"

Art/Bulletin Board:

- Design posters to celebrate Alexander Hamilton and James Madison's work at the Constitutional Convention of 1787. Look for key points in the article to use in slogans.

Writing Activity:

- Pretend that you were assigned to report to Rhode Island the main points of the Constitutional Convention of 1787. Summarize what you would say in 3-5 main points.

Research:

- James Madison
- Alexander Hamilton

"Bill of Rights" by Warren E. Burger, Chief Justice of the United States (ret.) (Page 13)

Vocabulary Check: founders, unalienable rights, secure, confirm, ratify, amendments, particularly, citizenship, encompass, specifically, mentioned, express, acquire, due process, protection, unreasonable, search and seizure, specifically, mentioned, liberties, previously, restricted, model, anniversary, and democratic principles.

Comprehension Check:

1. According to this article, what is government's purpose?
2. What was the purpose of the Bill of Rights?
3. Who was excluded under the Bill of Rights in 1791?
4. Who is included under the Bill of Rights today?
5. Name three important individual freedoms provided in the Bill of Rights.
6. Who restricted America's individual freedoms in the past? Why?
7. How has the Bill of Rights influenced other nations?

Math Skills:

- What year did the Bill of Rights commemorative stamp appear?
- How many years ago did the Bill of Rights commemorative stamp appear?

Research:

- Bill of Rights Commemorative Stamp. What is its cost today in mint condition?
- Name an individual right that is protected by the Bill of Rights. What number is that amendment?

"Louisiana Purchase" by Will Prout (Pages 14-15)

Pre-reading: Look at the map. Find the area bought in the Louisiana Purchase. Why do you think this was selected as one of the 30 greatest events in American history?

Vocabulary Check: claims, extended, territory, defeated, conflict, persuaded, ally, reluctant, revolutionaries, monarchy, consul, possessions, instructed, negotiations, retrocession, negotiating,

brewing, canceling, transport, annexation, avoid, obtaining, opportunity, looming, realized, despite, ceded, remote, defend, valuable, prestige, and comprised.

Comprehension Check:

1. As the French and Indian War ended, why did France ask Spain to accept Louisiana?
2. Thirty years later, what did France ask?
3. What did the Spanish governor of Louisiana do that almost started a war with America?
4. What did President Thomas Jefferson send James Monroe to France to do?
5. What did the French offer to sell and at what price?
6. What had Napoleon promised the Spanish that he would not do?
7. What did Napoleon do and why?
8. What was America's outlook on the Louisiana Purchase?
9. The Louisiana Purchase is called the deal of the century. Why?

Writing Activity:

- The author says that when James Monroe was given a chance to buy the Louisiana Purchase for \$15 million, he jumped at it. Pretend to be James Monroe. You need to tell President Thomas Jefferson about the offer. What would you say?
- Pretend to be James Monroe. Tell President Thomas Jefferson that the purchase was made. What would you say?
- Pretend to be President Thomas Jefferson. Write a thank you note to James Monroe and Robert R. Livingston for a job well done.

"Corps of Discovery" by Meg Chorlian (Page 15)

Vocabulary Check: frontier outpost, exceeded, expectations, detailed, and native.

Comprehension Check:

1. Why were people surprised to see Meriwether Lewis and William Clark return?
2. Why did the trip take so long?
3. The author says that Meriwether Lewis and William Clark exceeded expectations. What does she mean by this?
4. What is another name for the Lewis and Clark Expedition?

Writing Activity:

- Pretend that you were present when Lewis and Clark returned. What are some questions you would ask?
- Pretend that you were present when Lewis and Clark returned. Write three things you would tell your parents after listening to stories of travel out west.

"Clermont Steamboat" by Lois Miner Huey (Page 16)

Pre-reading: Look at the picture and read the title. Can you see any potential hazards?

Vocabulary Check: folly, jeered, inventor, convinced, revolutionize, transportation, obtained, performed, countless, successfully, calculated, water resistance, launched, vessel, primitive conditions, roaring, mounted, mention, exploding, eyewitness, defying, chugging, fishing craft, and era.

Comprehension Check:

1. Explain this statement: "Fulton's Folly," people jeered as they passed Browne's Shipyard in New York City.
2. Robert Fulton and Robert R. Livingston were putting a steam engine on a boat. They knew it "was new and dangerous." What did they believe would be the outcome?

3. How did Fulton conduct tests? Why was this better than using the full-sized boat?
4. What were two things that Fulton calculated?
5. Tell about the first trip aboard the *Clermont*. Describe the primitive conditions.
6. How far did the *Clermont* travel on its first trip? How long did it take? How fast did the boat travel?
7. What did an eyewitness compare the *Clermont* to?
8. How did steamboats change transportation?

Writing Activity:

- Write an eyewitness account of the *Clermont* passing a sailing ship and a fishing boat.

Art:

- Illustrate the *Clermont* according to an eyewitness report: "a monster moving on the waters, defying the winds and tide, and breathing flames and smoke."

"Erie Canal" by Mark Clemens (Page 17)

Pre-reading: Look at the picture and the title. Why do you think so many people are standing along the edge of the waterway?

Vocabulary Check: disapproved, ridiculous, proposal, critics, succeed, supporters, argued, resulting, settlement, advocates, officially, hailed, expansion, interior, benefits, wilderness, transformed, bustling, practically, eager, territories, endure, expensive, barrier, access, and instrumental.

Comprehension Check:

1. Brainstorm what you think of when you hear the word "canal."
2. What one word described the idea of building a canal through New York State?
3. What was a common argument of critics of the canal?
4. What did supporters of the canal say?
5. How was the canal described on opening day?
6. The Erie Canal was considered "a major step in the expansion and settlement of the country?" Why?
7. How did New York City directly benefit from the canal?
8. What two benefits did the Erie Canal offer for westward travel?
9. Why do you think only a few miles of the canal still exist?

Research:

- Erie Canal (determine where the canal still exists.)

Art:

- Illustrate the sudden transformation of New York City from a wilderness to a center of trade.
- Illustrate settlers saying "no" to travel over the Appalachian Mountains and "yes" to the Erie Canal.
- Illustrate the Erie Canal as a gateway westward.

Writing Activity:

- Pretend to be a husband who has always wanted to move west, but the journey across the mountains was too difficult. You witness the opening of the Erie Canal. Make a list of reasons you'll use to persuade your wife that the travel on the Erie Canal will make the trip much easier.

Social Studies:

- Debate the building of the canal by creating two teams: supporters of the canal, and critics of the canal.

"Andrew Jackson's Election" by Janine Richardson (Page 18)

Pre-reading: Look at the picture, the background, and the title. Do you know who this is?

Vocabulary Check: surged, inauguration, thunderous, enthusiastic, jubilant, spirited, familiarity, obvious, immigrant, orphaned, campaigned, reform, rotating, notion, fundamental, ingredient, resolve, controversies, secede, refusal, renew, authority, characterized, commitment, championed, and preserved.

Comprehension Check:

1. Why did the people see Andrew Jackson as their hero?
2. How did the crowds show their support and enthusiasm for Andrew Jackson?
3. What did Andrew Jackson's campaign promise?
4. Why could common people relate to the Jacksonian Democracy.
5. What two major controversies did Andrew Jackson address in his presidency?
6. How was the presidency strengthened during Andrew Jackson's time in office?

Research:

- Andrew Jackson's nickname ("Old Hickory")
- Jacksonian Democracy

Art:

- After Andrew Jackson's inauguration, a crowd followed him to the White House. Illustrate the gathered crowd standing on tables and chairs, waving signs, etc.
- Create posters or banners that the crowd might have waved at Andrew Jackson's inauguration.

Writing Activity:

- Pretend to be an adult male immigrant who was present with his family at Andrew Jackson's inauguration. What would you tell your children about this president's background? What would you promise them this president would do to change their world?

"Manifest Destiny" by Ruth Tenzer Feldman (Page 19)

Pre-reading: Look closely at the details of the picture. What feeling do you get when you look at it? Read the title. What do you know about this subject?

Vocabulary Check: manifest, negotiating, represented, hostilities, historically, portions, specifically, territory, rallied, disputed, pursue, destiny, comprises, concluded, acquired, entitlement, established, extended, delicate, declaring, and devastating.

Comprehension Check:

1. What dispute began the U.S.—Mexican War (1846-1848)?
2. What is your reaction to this statement: "Mexicans had shed American blood upon American soil?"
3. What does the author mean when she says the land was "acquired through a sense of entitlement?"
4. The addition of this territory was partly responsible for another event that happened in America's near future. What was it?
5. Explain the meaning of the "delicate political balance between slave states and free states."

Writing Activity:

- Pretend to be a newspaper reporter. Write three reasons why you think America should go to war with Mexico. What would be the title of your article?

- Pretend to be a newspaper reporter. Write three reasons why you think America should not go to war with Mexico. What would be the title of your article?
- Pretend to be a negotiator for Mexico at the Treaty of Guadalupe Hidalgo. Imagine seeing the picture on page 18 of this magazine. Write your reaction. What feeling do you get when you look at it?

Social Studies:

- Debate whether America should have gone to war with Mexico by creating two teams: supporters of the war who considered it the nation's destiny, and critics of the war who called it illegal and immoral.

"Gettysburg and the Civil War" by Harold Holzer and Mark Clemens (Pages 20-21)

Pre-reading: Look at the two pictures shown. Compare and contrast the scenes. Read the title. Why is Gettysburg significant in the Civil War?

Vocabulary Check: seceded, compact, sovereignty, dissolve, resolution, confrontation, unavoidable, hostilities, underestimated, pivotal, circumstances, clashed, opposing, converged, controversial, assault, invade, invincible, superior, better-equipped, surrendered, resolved, abolished, integrated, complicated, impact, assassinated, surrender, and tattered.

Comprehension Check:

1. The author states, "Confrontation between the North and the South seemed unavoidable." What does she mean?
2. Name two actions taken by the South when they seceded.
3. What did both the North and the South underestimate?
4. What do historians mean by a "pivotal battle?"
5. Why does the author say the decision to attack on the third day at Gettysburg was "the most controversial decision of Lee's career?"
6. "The Battle of Gettysburg has been known as the high-water mark of the Confederacy." Explain the meaning of this statement.
7. Name one of the questions the nation had to address after the Civil War.
8. What happened a few days after Lee's surrender that shook the country?

Writing Activity:

- Pretend to be Abraham Lincoln. What was your reaction when you learned that the Confederates had attacked Fort Sumter at Charleston, South Carolina?
- Pretend to be Robert E. Lee at his surrender at Appomattox Court House in Virginia. What three things concerned you most at that gathering?

Math Skills:

- What was the ratio of fatalities from the Civil War?
- Approximately how long was it between the attack at Fort Sumter in Charleston, South Carolina and Gettysburg?
- Approximately how long was it between Gettysburg and Lee's surrender?

"Civil War Amendments" by Ann M.B. Lake (Page 22)

Pre-reading: Look at the picture and the title. What do you think these men are doing? Why is this significant?

Vocabulary Check: preserve, Emancipation Proclamation, rebellious, repealed, declared, unconstitutional, amendment, abolished, discrimination, naturalized, deprive, regardless, minorities, servitude, and frequently.

Comprehension Check:

1. Why were laws not enough to protect the rights of former slaves?
2. What does the 13th Amendment guarantee?
3. What was the 13th Amendment unable to prevent?
4. What does the 14th Amendment guarantee?
5. What power was missing from the 14th Amendment?
6. What does the 15th Amendment guarantee?
7. Who was left out of the 15th Amendment?
8. Who found ways of getting around the 15th Amendment? How long did that go on? What finally stopped it?
9. What does the author mean when she says, "The 13th, 14th, and 15th amendments had far-reaching effects on all American citizens?"

Research:

- Emancipation Proclamation of 1863
- Voting Rights Act of 1965
- Jim Crow Laws (some of the ways Southern states got around the 15th Amendment)

"Emancipation Proclamation" by Harold Holzer (Page 22)

Vocabulary Check: aroused, bitterly, moral landmark, advisors, urged, refused, and passage.

Comprehension Check:

1. What action did Abraham Lincoln take that caused much complaint from some and yet much happiness from others?
2. What does the author mean when he called the Emancipation Proclamation a "moral landmark?"
3. Advisors tried to get Lincoln to cancel the proclamation. When does the article say this advice was given?
4. What did Lincoln encourage be done in addition to the Emancipation Proclamation? Was it accomplished? If so, did Lincoln live to see it?

Writing Activity:

- Pretend to be angry about the Emancipation Proclamation. Write two reasons why you feel that way.
- Pretend to be joyful about the Emancipation Proclamation. Write two reasons why you feel that way.
- Pretend to be Abraham Lincoln. Write a response to an advisor who wants you to cancel the proclamation.

"Did You Know?" Editor's Picks, illustrated by Chris Ware (Page 23)

Vocabulary Check: assassination, essential, propose, restoration, devoting, envisioned, farewell, absolutely, reins, symbolic, conveyed, precedent, and declared.

Comprehension Check:

1. Lincoln's first term was spent fighting to keep the Union. How had he planned to spend his second term?
2. Make a prediction of how our nation's history would have been different if President Lincoln had not been assassinated.

3. Why did George Washington not want to serve three terms as president?
4. What does the illustrator show as a reason for George not serving? Check the mirror for a hint.
5. Who did serve more than two terms as president? How many terms did he serve?
6. Can a person serve as president for more than two terms today? Why or why not?

Art:

- Pretend that Abraham Lincoln and George Washington met and exchanged fashions. Draw what they would have given each other.

Writing Activity:

- Pretend you could speak with Abraham Lincoln. Write something you would say. Ask him a question.
- Pretend you could speak with George Washington. Write something you would say. Ask him a question.
- If Abraham Lincoln and George Washington had met, what words of wisdom would they have shared with each other?

“First Transcontinental Railroad” by Mark Clemens (Pages 24-25)

Pre-reading: Look at the pictures and the title. Why do you think all the people are gathered?

Vocabulary Check: idled, laborious, connected, spikes, locomotive, chug, transcontinental, emerged, predicted, extended, profitable, tremendous, primarily, incredible, reality, and era.

Comprehension Check:

1. What does the author mean when he says, “The United States was about to be connected by rail.”
2. The railroad president hammered and missed the spike and so did the next official. Why did the crowd cheer anyway?
3. Why were businessmen willing to build a transcontinental railroad?
4. How did the United States government help in the railroad project?
5. Describe some of the railroad project’s delivery difficulties.
6. Most of the railroad construction was done primarily by hand. Who did much of the labor?
7. How much time did it take to cross the country before the railroad? How much time did it take after the railroad was completed?
8. What was the nickname given to trains?
9. Tell how two different groups of settlers benefited from the railroad.

Writing Activity:

1. Pretend to take a train trip out west in the late 1800s to visit your family. Keep a diary for a week. Name the states you cross, and the sites you see. Tell about other people on the train you meet who are moving out west.
2. Pretend to be the man in charge of the track laying for one of the train companies. Write a journal entry about the supplies being late or some other delay.

Social Studies:

- Choose a starting point on a train line. Choose a destination on that line. Name the states you cross on the trip. Have someone check your route. Now allow the other person to choose a path and pretend to take a trip. Check this person’s travel plan.

“Little Bighorn” by Toni A. Watson and Randy Krehbiel (Page 26)

Pre-reading: Look at the picture and the title. Do you recognize the name? Who fought this battle?

Vocabulary Check: various, rarely, considered, resisted, restrict, reservations, declared, hostile, forcibly, refused, traditional, clashed, detachment, encampment, tactic, attempted, withdraw, immediate, survived, devastating, defeat, scatter, outcry, resulted, assigned, remaining, exile, ultimate, redouble, stripped, and disappearance.

Comprehension Check:

1. What do the authors mean when they say, "American settlers had their eyes on the great open spaces west of the Mississippi River in the mid-1800s?"
2. Tell about the treatment of native people during this time.
3. What was the federal government's way of dealing with the natives who refused to be restricted to reservations?
4. What word did the government use to describe natives who resisted life on reservations?
5. Why was a battle fought at Little Bighorn?
6. Who won the battle of Little Bighorn? What was the victor's next move?
7. What were three outcomes for native peoples after the battle of Little Bighorn?

Art:

- Read this statement and then illustrate your emotional response: "Stripped of their lands and prevented from following their traditional way of life, native peoples in the United States faced the disappearance of their cultures."

Writing Activity:

- Pretend you are one of the natives who fought at Little Bighorn. You have decided to escape to Canada to live. Write a short message for your mother who is moving to a reservation. You will probably never see her again.
- Pretend to be a white child whose father died at Little Bighorn. You receive a message that your father wrote to you before the battle. What would it say?

"Light Bulb" by Kathiann M. Kowalski (Page 27)

Pre-reading: Look at the top picture and title. Do you know what the bottom picture is? If not, what is your best guess? Read and see if you are correct.

Vocabulary Check: inventor, sensation, declared, relied, candlelight, dangerous fumes, tinker, solution, incandescent light, current, filament, exhausting, filament, carbonizing, confident, patent, dynamos, contracted, installed, fixtures, switches, power stations, laboratory, and illuminate.

Comprehension Check:

1. What did Thomas A. Edison promise that caused a sensation?
2. What made Edison different from other inventors working on lighting sources?
3. What is a filament?
4. How many filaments products were tried before finding one that was successful?
5. What type filament was the most successful?
6. How long did the filament glow?
7. How was power eventually brought to businesses and homes?

Research:

- Lampblack
- Filament
- Carbonizing

Writing Activity:

- The author says light was made available, “with the flick of a switch.” This makes the process sound easy. How would you describe the discovery process?

“First Flight” by Kathiann M. Kowalski (Page 28-29)

Pre-reading: Look at the picture and title. Where does this first flight take place?

Vocabulary Check: released, taxied, manned, triumph, failures, approximately, adjustments, improvements, designed, propellers, lightweight, modified, curvature, calculated, experimental, adjusting, prediction, fateful, cargo, and incorporate.

Comprehension Check:

1. Do you think Orville Wright was nervous when he released the line holding the plane in place? Why or why not?
2. Give evidence that the Wright brothers tested their craft multiple times.
3. What did the Wright brothers study and create that enabled them to learn more about flight?
4. Tell about Wilbur’s prediction about flight.
5. If Wilbur felt this way, why did he keep trying to fly?
6. How does the basic design of the Wright brothers’ plane compare to today’s planes?

Art:

- Design a poster that celebrates the Wright brothers’ success.
- Design a poster that illustrates dreams of human flight.

“Ford’s Assembly Line” by Karen Bradley Cain (Page 28-29)

Pre-reading: Look at the picture and the title. What is being assembled here? Brainstorm what you know about assembly lines.

Vocabulary Check: pioneered, mass produce, expensive, time-consuming, determined, installed, conveyor, stationed, relied, interchangeable, continuously, flowed, performed, effort, immediately, assembly line, reduced, production, affordable, shock, boundaries, manufacturers, sociologists, mass consumption, criticized, dehumanizing, reliable, employees, instituting, indirectly, ingenuity, and innovation.

Comprehension Check:

1. What does the author mean when she says, “Henry Ford put his future on the line?”
2. How is Henry Ford like a pioneer?
3. What is a disadvantage of constructing an item in one location?
4. What do you think would be an advantage of “standard, interchangeable parts?”
5. Tell how much time and money was saved on an automobile using an assembly line.
6. What “won over the public?”
7. What were some benefits workers received from the Ford Company?
8. What does the author mean when she says, “Ford, his company, and the mass production of the famous Model T became symbols of American ingenuity and innovation and forever changed how people worked and played?”

Writing Activity:

- Pretend to be a working parent who was saving to buy a family car. What would you say to your spouse when you realized your savings were large enough to make a purchase, due to the sudden drop in the price of cars?

Art:

- Illustrate this comment: "At first, Ford's decisions sent shock waves throughout the world. But his openness to fresh ideas encouraged others to push the boundaries of science and business."
- Illustrate how work and play changed due to changes in industries.

"World War I" by Duane Damon (Pages 30-31)

Pre-reading: Look at the pictures, captions, and the title. What story is told?

Vocabulary Check: struggled, declaration, solemnly, precious, democracy, prompted, resentments, suspicions, ancient, erupted, conflict, assassinated, enraged, violence, allies, situation, initially, partnerships, urged, isolationism, nonintervention, terrifying, unleashed, shattered, naval blockade, torpedoed, outraged, revenge, restricted, raged, eventually, reelected, campaign slogan, proposed, offensive, telegram, plot, declaration, entry, forced, isolated, international, emerging, and ignored.

Comprehension Check:

1. What was President Woodrow Wilson's strongest effort concerning World War I?
2. What event that prompted the outbreak of World War I?
3. Explain Wilson's policy of isolationism and nonintervention.
4. How did Germany's use of the U-boat change America's response?
5. How did countries decide which side of the war to support?
6. What did Wilson attempt once Germany restricted its U-boat attacks?
7. What proposed plot brought the United States into the war?
8. What does the author mean when he says, "Germany again stepped up its submarine offensive?"
9. What type of changes came as a result of entering World War I?

Research:

- Lusitania
- Early German U-boats or submarines.
- World War I photographs

Writing Activity:

- Pretend you had a parent killed on the *Lusitania*. Write a letter to President Woodrow Wilson demanding that America enter the war.
- Pretend to be President Woodrow Wilson. Write a response to the person whose parent died on the *Lusitania*.

Art:

- Illustrate "peace without victory."
- Illustrate the struggle to keep the United States at peace during World War I. Show what made Wilson ask for a declaration of war.
- Illustrate America's "emerging role as a world power."

"19th Amendment" by Emily Claypool (Page 33)

Pre-reading: Look at the photograph. Why do you think the women are holding these signs?

Vocabulary Check: denied, socially, abolish, slavery, organizational, focus, suffragists, privileges, constitutional amendment, grant, funded, conventions, protests, struggle, temporarily, supporting, patriotic efforts, eventually, champions, ratified, deny, and concerned.

Comprehension Check:

1. What key word comes to mind when you hear Election Day? How does that relate to the photograph?
2. What did suffragists believe?
3. What action did some states take for women?
4. Name two ways the women's movement grew stronger.
5. What does the author mean when she says, "Their patriotic efforts during the war eventually turned the tide of support in their favor."
6. How do you think the women's movement continued to stay strong over the 70 year period?

Research:

- Women's Suffrage Movement
- Lucretia Mott
- Susan B. Anthony
- Elizabeth Cady Stanton

Writing Activity:

- Pretend to be one of the leaders of the Women's Suffrage Movement. Write a list of events that you would hold to rally support, if this movement was taking place today.

Art:

- Illustrate women putting aside their campaign for the right to vote in order to assist with patriotic efforts during World War I.
- "And with the vote, women gained a voice to make a difference in issues that concerned them." Illustrate this accomplishment.

"Stock Market Crash" by Eric Arnesen (Pages 33-34)

Pre-reading: Look at the photographs, signs, and the title. What was the stock market crash? What changes did it bring?

Vocabulary Check: nominee, banished, strain, poverty, prosperous, widespread, investors, fraction, fortunes, investors, plunged, severe, economic depression, dramatically, depositors, insure, consumers, vicious, spiral, confronted, duration, solutions, suffering, popularity, solution, substantial relief, avoid, despair, crisis, steady, scars, and generation.

Comprehension Check:

1. Compare Herbert Hoover's prediction for the economy with the stock market crash the following year.
2. Name three or more ways lives were changed by the stock market crash.
3. How did this depression compare to those earlier—1870s and 1890s?
4. As suffering increased in the United States, what happened to the President Hoover's popularity?
5. What was Franklin D. Roosevelt's campaign promise?
6. What did President Roosevelt put in place to provide relief for Americans?
7. What finally put an end to the Great Depression?
8. Roosevelt and Hoover were both unable to discover something the United States wanted to know. What was it?

Art:

- Illustrate the Great Depression as "a vicious, downward spiral."
- Compare the day Herbert Hoover spoke in 1928 (see first paragraph) and the day of the New York stock market crashed. Plot two points on a line to show the contrast. Illustrate each point on the line with symbols, pictures, slogans, etc.
- Illustrate Americans left with deep scars from the stock market crash and the Great Depression.

Writing Activity:

- Pretend you have lost your job and your savings. You are standing in a soup line waiting for a free meal. What would you ask the President of the United States if he stopped to speak to you?
- Pretend you have lost your job. Most everyone you know has lost theirs too. You have a car that is paid for. You will try to sell it. Write an ad for the car. The photograph may give you an idea.

“Pearl Harbor and World War II” by Brandon Marie Miller and Mark Clemens (Pages 34-35)

Pre-reading: Look at the photographs and the title. Is this a reminder of the beginning or the end of the United States involvement in World War II?

Vocabulary Check: isolate, brewing, isolationism, violence, fascist, aggressive, dictator, imperial, invaded, surrendered, arsenal, restricting, assets, torpedoes, infamy, unprovoked, existed, enlisted, impacted, and altered.

Comprehension Check:

1. What did America not want to get involved in?
2. What two approaches did Adolf Hitler use to spread his ideas?
3. Why didn't anyone try to stop Hitler when he took over part of Czechoslovakia?
4. Did the plan work against Hitler? Why or why not?
5. What was America's reaction to the surrender of France?
6. Describe the "Battle of Britain."
7. Who did Winston Churchill beg for help? What was the response?
8. America placed restrictions on Japan. How did Japan respond?
9. Once the United States entered World War II, how did it assist overseas?

Writing Activity:

- If Japan had not attacked the United States, write your thoughts about whether the U.S. would have entered the war or not.
- Pretend to be a wife who went to work in a factory during World War II. Tell how your life changed because of World War II.

“D-Day” by Meg Chorlian (Page 35)

Vocabulary Check: critical, unconquered, deception, innovations, international cooperation, sacrifice, and tide.

Comprehension Check:

1. What finally put a stop to the Axis Powers? What is this event called?
2. What does the author mean when she says, "it turned the tide of the war?"

Writing Activity:

- Make a list of members of both sides: Allied Nations, and Axis Powers.

Art:

- Illustrate "the shadow of darkness."

“Manhattan Project” by Craig E. Blohm (Pages 36-37)

Pre-reading: Look at the photographs, sign, and title. Do you know what this is? Did you recognize the title or the photograph first?

Vocabulary Check: instrument, arisen, dictator, prejudice, enormous, persecution, overrunning, refugee, chain reaction, conclusion, remained, radioactive, plutonium, uranium, explosion, inward, hemispheres, bunkers, echoed, intense, grotesque, surrendered, convince, estimated, uttered, despair, predicted, harness, and wrestles.

Comprehension Check:

1. What does the author mean by “an instrument of death?”
2. Why did the Manhattan Project begin?
3. Who wrote President Franklin D. Roosevelt twice about the need for an atomic bomb? Who encouraged him to do so?
4. What did the experiments prove?
5. Name three or more needs of the Manhattan Project.
6. Approximately how many workers were needed on the project?
7. What created the explosion?
8. Describe the explosion.
9. Why was the bomb used?
10. What was Albert Einstein’s reaction to the atomic bombing?

Writing Activity:

- Do you believe that the atomic bomb can be “harnessed for good?” Why or why not?
- Pretend you are a United States citizen with relatives in Nagasaki, who survived the bombing. Write them a letter.

“Cuban Missile Crisis” by Duane Damon (Page 37)

Vocabulary Check: posed, aerial, reconnaissance, unmistakable, blockade, tense, mightiest, brink, emerged, and attempt.

Comprehension Check:

1. What does the author mean when he says, “It was a chilling discovery?”
2. How did the United States prevent the Soviets from supplying the missile base in Cuba?
3. What was the outcome of the blockade?
4. What attempt to limit nuclear testing was put in place?

Writing Activity:

- What do you predict would have happened if the Soviets had not removed the missiles?

“Brown v. Board of Education” by Helen Wieman Bledsoe (Pages 38-39)

Pre-reading: Look at the photographs and the title. What clues do the photographs give about the topic?

Vocabulary Check:

Comprehension Check:

1. What did parents in Topeka, Kansas want for their children?
2. When their requests were denied by the area schools, what did the parents do?
3. How long did it take to get a response and what level made the ruling?
4. What did Chief Justice Earl Warren mean when he said, “Separate educational facilities are inherently unequal?”
5. The Supreme Court ruling “became a catalyst for other civil rights gains...” What is a catalyst?

Writing Activity:

- Why do you think it took many years before the law was fully obeyed?
- The Supreme Court ruling “made the American school system more democratic and fair for all citizens.” Write your comments concerning this.

“Civil Rights Act of 1964” by Alex Lichtenstein (Page 39)

Vocabulary Check: refused, enforce, equality, sweeping, enforcing, segregation, illegal, and discrimination.

Comprehension Check:

1. What section of the country refused to enforce equality?
2. Why does the author call the Civil Rights Act of 1964 “one of the most sweeping civil rights laws in U.S. history?”
3. In what places other than schools was discrimination not permitted?
4. Discrimination was ruled illegal. In what areas?

Art:

- Illustrate the sweeping civil rights laws.
- Create a poster that reminds not to discriminate. Name specific areas.

“Tet Offensive and the Vietnam War” by Janine Richardson and Andrew Matthews (Page 40-41)

Pre-reading: Look at the photographs and the title. What can you tell about the war and America’s reaction to it?

Vocabulary Check: casualty, controversial, aiding, advising, nationalists, withdrawal, temporary, division, communists, opposing, philosophies, agenda, raged, corrupt, advisors, tactics, surveillance, involvement, engaged, convince, authorize, repel, resolve, psychological, stalemate, reevaluate, optimistic, launched, and guerrilla.

Comprehension Check:

1. The article states that the Vietnam War was a controversial war. What do the authors mean by that?
2. Vietnam was divided into North and South Vietnam. Which section did the United States advise and help with training? Why did the U.S. support that section?
3. What do the authors mean when they say, “U.S. involvement in the war shifted...”
4. Tell why the Tet Offensive was considered a psychological win.
5. Tell what pressure was put on the president of the U.S. after the Tet Offensive.
6. When American opinion of the war turned, what began to take place all over the country?
7. What was the U.S. military not prepared for in Vietnam?
8. When America removed military forces from Vietnam, what happened to the country?
9. Which part is in control of the entire country now?

Writing Activity:

- Do you know a Vietnam Veteran? Ask your parents if you can share this article with him. Ask for his opinion of the article. Write your thoughts after the conversation.
- Write a veteran a thank you note for his service.

“Moon Landing” by Marcia Amidon Lusted (Pages 42-43)

Pre-reading: Look at the photographs and title. Brainstorm what you think of when you hear “moon landing.”

Vocabulary Check: spaceflight, lunar, orbit, distant, transmitted, ghostly, command module, plaque, astronauts, civilian, arguably, achievement, generated, construction, unmanned, and exploration.

Comprehension Check:

1. What was significant about Apollo 11's mission?
2. Tell what Armstrong and Aldrin did while on the moon.
3. What were the Apollo 11 astronauts given in 2009?
4. What was the reaction of British scientists quoted in this article?
5. What does this article suggest about future moon trips?

Writing Activity:

- Pretend to be an astronaut who lands on the moon. Write your thoughts as you read the plaque left by former astronauts.
- Pretend to be one of the three astronauts from Apollo 11. Write a response to the British scientists who are quoted in this article.

"Watergate" by Kathiann M. Kowalski (Pages 42-43)

Pre-reading: Look at the photographs and title. Brainstorm what you think of when you hear "Moon Landing."

Vocabulary Check: insisting, resigned, illegally, reelect, burglary, wiretaps, opponents, conversations, associates, scandal, investigate, obstruct, prosecutor, assigned, advisors, initially, refused, eventually, edited, transcripts, release, unedited, subpoena, appealed, unanimous, opinion, rejected, privilege, evidence, presidential communications, criminal, outweighed, consideration, evidence, mounting, improperly, impeachment, cited, obstruction, abuse, contempt, released, revealed, informed, restore, confidence, balances, abuse, and executive.

Comprehension Check:

1. What was President Richard M. Nixon the first—and only—president to do?
2. Name two or more illegal actions taken in President Richard M. Nixon's reelection campaign?
3. What did the special prosecutor's team request from Nixon?
4. How did Nixon respond to the special prosecutor's request?
5. A missing tape was found that proved Nixon was involved in the cover up. What did Nixon do next?
6. What steps had the House Judiciary Committee already approved? What would have happened if Nixon had not resigned?

Writing Activity:

- What is your response to Chief Justice Warren Burger's ruling for Nixon? The author says, "The president was not above the law."

"Personal Computer" by Marcia Amidon Lusted (Page 44)

Pre-reading: Look at the photographs and the title. How has technology changed? How is it the same?

Vocabulary Check: hatched, microprocessor, silicon, incorporated, assembled, graphics, affordable, computing, surfing, technology, and globally connected.

Comprehension Check:

1. Tell about the inventors of the first personal computer.

2. How did the invention of the microprocessor change computers?
3. Name three or more improvements in personal computers since their first availability.
4. Tell some uses of a personal computer today.

Writing Activity:

- Write a thank you note to Steve Jobs or Steve Wozniak. Tell them how you use a personal computer. Thank them for their discovery.

“Internet” by Marcia Amidon Lusted (Page 44)

Vocabulary Check: linking, estimated, laboratories, and network.

Comprehension Check:

1. What was linked with the first computer network service?
2. When was the Internet created?

Writing Activity:

- Make a list of ways you use the internet.

“9/11” by Marcia Amidon Lusted (Page 45)

Pre-reading: What news event does this photograph and title retell?

Vocabulary Check: devastating, terrorist, occurred, hijackers, seized, deliberately, Pentagon, passengers, collapsed, evacuation, portions, halted, inbound, rerouted, jammed, alleged, oppressor, target, determined, wage, increased awareness, security, and aspects.

Comprehension Check:

1. What were your parents doing on September 11, 2001? Ask them.
2. How many hijackers took control of four U.S. planes on September 11, 2001?
3. Name where the four planes hit that day.
4. What happened to part of the Pentagon and to the two towers of the World Trade Center?
5. How did the Federal Aviation Administration respond? Why was this significant?
6. Al-Qaeda carried out the attacks on the U.S. Why?
7. How has 9/11 changed life in America?

Writing Activity:

- Write a statement you could share with a younger brother or sister who wants to know why it takes so long at the airport. Reassure the child that the airport security agents are trying to keep everyone safe.

“Barack Obama’s Election” by Peg Lopata (Page 46)

Pre-reading: Look at the picture and the title. Why was the 2008 U.S. presidential election significant?

Vocabulary Check: election, landmark, minority, indication, prejudiced, content, insistently, insisted, stressed, candidacy diverse, racism, cease, and exist.

Comprehension Check:

1. What made Election Day 2008 a landmark day?
2. What does Obama’s election show about Americans?
3. Name other firsts in U.S. history that were selected for ability, not backgrounds.
4. What did Obama encourage Americans to focus on?

Art:

- Illustrate what Americans have in common.

Writing Activity:

- Choose someone you know well who is a different age, race, sex, or religion. Make a list of things you have in common. Write the person a note saying how glad you are to know them.

“Going Global—Berlin Wall” by Marcia Amidon Lusted, illustrated by Bryan Langdo (Page 47)

Pre-reading: Look at the picture and the title. Why do you think one person is cheering?

Vocabulary Check: symbolic, ideological split, trenches, barbed wire, halt, exodus, destruction, signaled, era, and international relations.

Comprehension Check:

1. Why was the Berlin Wall built?
2. Describe the Berlin Wall and how it was guarded.
3. How long did the Berlin Wall remain in place?
4. What does the author mean when she says, “He (Mikhail Gorbachev) slowly relaxed the iron grip of communism in Eastern Europe?”
5. Who began the physical destruction of the Berlin Wall?

Research:

- Berlin Wall

Art:

- Illustrate the reuniting of East and West Berlin.

Writing Activity:

- Pretend to live in Berlin during the fall of the wall. Make a list of things that you would do now that you could travel freely from one part of Berlin to the other.

“A Sea Change” (Page 47)

Vocabulary Check: enormous, impact, contain, highlighted, experienced, remarkable, and transformation.

Comprehension Check:

1. Which articles stand out as sudden changes in direction?
2. Can you think of a personal sea change in your life?

“Creature Feature—The Famous Fala” (Back Cover)

Pre-reading: Look at the photograph and the title. Do you know who is pictured?

Vocabulary Check: economic depression, devastating, challenging, support, companion, eyewitness, identified, statue, and immortalized.

Comprehension Check:

1. Who was President Franklin D. Roosevelt’s constant companion?
2. What job was created because of Fala’s popularity?
3. How is Fala memorialized? Why is this unique?

Writing Activity:

- Pretend to be Fala's secretary. Read him a fan letter and write a response.