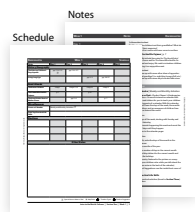


# Instructor's Guide Quick Start

The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. See **Section Three** for specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher. Here are some helpful features that you can expect from your IG.



## Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

## Maps

Map answer keys, located in **Section Three**, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



## 4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

## To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material.

**To Discuss After You Read**  
Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?  
A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

## Vocabulary

**orphan:** a child whose parents are dead.  
children's home: an orphanage.

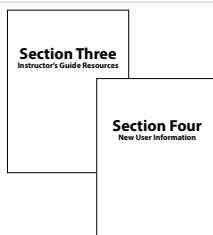
## Vocabulary

This section includes terms related to cultural literacy and general vocabulary words in one easy-to-find place.

## Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

**Note:** The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government moved 1.3 million people.



## Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

# How to Use the Schedule

## More notes with important information about specific books.


The **N** symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.


## 4-Day Schedule:


This entire schedule is for a 4-Day program. We provide a blank cell on Day 5 to allow for your own activities and topics that you would like to teach your children.

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Write in the week's date for your records.

The  symbol indicates there is a timeline suggestion in the notes for that day.





The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a figure for you to place on the timeline.












Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.

HISTORY E		WEEK 1					SCHEDULE			
Date:	Day 1	1	Day 2	2	Day 3	3	Day 4	4	Day 5	5
<b>History/Geography</b>										
<i>William Wilberforce</i>	chaps. 1-2		chaps. 3-4		chaps. 5-6		chaps. 7-8			
<i>Wee Sing America</i>	(re-)learn "The Star Spangled Banner" pp. 8-9.									
<b>Readers</b>										
<i>By the Great Horn Spoon!</i>	chap. 1		chaps. 2-3		chaps. 4-5		chap. 6-mid p. 76			
<b>Read-Alouds</b>										
<i>Moccasin Trail</i>	chap. 1		chap. 2		chap. 3		chap. 4			
<i>Oxford Illustrated Book of American Children's Poems</i>			p. 8				p. 9			
<b>Electives</b>										
<b>Other Notes</b>										

 Special Note to Mom or Dad  
  Map Point  
  Timeline Figure  
  Timeline Suggestion

Intro to American History, Year 2 of 2 | Section Two | Week 1 | 1

Date:	Day 1 <sub>1</sub>	Day 2 <sub>2</sub>	Day 3 <sub>3</sub>	Day 4 <sub>4</sub>	Day 5 <sub>5</sub>
<b>History</b>					
<b>Special</b>	<b>Day 1:</b> Parents and Students: make sure you both read the notes. 				
<b>The History of the Modern World</b>	Choose Topic to Research pp. 8–11; Introduction & 1900–09 Overview	1900 pp. 12–13   	1901 pp. 14–15  	1902 pp. 16–17  	
<b>Current Events</b>	<b>Parents and Students:</b> Please read the notes for <b>Current Events</b> in the Notes for Day 1 this week. 				
<b>Biographies and Historical Fiction</b>					
<b>The Road From Home</b>	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–9 	
<b>Other Notes</b>					

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## Day 1

### History

#### Special

**General Introduction to Our Studies of the 20th Century**

This year we study “20th Century World History”—the history of the world in our times: the history of the world that most impacts us today and that will most impact the world during your lifetimes.

As you well know, there are ratings placed on commercial films. If the 20th century were rated, it should probably receive an “NC-17” or, at the least, a very strong “R”—not so much for sexual content (though there is far too much of that), but for violence: human violence against humans.

The 20th century is by far the most violent in all of world history to the present.

You are likely well aware of Hitler and the Jewish holocaust in World War II. But it is quite likely that you are not so well informed about all the other genocides of this cen-

ture—beginning with the Turkish attempt to wipe out the Armenian people in the very earliest part of this century and continuing with deliberate policies of government that led to mass starvation in the Soviet Union and China (well over 60 million total killed in the two countries combined), and other tens of millions of deaths at the hands of warring factions the world over.

But despite the ugliness of this century, we need to look it in the face. We need to evaluate it for what it is, where it came from and where it is going. We need to evaluate the roots of this century: what historical events and intellectual influences shaped people’s thinking and actions. More on these matters in a moment.

But first, please consider what you will deal with this year is . . . .

**A Disturbing Study**

Your studies this year are quite likely to disturb you. Besides the “NC-17” content already mentioned, you may find that some things you have been taught or somehow simply came to believe as truth are . . . not true.

You may find, for instance, that members of certain groups you have been taught to mistrust as “enemies” (members of labor unions? socialists? communists?) have some legitimate gripes against the powers that be.

In other words, by being introduced to some of these “enemies” concerns, your world may become quite a bit more complex than it ever has been in the past. You will suddenly find yourself wrestling with issues that had never crossed your mind before.

There are other disturbing aspects to our study. Many people want to know “the right answer,” the Truth. You may be such a person. You may want to know what really happened. You may want to know what is right: what should have happened.

The problem is, in historical studies, as with courtroom cases, “the Truth” cannot always be discovered. It may be that the “prosecution” or “defense” was able, over time, to do away with the records of the “opposition.” At this point, due to the destruction of evidence, no one knows what “the other side” said or did—or what they would have said or done had they been permitted to hear the “testimony” of those who opposed them and who have since written all the history books.

Then again it may be that no one destroyed any records. All the records are available to you; it’s simply that it is too hard to determine what really happened. You can see the “prosecution’s” case; you can understand the “defense’s” case; you can understand how or why they would each see the situation as they do. But you also know that they have a disagreement—and you don’t know how to sort things through.

Finally, you may find yourself—simply lacking time, energy or other resources to hunt down “what really happened.”

You will need to learn the historian’s (and attorney’s and judge’s ...) habits of defining degrees of certainty: “There can be no question that ...” “The majority of evidence seems to indicate ...” “Jones says \_\_\_\_\_; however, ...”<sup>1</sup>

#### **MOST IMPORTANT! Day 2: Find Some Mentors**

Besides reading the books, articles, and notes assigned you, we recommend finding some mentors—people close at hand who can help you with your studies, encourage you when the going gets tough, and help you maintain your balance when you feel unsteady. Most likely, this will and ought to be your mom or dad; but you (and they) may want to enlist the help of someone else who has either studied many of the issues or who has access to books and research that may be outside your grasp.

Have these mentors stand with you and help you as you do your study. When you find yourself feeling confused, ask them to interpret things for you. Ask them if they can help you form an opinion or, in cases where it seems someone you would expect to disagree with has the stronger argument—ask your mentors if they can help you formulate a better response.

1. If you feel strongly that you must have absolute assurance about everything you are taught, you will be particularly uncomfortable this year.

#### **How to Study; What We Expect of You**

The history book we have chosen for you to read moves rather rapidly through the 20th century and attempts to avoid providing an interpretive framework. This affords some positive benefits: you get to read history much the way it was experienced by people living at the time.

It has the disadvantage, however, that, until you have done your reading you won’t have an obvious interpretive frame-work or outline into which you can place the events.

So. We provide some helpful suggestions below.

One. We suggest that you approach your studies the way you might approach building a jigsaw puzzle for which you believe you have most of the pieces, but for which there is no box or cover picture. You know the pieces are supposed to make a picture, you just don’t know what the picture is about ... As time goes on and you fit together two pieces here, and five pieces there, you will begin to get an idea of what the puzzle depicts. Finally, after many, many hours, you will probably get a glimpse of what this or that portion of the larger picture is supposed to portray. But it won’t be until all the pieces are fitted together—and you discover that there are still some substantial holes in the picture—pieces missing—that you will have a pretty good idea of what the puzzle is really about.

If you have done jigsaw puzzles, you know there are certain strategies one can follow to help organize pieces for putting the puzzle together: identify and collect edge pieces, for instance, by looking for pieces that have straight sides; sort and place pieces in piles according to common color; etc.

You may find you can benefit from a similar sorting process with the historical events and persons about which you read this year: take notes and sort your readings according to subject matter. For instance, collect literary and/or artistic events in one group, place political events in another, scientific and technological discoveries in a third, economic matters in a fourth, and so on.

Tie events of less universal significance to events that had broader impact on the world. For instance (and you may know of these key events already), you may want to organize your thinking around the following major events:

- World War I and the End of Monarchism (1914–1918)
- The Great Depression (1930–1939)
- World War II (1939–1945)
- The Cold War (1945–1989)
- The Social Revolution of the 60s (1961–1969/70)
- The Advent of the Personal Computer and Biotechnology (ca. 1980)

With these as anchor dates and events, you can sort others as “before,” “after,” or “during.” You may also be able to see how some of the more localized events are related to the broader movements and events of their day.

#### **A View of the 20th Century in World History**

If we had the time, we would begin our study of 20th century World History not in 1900 or 1901 but at least

as far back as 1789—the time of the French Revolution. Why would we do such a thing? Because the French Revolution was a precursor of so much of what we find in the 20th century.

To our knowledge, the French Revolution was the first time in human history in which there was a concerted effort to destroy any and all influences of religion upon daily life and national affairs.

There had been movements before in which people had sought to limit the influence of religion—particularly in the area of political affairs, but the French Revolution marked a turning point in that its leaders sought to eliminate religion from any and all influence upon the life of a nation.

After the French Revolution, we would call your attention to the American Civil War, the first conflict in Western history (history after the fall of Rome) in which civilians were accepted as military targets. Sherman’s “scorched earth” policy on his march to the sea became a precursor to tactics we have seen repeated throughout the 20th century.

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### ***The History of the Modern World* | Choose Topic to Research pp. 8–11; Introduction and 1900–09 Overview**

#### **Choose Topic to Research**

Today begins your adventure through the 20th Century! Please read the Introduction and the 1900–09 decade Overview on pages 8–11. Before diving into each decade, it is helpful to get a “big picture” overview of the events and trends that will develop over the course of the decade. After reading the Introduction and decade Overview, be sure to read through the Prime Events and Trends for 1900–09 outline, which can be found in this week’s notes for *The History of the Modern World*. **Note:** A Prime Events and Trends outline will be provided for each decade, so be sure to look for this section of the notes as you begin each subsequent decade.

Your assignment today also indicates you need to Choose a Topic to Research. Each decade, we would like for you to choose one key event that you would like to explore in-depth. So, as you get a “big picture” overview of the entire decade, you also need to choose an event to research in detail. We hope this combination of detailed research and “big picture” overview will give you a better, well-rounded understanding of the events of the 20th Century.

So what kind of research should you do? That’s up to you and your parents. At the end of each decade, you will be writing a short summary report about the decade, so a written report is certainly not necessary for your research. If you want to write a detailed research report, you’re welcome to do so, but we would like for you to use some thought and creativity as well. Interested in World War II? Perhaps part of your research could be watching a movie about World War II, such as *Saving Private Ryan*. Curious

about the birth of rock ‘n roll in the 1950s? Then explore that event by listening to music from that time period! Or maybe there’s a book you could read that discusses your chosen event in detail. The possibilities here are endless. Just read the decade overview, choose an event you want to learn more about, and then, with the help of your parents, decide upon a creative way to research your chosen event. Have fun!

#### **Event and Trend Outline**

We have yet to find the perfect book to teach 20th century world history. Each book has its own peculiar advantages and disadvantages.

The primary disadvantage to most books we’ve seen is that they get you so entangled in the details that you may never get the “big picture.” What’s happening on the macro scale?

So once a decade, rather than hitting the daily events or even the events of a particular year, we want to outline the bigger events and trends you should be watching develop over the course of that decade and, potentially, into the decade(s) that follow.

If you want to study this course primarily for an overview, we encourage you to concentrate on the events and trends listed here, and on the articles we have marked with a \* in the main section.

We should note, too: the notes tend to highlight items of interest to the United States and to Americans. Therefore, you will find few references, say, to the trends in other countries: apartheid, say, in South Africa, or civil wars that kill large numbers of people in other countries but go largely unnoticed in the United States.

#### **Prime Events and Trends for 1900–1909**

**Emotional Description for the Decade (from a U.S. perspective): A decade of hope.** The U.S. is beginning to flex its muscles on the international stage and its achievements in Panama (completion of the Canal), on land (Henry Ford’s automobile), and in the air (the Wright brothers’ airplane)—not to mention the rapid spread of “American” inventions like Edison’s light bulb and motion pictures—give it great influence worldwide.

**1898–July 1902: Spanish-American War leads to U.S.-Filipino War**—American soldiers, originally viewed as saviors by the Filipinos, are soon called upon to crush Filipino aspirations for independence. 4,200 U.S. soldiers, 20,000 Filipino soldiers, and 200,000 Filipino civilians die before the Philippines is subjected to U.S. control.

**1899–1902: Boer War**—Establishes a new low standard for treatment of civilians in Western warfare.

**1900: Chinese “Boxer Rebellion”**—Chinese nationalists—called “boxers” because they used martial arts and calisthenics rituals—seek to destroy Western encroachment into their society; they especially attack Christian missionaries.

**1900–1920s and beyond: Huge Advances in Travel**—First there is powered flight of a lighter-than-air vehicle (the Zeppelin dirigible; 1900), then of a heavier-than-air vehicle (the Wright brothers' airplane; 1903). The automobile becomes a vehicle for “everyone” (Ford introduces the Model A in 1903 and the Model T in 1908); meanwhile, automobile speed records keep rising, with 120 mph speeds reached in 1908. Railroads become faster with a 16-hour New York-to-Chicago run in 1902. The use of oil in shipping extends the speed and range of naval vessels and leads to ever-larger designs.

**1900–1921: Irish Republicans seek independence from England**—and eventually acquire Free State status (minus the six Northern counties).

**1900–1960s: Huge advances in centralization of power in social structures—most especially in governments and businesses—around the world.**

**1901: First experimental radio broadcast.**

**1903–1918: German and British maneuvering for control of Middle Eastern oil and supremacy on the seas leads to World War I.**

**1904–1905: Russia and Japan maneuvering for control of the Far East.** Japan keeps defeating Russian forces.

**1904–1914: Panama Canal is built.**

**1905–1918: Russian Czar loses power and Bolsheviks take over.**

**1907–1945: Eugenics movement gains acceptance, then the backing of the international scientific and legal communities** ... leading to forced sterilizations in the United States and, eventually, mass extermination (in Germany) of those considered “genetically unfit” or of the wrong class.

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## Current Events

Do three reports; at least two of international concern.

Parents: How to “Teach” (or Learn!) Current Events

If your students are unfamiliar with key people, dates, events, and terms, read together! Browse through a current news magazine together; choose an appropriate-looking article, then start reading. *If it helps, read the article out loud.* There should be no shame in this. If our students need our help, then we should give it to them. By helping them now, we reduce the need for us to help them later.

As you read, ask your students if they understand what the author is talking about. If you come across an uncommon or unfamiliar term, explain it or look it up. Try to give your students whatever historical, cultural, and other background you can. In addition, talk about what appear to be parallel situations with which they might be familiar from their studies of history or other cultures.

This process may be rather slow at the start, but it will enable your students to understand what they would have

otherwise never understood. It will give them a wealth of information they would otherwise know nothing about.

After you finish reading, have your students try to summarize what you just read. We have found that the best time to hold current event discussions is either over the dinner table or, for older students, during your daily student-teacher time.

We believe students need to learn that world affairs—matters of social, political, economic, and cultural concern—are appropriate for their interest: they should be informed about these matters, and they ought to be forming appropriate opinions about them.

The “textbook” for your study of current events should be articles found in current newspapers and magazines.<sup>2</sup>

We believe you should be able to make three verbal reports per week on some matter of significant local, regional, national, or international concern that you have read about this week. You should recount the details of the story and understand what the authors are talking about. But you should also be able to state who the protagonists are and what makes each matter significant: why should we care. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?

We believe you should be able to add a statement about your own position on the issues of the day (how you would like to see the matter turn out) and you should be able to explain why you believe and feel as you do.

**Note to Student or Parent:** Though you may make these written assignments, it is not *our* expectation that you or your students will be required to write these reports. We have always simply required *oral* presentations . . .

## Biographies and Historical Fiction

### ***The Road From Home*** | Chapters 1–2

#### Introductory Comments

With so many genocides in the Twentieth Century to choose from, why spend two weeks reading about the Armenian extermination?

The answer may be found in the pages before the Author’s Note. Read the quote by Talaat Pasha, that orders the Armenians all killed, “however criminal the measures taken may be.”

And then, the chilling statement by Hitler, ordering all Poles killed: “After all, who remembers today the extermination of the Armenians?”

Hitler uses as his justification for genocide the lack of memory of history!

May this quote spur you on to think about events in our world today, whether the genocide in Sudan, the horrific conditions in North Korea, or whatever other mind-numbing horrors are taking place.

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2. Many people wonder what magazines or newspapers we might suggest that could provide a broader, more well-rounded perspective on current events than those to which they are currently subscribing. See Instructor’s Guide Resources (**Section Three** in this guide) for a brief listing.

## Vocabulary

He would travel all over the country with ... **mohair**, which he also sold. (*a silk-like fabric or yarn made from the hair of the Angora goat*)

... in the distance could be heard the cries of the **muezzin** ... (*a chosen person at the mosque who leads the call to Friday service and the five daily prayers from one of the mosque's minarets*)

## To Discuss After You Read

**Note:** It's interesting how casually Veron refers to her father's business: "harvesting and selling the gum that was used in making opium" (p. 2). With the US so heavily invested in the "War on Drugs," it seems incongruous that there was a time where kind family men simply grew the ingredients for opium, today processed as heroin. What a different time that was.

1. Was Veron's family wealthy? How do you know? ➔ *well, with one doll between two sisters, it hardly seems like a wealthy family. Yet there is no sense of poverty or want, and they are rich in life and love*
2. At the end of the first chapter, Veron and her cousin are spanked for giving themselves bangs: "Only Turkish girls wear their hair in bangs. You have brought a disgrace upon our family" (p. 14). Would you call this racism? Or something else? ➔ *answers will vary: Imagine if a white girl today had her hair braided in cornrows, and then her mother spanked her and said, "Only black girls wear their hair in cornrows. You have brought disgrace upon our family." Ouch. From the Author's Note you can see that around the time of this chapter, in 1909, the Turks killed 30,000 Armenians. It could be that the Armenian parents simply didn't want to identify with their potential killers*
3. When Veron's mother says, "Whatever you do, Veron, you do for yourself" (p. 18), what does that mean? ➔ *answers will vary; possibly: Veron has control over her attitude; no one else can make her happy or sad*
4. Veron's Great-Grandma used to say, "It is important to have peace in old age" (p. 22). Veron is surprised that not everyone does, and her Grandma tells her, "it must be earned and acquired before one has grown old. It must be prepared for" (p. 22). What does this mean? ➔ *answers will vary*
5. Another proverb is, "What you learn in childhood is carved on stone; what you learn in old age is carved on ice" (p. 23). What do you think that means? ➔ *the learning you gain as a child is fixed within you for your whole life. The things you learn when old are much more fleeting*

## Timeline and Map Activities

- 🌐 **Note:** *the map in the front section of the book, that traces Veron's journey through Turkey.*

## Day 2

## History

**The History of the Modern World** | 1900  
pp. 12–13

## Note Concerning Discussion Questions

**Note to Mom or Dad:** The questions below and in weeks to come are meant to give you (and your students) that first level of assurance: Yes, they are reading the book(s). Yes, they are at least following the main story line.

This is a valid and necessary goal.

We encourage you, however, if you possibly can: go beyond these questions. If you find yourself able to steal a few minutes to read the books your students are reading on your own (every evening? on a Sunday afternoon?), please do so! How much richer both you and your students will be!

We have provided beginning answers to most questions, but when you get down to it, for many of the books—books that are touching on serious issues—our answers are really quite inadequate.

You, in knowledgeable discussion with your students, could do so much better ... if you have the time. If you don't have that time: please, use these questions. Use them for the purpose for which they have been written. And know that your students are still getting a better education under your tutelage than they are likely to get in any classroom setting!

## To Discuss After You Read

\* **Note:** Begun in late 1899, the Boer War was fought when Britain tried to take over the two Dutch ["Boer"] South African republics: the South African Republic [Transvaal] and the Orange Free State. The Boers fought to remain free.

6. Where is Knossos Palace, which archeologists excavate in 1900? ➔ *Crete*
7. According to Greek Mythology, whose palace was unearthed? ➔ *King Minos, son of Zeus*
8. What was the world population in 1900? ➔ *1.7 billion*
9. What was the goal of the *I-ho ch'uan* (also known as the Boxers)? ➔ *to drive all foreign influence from China*

\* **Note:** Your book does not mention that Filipinos overthrew the Spanish colonial power in June 1900. This event is an important precursor to American involvement in the Philippines.

During the course of the Philippine–American War, 200,000 Filipinos died: 20,000 soldiers, and 180,000 civilians. "Ironically, America had, in part gone to war because of the concentration camps introduced by the Spanish General, Weyler. The U.S. finally won the Philippine–American War by introducing the same technique in the Philippines," writes Robert Couttie in his article about the Spanish–American War.

## Timeline and Map Activities

- 🕒 **Boer War begins (late 1899)**
- 🕒 **Second modern Olympics held (1900)**
- 🕒 **Zeppelin's first flight (1900)**
- 🕒 **Boxer Rebellion begins in China (1900)**
- 📍 Crete ① (map 2)
- 📍 Great Britain ① (map 3)
- 📍 South Africa ① (map 5)
- 📍 China ①; Philippines ② (map 7)

## Current Events

### Biographies and Historical Fiction

#### **The Road From Home** | Chapters 3–4

##### Vocabulary

**Seljuks:** Turkish Sunni Muslim group that ruled the Middle East from the 11th to the 14th centuries.

##### To Discuss After You Read

10. Why is Grandma not deported? ➔ *two of her sons were serving in the Turkish army, which granted her clemency*
11. Papa says, “All men’s problems are caused by sleep. There is no such thing as conscious evil” (p. 38). Do you agree? ➔ *answers will vary*
12. According to Father, what allies do the Armenians have? ➔ *time is the only one on their side. Their Western “friends” are not true friends; only the missionaries, men of God who obey him and not the current political situation, are friends*

### Day 3

### History

#### **The History of the Modern World** | 1901 pp. 14–15

##### To Discuss After You Read

13. Queen Victoria rules Great Britain for how many years? ➔ *1837–1901*
14. \* Marconi sends a wireless telegraph message from England to Newfoundland. What is another name for this device? ➔ *radio*
15. What American president is shot to death in office, and who becomes president in his place? ➔ *President William McKinley is shot to death, the third American president killed in office. Teddy Roosevelt becomes president*
16. Alfred Nobel, best remembered as the founder of the Nobel Peace Prize, ironically made his fortune from the invention of what? ➔ *dynamite*

\* **Note:** The discovery of oil in Texas opens the rush for oil in the western United States. Previously, all oil had been

pumped from locations east of the Mississippi River. You need to understand the growing importance of oil at this moment in world history. Oil as a strategic and important resource was *just beginning* to be recognized. As F. William Engdahl points out:

In 1882, the black heavy sludge we know today as petroleum [*petro*=rock; *oleum*=oil] had little commercial interest other than for fuel to light new mineral oil lamps, [which lamps were only first] developed in Berlin in 1853 . . . . The development of the internal combustion engine had not yet revolutionized world industry. But at least one man understood the military-strategic implications of petroleum for future control of the world seas. Beginning with a public address in September 1882, Britain’s Admiral Lord Fisher, then Captain Fisher, argued to anyone in the British establishment who would listen that Britain must convert its naval fleet from bulky coal-fired propulsion to the new oil fuel . . . .

Fisher had done his homework on the . . . superiority of petroleum over coal as a fuel, and knew his reasoning was sound. A battleship powered by a diesel motor burning petroleum issued no tell-tale smoke, while a coal ship’s emission was visible up to 10 kilometers away. Where some 4 to 9 hours were required for a coal-fired ship to reach full power, an oil motor required only 30 minutes and could reach peak power within 5 minutes. To provide oil fuel for a battle-ship required the work of 12 men for 12 hours. The same equivalent of energy for a coal ship required the work of 500 men and 5 days. For equal horsepower propulsion, the oil-fired ship required 1/3 the engine weight, and almost one-quarter of the daily tonnage of fuel, a critical factor for a fleet, whether commercial or military. [Thus] the radius of action of an oil-powered fleet was up to four times as great as that of the comparable coal ship.

But at the time, Fisher was regarded by his English peers as an eccentric dreamer.

Meanwhile, by 1885 a German engineer, Gottlieb Daimler, developed the world’s first workable petroleum motor to power a road vehicle. Although automobiles were regarded as playthings of the ultra-rich until the turn of the century, the economic potentials of the petroleum era were beginning to be more broadly realized by many beyond Admiral Fisher and his circle.<sup>3</sup>

**Notes:** On September 7, 1901, the Peking Treaty ends the Boxer Rebellion. According to the Treaty, the Chinese must pay \$739 million and open ports to foreign troops.

On November 18, 1901, a British-U.S. treaty grants the U.S. the right to build the Panama canal in Central America. The conditions of the treaty were the canal must be neutral, be available to ships of all countries, and remain non-fortified [i.e., demilitarized].

##### Timeline and Map Activities

- 🕒 **Queen Victoria (1819–1901)**
- 🕒 **President William McKinley (1843–1901)**
- 🕒 **Peking Treaty ends Boxer Rebellion (1901)**

3. F. William Engdahl, *A Century of War: Anglo-American Oil Politics and the New World Order* (Concord, MA: Publishers Consortium, Inc, 1993), pp. 29–30.



- 🕒 **First Nobel prizes awarded (1901)**
- 📍 *Poldhu, Cornwall to St. Johns* ①; *Newfoundland* ② (map 11)
- 📍 *Texas* ① (map 12)

## Current Events

### Biographies and Historical Fiction

#### **The Road From Home** | Chapters 5–6

##### Vocabulary

**Lazes:** Caucasians from northeast Turkey.

**Circassians:** people of the northwest Caucasus.

**fez:** brimless felt hat with a tassel from the crown.

##### To Discuss After You Read

17. Grandpa does not understand why they are living in a time of trouble. Do you have an answer for him? ➔ *answers will vary*
18. What do you think of the proverb, “Hurrying comes from the devil, patience comes from Allah”? ➔ *answers will vary*
19. Grandpa makes the statement, “It is the not knowing that ages a man” (p. 62), especially not knowing when they would move or where they will go. Can you think of other examples of not knowing, in your family, that might age a person? ➔ *answers will vary*

## Day 4

### History

#### **The History of the Modern World** | 1902 pp. 16–17

**Note:** There is a misprint on page 16 stating Cecil John Rhodes authorized the Jameson Raid in 1995. The correct date is 1895.

##### To Discuss After You Read

20. Cecil Rhodes (1853–1902) dies. Name two things that he did in his life. ➔ *Rhodes was virtual dictator of the British Cape Colony in South Africa, founder of the De-Beers Mining Company, and a major force for British rule in South Africa*
21. The Boer War ends. What does Britain take control of? ➔ *South African gold mines*
22. What does the completion of the Aswan Dam in Egypt provide? ➔ *it controls the Nile and provides better irrigation*

**Note:** Scientists discover Yellow Fever is transmitted via mosquitoes. They postulate a microscopic virus is responsible.

##### Timeline and Map Activities

- 🕒 **Boer War ends (1902)**
- 📍 *Egypt* ② (map 5)

## Current Events

### Biographies and Historical Fiction

#### **The Road From Home** | Chapters 7–9

##### Vocabulary

The Turkish gendarmes have been **billeted** in all the townships. (*lodged*) [p. 80]

One day we came to a crossroad where a group of Turkish soldiers were **bivouacked**. (*temporary encampment often in an unsheltered area*) [p.85]

\* \* \*

**Cholera:** bacterium that causes exhaustive diarrhea. In its most severe forms, cholera is one of the most rapidly fatal illnesses known; infected patients may die within three hours if medical treatment is not provided. In a common scenario, the disease progresses from the first liquid stool to shock in 4 to 12 hours, with death following in 18 hours to several days, unless oral rehydration therapy is provided.

##### To Discuss After You Read

23. In several of the books we’ll read this year, the selfishness of survival overrules any desire to love one another. Is that Veron’s experience? ➔ *no. Those on the march love one another, and strive to lighten one another’s load, which makes their own load lighter. She says, “I realized that without the children to be saved, the elders might not have found the reason to go do, and without the elders to guide us, we, of course, would have been helpless victims” (p. 71)*
24. What do you think Papa means when he says that the tired man “alone must bear the conscience for an entire village” (p. 73)? ➔ *when everyone in a village ignored the passing Armenians, the one man sought to welcome them and provide succour. Perhaps the people in the village elected him to be the agent of mercy on their behalf; perhaps he alone could not abide the suffering without doing something about it. In any case, he is not permitted to extend help*
25. What thriving civilization once existed in the midst of the barren desert Veron finds herself in? ➔ *Mesopotamia: “It is the people, not the land, who are barren.”*
26. What disasters prevent Veron’s family from having enough to eat? ➔ *the Allies blocked all the Syrian ports so that no grain could enter the country. The entire wheat crop was demanded by the army. The previous year, a plague of locusts attacked everything growing, so that even farmers were without food. The refugees would be last to be fed*

27. What kills Veron's family members? ➔ *Cholera takes her sister and two brothers, Grandpa, and extended relatives. A broken heart killed her Mama*

**Timeline and Map Activities**

🌐 Constantinople ①; Baghdad ②; Damascus ③; Euphrates River ④ (map 1) ■

<b>Date:</b>	<b>Day 1</b> <small>6</small>	<b>Day 2</b> <small>7</small>	<b>Day 3</b> <small>8</small>	<b>Day 4</b> <small>9</small>	<b>Day 5</b> <small>10</small>
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**History**

<b>The History of the Modern World</b>	1903 pp. 18–23 🌐🗺️	1904 pp. 24–25 🌐🗺️	1905 pp. 26–27 🌐🗺️	1906 pp. 28–29 🌐🗺️	
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<b>Current Events</b>	Three reports this week.				
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**Biographies and Historical Fiction**

<b>The Road From Home</b>	chaps. 10–12	chaps. 13–15	chaps. 16–17	chaps. 18–19	
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**Other Notes**

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**Day 1**

**History**

**The History of the Modern World** | 1903  
pp. 18–23

**To Discuss After You Read**

- Why does the U.S. Congress attempt to limit immigration through a \$2 head tax and certain rules about who may be admitted to the country? ➔ *wages have been forced downward because of a large workforce, cities become more crowded, and new immigrants were Catholics and Jews*
- The Balkan region continues to roil with hatred and murder. The Christians and Muslims in the area cannot get along. The Turks, Albanians, and Bulgarians fight regularly. Who do the Bulgarians massacre? ➔ *165 Macedonian Muslims*
- Paul Gauguin dies. What artistic style was he known for? ➔ *impressionism*
- How does the French government crack down on Catholicism? ➔ *it starts to close all monasteries and forbids monks to teach*

- What couple wins the Nobel Prize for their work with radioactivity? ➔ *Pierre and Marie Curie*
- Still the flagship event of the sport, what famous bicycling race started this year in France? ➔ *the Tour de France*
- \* Wilbur and Orville Wright fly the first self-powered, heavier-than-air craft. The plane has moveable wing-tips and a lightweight motor. Where does this take place? ➔ *Kitty Hawk, North Carolina*

\* **Note:** Under military pressure from the United States, Cuba grants land to the United States for the purpose of establishing U.S. naval bases in Cuba. We took note, in 1900, of how the United States was involved in imperialistic activity. Cuba is another example. In Cuba,

The American military pretended that the Cuban rebel army did not exist. When the Spanish surrendered, no Cuban was allowed to confer on the surrender, or to sign it. [American] General William Shafter said no armed rebels could enter the capital city of Santiago, and told the Cuban rebel leader, General Calixto García, that not Cubans, but the old Spanish civil authorities, would remain in charge of the municipal offices in Santiago . . . .

📖 Note to Mom or Dad 🗺️ Map Point 🕒 Timeline Suggestion

The United States did not annex Cuba. But a Cuban Constitutional Convention was told that the United States army would not leave Cuba until the Platt Amendment, passed by [the American] Congress in February 1901, was incorporated into the new Cuban Constitution. This Amendment gave the United States “the right to intervene for the preservation of Cuban independence, the maintenance of a government adequate for the protection of life, property, and individual liberty . . . .” It also provided for the United States to get coaling or naval stations at certain specified points . . . .

A mass meeting of the American Anti-Imperialist League at Faneuil Hall in Boston denounced [the Platt Amendment], ex-governor George Boutwell saying: “In disregard of our pledge of freedom and sovereignty to Cuba we are imposing on that island conditions of colonial vassalage.” . . .

A committee was delegated by the [Cuban] Constitutional Convention to reply to the United States’ insistence that the Platt Amendment be included in the Constitution. The committee report . . . said:

For the United States to reserve to itself the power to determine when this independence was threatened, and when, therefore, it should intervene to preserve it, is equivalent to handing over the keys to our house so that they can enter it at any time, whenever the desire seizes them, day or night, whether with good or evil design.

The report termed the request for coaling or naval stations “a mutilation of the fatherland.” It concluded:

A people occupied militarily is being told that before consulting their own government, before being free in their own territory, they should grant the military occupants who came as friends and allies, rights and powers which would annul the sovereignty of these very people. That is the situation created for us by the method which the United States has just adopted. It could not be more obnoxious and inadmissible.

With this report, the Convention overwhelmingly rejected the Platt Amendment.

Within the next three months, however, the pressure from the United States, the military occupation, the refusal to allow the Cubans to set up their own government until they acquiesced, had its effect; the Convention, after several refusals, adopted the Platt Amendment. General Leonard Wood wrote in 1901 to Theodore Roosevelt: “There is, of course, little or no independence left Cuba under the Platt Amendment.”

Cuba was thus brought into the American sphere, but not as an outright colony.<sup>1</sup>

**Note:** Why was the United States so interested in Cuba? For one, because of the American financial interests already in the country. As President Grover Cleveland indicated in 1896, “It is reasonably estimated that at least from \$30,000,000 to \$50,000,000 of American capital are invested in the plantations and in railroad, mining, and other business enterprises on the island. The volume of trade between the United States and Cuba, which in 1889 amounted to about \$64,000,000, rose in 1893 to about \$103,000,000.”<sup>2</sup> But besides the business interests already there, we ought not to ignore the business *prospects* that lay immediately to hand in the future:

The *Lumbermen’s Review*, spokesman for the lumber industry, said in the midst of the war: “The moment Spain drops the reigns of government in Cuba . . . the moment will arrive for American lumber interests to move into the island for the products of Cuban forests. Cuba still possesses 10,000,000 acres of virgin forest abounding in valuable timber . . . nearly every foot of which would be saleable in the United States and bring high prices.”

Americans began taking over railroad, mine, and sugar properties when the war ended . . . . United Fruit moved into the Cuban sugar industry. It bought 1,900,000 acres of land for about twenty cents an acre. The American Tobacco Company arrived. By the end of the occupation, in 1901, [Philip] Foner estimates that at least 80 percent of the export of Cuba’s minerals were in American hands, mostly Bethlehem Steel.<sup>3</sup>

\* **Note:** Germany acquires from the Turkish government the right to build a railroad that will connect Baghdad to Constantinople. This acquisition will contribute to the outbreak in 1914 of what we know as World War I. F. William Engdahl notes:

By 1896 a rail line was open which could go from Berlin to Koniah deep in the Turkish interior of the Anatolian highlands . . . . The ancient rich valley of the Tigris and Euphrates rivers was coming into sight of modern transportation infrastructure . . . . The rail link, once extended to Baghdad and a short distance further to Kuwait, would provide the cheapest and fastest link between Europe and the entire Indian subcontinent . . . .

From the English side, this was [of grave concern]. “If ‘Berlin-Baghdad’ were achieved, a huge block of territory producing every kind of economic wealth, and unassailable by sea-power would be united under German authority,” warned R.G.D. Laffan, at that time a senior British military adviser . . . .

“German and Turkish armies would be within easy striking distance of our Egyptian interests, and from the Persian Gulf, our Indian Empire would be threatened. The port of Alexandretta and the control of the Dardanelles would soon give Germany enormous naval power in the Mediterranean.”

Laffan hinted at the British strategy to sabotage the Berlin-Baghdad link. “A glance at the map of the world will show how the chain of States stretched

1. Howard Zinn, *A People’s History of the United States* (HarperCollins, 2003), 309–312. Questions to consider: What article of the Constitution gives the federal government of the United States of America the right to control the affairs of a foreign country? And for your consideration: How do you think the people—and especially the political leaders—of Cuba

would have felt about the United States as a result of the United States’ policies and practices toward them?

2. *Ibid.*, pp. 302–303.

3. *Ibid.*, p. 310.

from Berlin to Baghdad. The German Empire, the Austro-Hungarian Empire, Bulgaria, Turkey. One little strip of territory alone blocked the way and prevented the two ends of the chain from being linked together. That little strip was Serbia. Serbia stood small but defiant between Germany and the great ports of Constantinople and Salonika, holding the Gate of the East . . . . *Serbia was really the first line of defense of our eastern possessions. If she were crushed or enticed into the 'Berlin-Baghdad' system, then our vast but slightly defended empire would soon have felt the shock of Germany's eastward thrust.*"<sup>4</sup>

**Notes:** The newly-formed Republic of Panama concludes a treaty with the United States regarding a canal. Panama agrees to a U.S. zone on both sides of the canal, and allows U.S. troops there.

If you scan the sidebars in your book, you will notice that there is a significant amount of unrest and violence around the world at this time. Here are a few of the events you should be aware of:

- Scores of Russian Jews die during a pogrom in Kishinev on Easter Sunday.
- The Serbian King and Queen are murdered in Belgrade.
- Ottoman Turkish forces exterminate entire villages in Monistir [present-day Bitola], Macedonia.

**Timeline and Map Activities**

- 🕒 **Paul Gauguin (1848–1903)**
- 🕒 **Wilbur and Orville Wright's first flight (1903)**
- 🕒 **Pierre and Marie Curie win Nobel Prize (1903)**
- 📍 *Bulgaria* ② (map 2)
- 📍 *France* ② (map 3)
- 📍 *Turkey* ① (map 6)
- 📍 *Cuba* ① (map 8)
- 📍 *Kitty Hawk, North Carolina* ① (map 13)
- 📍 *Review the Austro-Hungarian Empire* (map 15)

**Current Events**

**Biographies and Historical Fiction**

**The Road From Home | Chapters 10–12**

**Vocabulary**

... they put their hands to their mouths and sent out a ringing **tremolo**. (*a regular and rapid alternation between two notes*)

**To Discuss After You Read**

8. Is Veron's Papa concerned that she isn't more active, that her days are boring? ➔ *no. He is happy that she can rest, as the travelers were more tired than they realized*

4. F. William Engdahl, *A Century of War: Anglo-American Oil Politics and the New World Order* (Concord, MA: Publishers Consortium, Inc., 1993), pp. 33–34.

9. What is Papa's final wish for Veron? ➔ *that she would re-found the race in a land far distant from Turkey, where her children could be free from the wounds of the extermination*

**Day 2**

**History**

**The History of the Modern World | 1904**  
pp. 24–25

**To Discuss After You Read**

10. ✳ What happens at Port Arthur (now Lü-shun) in southern Manchuria? ➔ *Japan attacks and destroys the Russian fleet*  
Both Japanese and Russian troops invade Korea.
11. British forces entered Tibet to prevent incursions in the area by what country? ➔ *Russia*
12. Were any forces from this country encountered by the British? ➔ *no*
13. How do France and England settle disputes? ➔ *Britain allows France to maintain control of Morocco and allows French fishermen to fish off Newfoundland. France allows Britain control of the Suez Canal and Egypt*

**Notes:** The African Herero people were angry enough to kill more than 120 German colonists in Southwest Africa because of Germany's failure to compensate the tribe for land used to build a railroad and for German seizure of Herero cattle.

Russian Czar Nicholas II tries to appease the strikers, but his suggestions do not succeed. He proposes liberty for peasants, increased press rights, and increased religious freedom, but he refuses to consider the idea of a constitutional assembly.

On March 14, 1904, the Supreme Court applies the Sherman Antitrust Act to Northern Securities. The Northern Securities case hides an astonishing and wonderful story. As Burton W. Folsom, Jr. points out,

[M]ost historians say there was no way to get the happy ending of the transcontinental [railroad] story without federal aid. "Unless the government had been willing to build the transcontinental line itself," John Garraty typically asserts, "some system of subsidy was essential."

But there is a nagging problem in this argument. While some of this rush for subsidies was still going on, James J. Hill was building a transcontinental from St. Paul [Minnesota] to Seattle with no federal aid whatsoever. Also, Hill's road was the best built, the least corrupt, the most popular, and the only transcontinental never to go bankrupt. It took longer to build than the others, but Hill used this time to get the shortest route on the best grade with the least curvature. In doing so, he attracted settlement and trade by cutting costs for passengers and freight . . .

As Hill built his railroad across the Northwest, he followed a consistent strategy. First, he always built slowly and developed the export of the area before he moved farther west. In the Great Plains this export was wheat, and Hill promoted dry-farming to increase wheat yields. He advocated diversifying crops and imported 7,000 cattle from England and elsewhere, handing them over free of charge to settlers near his line. Hill was a pump-primer. He knew that if farmers prospered, their freight would give him steady returns every year. The key was to get people to come to the Northwest. To attract immigrants, Hill offered to bring them out to the Northwest for a mere \$10.00 each if they would farm near his railroad . . . . To make sure they prospered, he even set up his own experimental farms to test new seed, livestock, and equipment. He promoted crop rotation, mixed farming, and the use of fertilizers. Finally, he sponsored contests and awarded prizes to those who raised meaty livestock or grew abundant wheat.<sup>5</sup>

Hill's approach to railroad building was particularly striking in contrast to Henry Villard, the on-again, off-again operator of the government-subsidized Northern Pacific Railroad.

Congressmen chartered the Northern Pacific in 1864 as a transcontinental running through the Northwest. They gave it no loans, but granted it forty sections of land per mile, which was twice what the UP [Union Pacific] received. Various owners floundered and even bankrupted the NP, until Henry Villard took control in 1881 . . . .

Villard had many of the traits of his fellow transcontinental operators. First, like Jay Gould, he manipulated stock . . . . Second, like the Big Four on the CP [Central Pacific; the Big Four were Leland Stanford, Collis Huntington, Charles Crocker, and Mark Hopkins—men who used their wealth and political pull to dominate and sometimes bribe California legislators in order to prevent any competing railroad from entering California], Villard liked monopolies. He even bought railroads and steamships along the Pacific coast, not for their value, but to remove them as competitors. Finally, like the leaders of the UP, Villard eagerly sought the 44,000,000 acres the government had promised him for building a railroad.<sup>6</sup>

As Hill pushed [his Great Northern Railroad] westward, slowly but surely, the Northern Pacific was there to challenge him. Villard had first choice of routes, lavish financing from Germany, and 44,000,000 acres of free federal land. Yet it was Hill who was producing the superior product at a competitive cost. His investments in quality rails, low gradients, and short routes saved him costs in repress and fuel every trip across the Northwest. Hill, for example, was able to outrun the Northern Pacific from coast to coast at least partial because his Great Northern line was 115 miles shorter than Villard's NP.

More than this, though, Hill bested Villard in the day-to-day matters of running a railroad. For example, Villard got his coal from Indiana, but Hill got his from Iowa and saved \$2.00 per ton.<sup>7</sup>

Just a few more pieces of background, and then we'll get to the heart of the story.

In the depression year of 1893, all the transcontinental owners but Hill were lobbying in Congress for more government loans . . . .

Hill criticized the grab for subsidies, but here is the ironic twist: those who got federal aid ended up being hung by the strings that were attached to it. In other words, there is some cause and effect between Hill's having no subsidy and prospering and the other Transcontinentals' getting aid and going bankrupt. First, the subsidies, whether in loans or land, were always given on the basis of each mile completed. In this arrangement, . . . the incentive was not to build a quality line, as Hill did, but to build quickly to get the aid. This resulted not only in poorly built lines but . . . increased fuel costs . . . costly repairs and accidents along the line. Hill had no subsidy, so he built slowly and methodically . . . [and] had lower fixed costs than did his subsidized competitors.

By building the Great Northern without government interference, Hill enjoyed other advantages as well. He could build his line as he saw fit. Until . . . the 1890s, American rails were inferior to some foreign rails, so Hill bought English and German rails for the Great Northern [rails that cost him not only their original price and shipping, but steep government-mandated protective tariffs as well; Hill's rails cost 50 percent more than the rails his rivals purchased]. The subsidized transcontinentals were required in their charters to buy American-made steel, so they were stuck with the lesser product. Their charters also required them to carry government mail at a discount, and this cut into their earnings. Finally, without Congressional approval, the subsidized railroads could not build spur lines off the main line. Hill's Great Northern, in contrast, looked like an octopus, and he credited spur lines as critical to his success.<sup>8</sup>

Hill became America's greatest railroad builder, he believed, because he followed a consistent philosophy of business. First, build the most efficient line possible. Second, use this efficient line to promote the exports in your section . . . . Third, do not overextend; expand only as profits allow . . . .<sup>9</sup>

Now we come to our story.

What Hill ultimately deplored more than tariffs and subsidies [was] . . . the Sherman Anti-trust Act. Congress passed these vague laws to protest rate hikes and monopolies. They were passed to satisfy public clamor (which was often directed at the wrongdoing committed by Hill's subsidized rivals). Because they were vaguely written, they were harmless until Congress and the Supreme Court began to give them specific meaning. And here came the irony: laws that were passed to thwart monopolists, were applied to thwart Hill . . . .

As written, the Sherman Act banned "every combination . . . in restraint of trade." This vaguely written law was an immediate problem because every act of trade potentially restrains other trade. This meant that the courts would have to decide what the law meant. The first test of the Sherman Act, the *E. C. Knight* case (1895), liberated entrepreneurs to freely buy and sell. The American Sugar Refining Company

5. Burton W. Folsom, Jr., *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America*, 3rd Edition (Herndon, VA: Young America's Foundation, 1996), 17, 18, 27.

6. *Ibid.*, pp. 22–23.

7. *Ibid.*, p. 28.

8. *Ibid.*, pp. 29–30.

9. *Ibid.*, p. 34.

had bought the E. C. Knight company and thereby held 98 percent of the American sugar market. The Supreme Court upheld this acquisition because no one had tried to “put a restraint upon trade or commerce.” No one stopped anyone else from producing sugar and competing with American Sugar Refining. Therefore, the trade was legal even though “the result of the transaction ... was creation of a monopoly in the manufacture of a necessary of life ...” In fact, other sugar producers did enter the market and steadily whittled the market share of American Sugar Refining from 98 to 25 percent by 1927.

With the *E. C. Knight* case the law of the land, Hill saw no problem when he created the Northern Securities Company in 1901. After the Panic of 1893, Hill bought a controlling interest in the bankrupt NP and sometimes used it to ship his own freight. In 1901, Hill added the Chicago, Burlington, and Quincy to his holdings; this allowed him to tap markets to the South in lumber, meat-packing, and cotton. That same year he placed his stock in the GN, NP, and CB&Q in a holding company called the Northern Securities Company. Hill pointed out that in doing this he was not restraining trade; he was combining three smaller companies he already controlled into one larger company. Actually, competition among the transcontinentals was keener than ever ...

Hill was therefore disappointed when President Theodore Roosevelt urged the Supreme Court to strike down the Northern Securities under the Sherman Act. He called the Northern Securities a “very arrogant corporation” and Hill a “trust magnate, who attempts to do what the law forbids.” But, of course, no one knew what the Sherman Act did or did not forbid. To lead his defense, Hill hired John G. Johnson, who was the “successful warrior” in the *E. C. Knight* case. Johnson defended the Northern Securities in much the same way he had defended the E. C. Knight Company. He argued that the Northern Securities did not restrain trade or bar other railroads from entering the Northwest ... With the *E. C. Knight* case as a precedent, with rates falling on Hill’s railroads, and with competition stiff between the GN and the UP, Johnson argued his case with confidence.

In 1904, however, in a landmark case, the Supreme Court decided five to four against the Northern Securities. It had to be dissolved ...

The *Northern Securities* decision, then, overturned the *E. C. Knight* case. Now “the mere existence” of a large corporation was seen as a threat to trade and therefore unlawful ...

Since “the mere existence of such a combination” as the Northern Securities was bad, all large corporations now had to fear prosecution. Just how much this hurt American trade, at home and abroad will never be known. Robert Sobel and other business historians have argued that this fear of being too big made some corporations stifle innovation and reduce their dominance in their industries in order to protect inefficient competitors. General Motors and IBM are frequently cited as examples of companies that dulled their competitive edge to help their rivals survive.<sup>10</sup>

#### Timeline and Map Activities

- 🕒 **Russia and Japan at war (1904)**
- 🗺️ **Russia’s Trans-Siberian railroad completed (1904)**

10. Ibid., pp. 35, 36–39.

- 🕒 **Teddy Roosevelt elected president (1904)**
- 🗺️ *Port Arthur (now Lü-shun)* 📍; *Manchuria, Tibet* 📍 (map 7)
- 🗺️ *Southwest Africa (Namibia)* 📍 (map 11)

#### Current Events | Three reports this week

#### Biographies and Historical Fiction

#### *The Road From Home* | Chapters 13–15

##### To Discuss After You Read

14. When Veron sees her Grandma again, she is surprised at how different she looks. Has this ever happened to you? To see a relative or friend after some absence and realize how much they have changed? ➔ *answers will vary*
15. For the relatives who did not have to leave Azizya, was life easy? ➔ *no, though the number of people who died was less*
16. Veron realizes that ties of blood do not bring people together. What does? ➔ *the way they respond to their experiences*
17. Veron feels guilty that she does not have such sadness as Grandma. How does Grandma respond? ➔ *a young heart can heal its ache, and later in life, the memories will resurface. While young, though, it is better for a child to grow without bad memories, so the child will grow up healthy*

#### Day 3

#### History

#### *The History of the Modern World* | 1905 pp. 26–27

##### To Discuss After You Read

\* As workers march in St. Petersburg for improved working conditions, the Czar’s troops fire on the marchers. Bloody Sunday leaves 105 dead.

18. What is the name of the Russian battleship with the crew that mutinied? ➔ *the Potemkin*
19. What is the Duma that the Czar establishes? ➔ *a consulting body with no right to pass legislation*

On October 30, 1905, the Czar signs over new constitutional rights to his people, ending the last autocratic government in Europe.

20. What famous scientist publishes his “Special Theory of Relativity”? ➔ *Albert Einstein*

**Notes:** German Kaiser Wilhelm makes political waves this year. First, his visit to Morocco makes the French feel threatened. Then, he forms a defensive alliance with Russia.

On August 8, 1905, U.S. President Roosevelt moderates a meeting between Russian and Japanese leaders. The countries meet because Russia seeks the end of the war due to massive loss of lives and arms, and Japan is bankrupt. Talks cover use of the Russian-built Manchurian railroad, Russian fishing rights, and sovereignty over Korea and Manchuria. The two countries eventually agree to a set of terms memorialized in the Treaty of Portsmouth: Russia leaves Manchuria and loses its only ice-free Pacific harbor, while Japan gains free reign in Korea and additional fishing rights.

#### Timeline and Map Activities

- 🕒 **Bloody Sunday (1905)**
- 🕒 **Russia and Japan agree to a treaty (1905)**
- 📍 *St. Petersburg, Russia* ③; *Odessa, Russia* ④ (map 2)
- 📍 *Morocco* ⑤ (map 5)

**Current Events** | Three reports this week

### Biographies and Historical Fiction

**The Road From Home** | Chapters 16–17

#### To Discuss After You Read

21. Why does Aunt Arousiag abandon Veron? ➔ *in her bitterness and grief, she hates Veron and wishes Veron had died instead of her own children*
22. “At the end of every bad road, a good road begins” (p. 162). Is this aphorism true for your life?
23. What incredible escapes does Veron make in these chapters? ➔ *when the house she is in is bombed, and the other children in the same room die, she escapes with a calf muscle wound, without even a broken bone. When the Greek general desires to adopt her, she escapes from his house in the middle of the night and walks to the church, where she is granted safety*
24. What unusual way did Aunt Lousapere come to find Veron? ➔ *Veron’s mother came to her in a dream and told her that “the apple I was carrying in my pocket fell into the stream—quick, run and grab it before it floats away” (p. 171). Since, apparently, apples mean “soul” in dreams, the Aunt hurried to find Veron—and did!*

## Day 4

### History

**The History of the Modern World** | 1906  
pp. 28–29

#### To Discuss After You Read

25. The Liberal Party took advantage of what to win a landslide victory in the British general elections? ➔ *the Conservative Party’s divisions on tariff reform*

26. ✳ What happens in San Francisco? ➔ *an earthquake destroys the city and kills thousands*

Another major natural disaster occurs this same month when Mount Vesuvius erupts in Italy, killing hundreds.

27. Six thousand U.S. troops are sent where to restore order? ➔ *Cuba*

**Note:** Suffragettes in England, France, and the U.S. decide to use violence to gain the right to vote.

**\* Note:** Although not mentioned in your book, on June 30, 1906, President Roosevelt signs the Food and Drug Act which eventually led to the creation of the Food and Drug Administration.

#### Timeline and Map Activities

- 🕒 **American troops land in Cuba (1906)**
- 📍 *Mount Vesuvius* ① (map 1)
- 📍 *San Francisco* ② (map 12)

**Current Events** | Three reports this week

### Biographies and Historical Fiction

**The Road From Home** | Chapters 18–19

#### To Discuss After You Read

28. After Veron is “adopted” by a wealthy woman, and treated more like a servant, she says, “The very rich are miserable, I thought, but it’s not the kind of misery one can feel sorry for” (p. 179). What does she mean? ➔ *answers will vary*
29. Veron has several other miraculous escapes in these chapters. What? ➔ *Aunt Lousapere formulates a story to fool the wealthy “adoptive mom,” so Veron can return to live with her. Then, when Turkish Mustafa Kemal arrives in Smyrna, Veron, along with 5000 other Armenians gathered in the church/hospital complex. Those outside the complex were slaughtered. As those inside ran out of food, a nurse escaped in disguise and went to seek help. Turned down repeatedly, she finally found a doctor who came and pleaded with the Turkish soldiers that those in the complex were sick and harmless. And so they were set free ■*



Date:	Day 1 <small>11</small>	Day 2 <small>12</small>	Day 3 <small>13</small>	Day 4 <small>14</small>	Day 5 <small>15</small>
<b>History</b>					
<i>The History of the Modern World</i>	1907 pp. 30–31 🌐🗺️	1908 pp. 32–35 🗺️	1909 pp. 36–37 🌐🗺️	Decade Summary Paper 📖	
<b>Current Events</b>	Three reports this week.				
<b>Biographies and Historical Fiction</b>					
<i>The Road from Home</i>	chaps. 20–22	chaps. 23–24 🗺️			
<i>Labor’s Untold Story</i>			pp. 91–104	pp. 114 (“The Conservative Mr. Debs”)–119; pp. 123–131	
<b>Other Notes</b>					

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**Day 1**

**History**

**The History of the Modern World** | 1907  
pp. 30–31

**To Discuss After You Read**

1. On February 13, 1907, police arrest 57 British suffragettes. Why? ➔ *they had attempted to storm Parliament*
2. Where does the 8,000 mile long auto race course lead? ➔ *from Peking to Paris*
3. What two famous British ships broke transatlantic speed records this year? ➔ *the Lusitania and the Mauretania*
4. What technological advance do the French Lumiere brothers achieve? ➔ *color photography*

**Note:** The San Francisco earthquake that occurred in 1906 led to the “silent” stock market crash in March of 1907. By May of 1907 the economy slipped into a recession. In October the Panic of 1907 occurred when the New York Stock Exchange fell almost 50%, which is known as the Knickerbocker Crisis. These events eventually led to the creation of the Federal Reserve System in 1913.<sup>1</sup>

**Note:** Sun Yat-Sen’s party, the *Kuomintang*, seeks to overthrow the Manchu government of China and replace it with a national republican state and land redistribution reform.

**Timeline and Map Activities**

- 🌐 **Stock Market crashes (1907)**
- 🗺️ *Paris, France* ① (map 4)
- 🗺️ *Peking* ⑤ (map 7)

1. <https://libertystreeteconomics.newyorkfed.org/2016/11/the-final-crisis-chronicle-the-panic-of-1907-and-the-birth-of-the-fed.html>, accessed September 11, 2019.

## Current Events | Three reports this week

### Biographies and Historical Fiction

#### **The Road From Home** | Chapters 20–22

##### To Discuss After You Read

5. In what seems like incredible callousness, all foreign ships declined to save the Armenians from the destruction of Smyrna, opting instead to save only their own citizens. What might be their rationale? ➔ *perhaps they wanted to stay on good terms with the Turks by staying neutral. Perhaps, in the face of such overwhelming need, they decided against saving any, unlike the men of conscience who help the Armenians escape and believe that they can be saved*
6. What keeps Auntie from drowning herself? ➔ *Veron offers her hope: that Hrpsime is alive, that something will happen*
7. In the nightmare on the quay, what miracle preserves the people? ➔ *no burning building facades fall on the massed people. They stand erect until the fires burn out*
8. What made America attractive to Veron? ➔ *the fact that, even in the midst of war, the American government was able to find its citizens and offer safety*
9. Why is Veron's first engagement broken off? ➔ *Veron realizes that her future mother-in-law would be very hard to please. Her Aunt seeks out a priest who, when consulting an astrology book, declares that Veron will have a large family, and be poor and unhappy for the rest of her life. In order to allow the other family to save face, Aunt Lousapere goes to the mother and claims that Grandmother is coming, and therefore, all arrangements are off*

## Day 2

### History

#### **The History of the Modern World** | 1908 pp. 32–35

##### To Discuss After You Read

10. What do the Turkish people demand that the Sultan fulfill? ➔ *re-establish the constitutional government*
11. What leader of the revolutionary Young Turks would become the father of modern Turkey? ➔ *Mustafa Kemal*
12. Where are the Olympics held? ➔ *London*
13. The Olympics were marked by squabbling between athletes of what two countries? ➔ *Great Britain and the U.S.*

14. The annexation of Bosnia and Herzegovina by what country brought all of Central Europe to the brink of war? ➔ *Austria*
15. ✱ The first Model T is released. What is special about this car? ➔ *it is priced for all to buy*
16. What does Belgium annex? ➔ *the Congo*
17. What autocrat had ruled the region for almost 30 years? ➔ *Leopold II*
18. Who was the first black heavyweight champion of the world? ➔ *Jack Johnson*

**Note:** On November 14, 1908, the Dowager Empress of China dies. China's new emperor is an infant. Not all the Chinese hope for a new constitutional monarchy. Some desire it, while others hope for Manchu overthrow and establishment of a republic.

##### Timeline and Map Activities

- 📍 *London* ② (map 1)
- 📍 *Belgium* ② (map 4)
- 📍 *Congo* ④ (map 5)
- 📍 *Turkey* ① (map 6)
- 📍 *Bosnia-Herzegovina* ① (map 20)

## Current Events | Three reports this week

### Biographies and Historical Fiction

#### **The Road From Home** | Chapters 23–24

##### To Discuss After You Read

19. Although Veron longs to live in America, she hesitates to marry Melkon Kherdian in America. Why? ➔ *a mail-order bride, whose qualification is that she's an orphan, is quite unromantic. Also, America is so far from her family, and there would be no one to protect her, should he be a drunkard or gambler. And factory work is dangerous, so even were he to be a good provider, there is no guarantee that he would always be so. However, he could offer security and safety, a home with proper food*
20. What makes her decide to marry? ➔ *she decides she's done with being passive: "I would have to make a jump, deliberately, and on my own, or I would again be a victim" (p. 229). And then, the decision is basically taken out of her hand: in order for Hrpsime and her Aunt to survive, they need one less mouth to feed. Veron can leave, and she has a good feeling about doing so*

##### Timeline and Map Activities

- 📍 *Salonika* ⑤; *Anatolia* ⑥ (map 1)
- 📍 *Chicago* ①; *Wisconsin [delightfully spelled "Veeskahn-tzsun" in the text]* ② (map 2)

## Day 3

### History

#### **The History of the Modern World** | 1909 pp. 36–37

##### To Discuss After You Read

21. What artistic movement gets its start in Paris? ➔  
*Futurism*
22. Robert Peary makes a name for himself when he does what? ➔ *he reaches the North Pole*
23. Who challenges Peary's claim to be the first to reach the North Pole? ➔ *Frederick Cook*
24. Louis Bleriot makes a name for himself. How? ➔ *he is the first to successfully fly across the English Channel*

**Note:** Germany loses Prince von Bulow as chancellor while France ousts Clemenceau as premier. The loss of von Bulow is viewed with consternation because he had served as a moderating balance to the oft-times abrasive German Kaiser Wilhelm; he has been replaced by a long-time friend of the kaiser, the diplomatic ingénue, Bethmann-Hollweg—i.e., someone whom few people expect will provide a counterbalance to the kaiser.

**Note:** An angry Korean assassinates Prince Ito of Japan. Prince Ito is remembered for his role in helping to write the Japanese constitution and for making Japan into a world power.

##### Timeline and Map Activities

- 🕒 **William Howard Taft (1857–1930) becomes president of the U.S. (1909)**
- 📍 *English Channel* ③ (map 1)
- 📍 *Paris* ① (map 4)
- 📍 *North Pole* ④ (map 11)

##### Current Events | Three reports this week

### Biographies and Historical Fiction

#### **Labor's Untold Story**<sup>2</sup> | pp. 91–104

##### Introductory Comments

**Note:** Please use the questions as a starting point for discussion. There are no given answers for this book.

It shouldn't take long for an aware person to realize that the book was written, if not by Communists, then by strong Communist sympathizers.

Karl Marx, the "father" of modern communism, believed in and taught a class consciousness. Forget individual achievement and individual responsibility; the (Darwinian) struggle for survival is a struggle between socio-economic classes.

And so we find the authors of *Labor's Untold Story* speaking of "monopoly" not as a status, but as a group of persons. Instead of "monopolists" (individuals), we read of "monopoly" (the group of monopolists as a whole).

We also read of "the people" in contradistinction to "imperialism," "monopoly," "Big Business," "reaction," and "corporate America." Nameless and faceless, "the people"—as a class—are pitted in battle against a nameless, faceless, inhuman beast that goes by the other names mentioned.

If you can bring yourself beyond the rhetoric (the use of words), this book does have much to offer. Primarily, it tells a story—a true story—about matters concerning which most Americans—know very little.

We spoke to a journalist who has specialized in researching and writing about labor issues from a union perspective for more than 20 years. We told him about *Labor's Untold Story*, and our concern that it was coming from a Communist perspective.

Here's what he had to say.

"That doesn't really surprise me," he said, "There were several unions—especially in the late 40s and early 50s that were infiltrated by Communists. But you should know that very few union members overall have been (let alone are) Communists . . . . But the United Electrical, Radio and Machine Workers of America [publishers of the book] were one of the unions most thoroughly infiltrated by Communists in the 1950s . . . ."

While we ought to remember what this gentleman said about the relatively small number of Communists in the labor movement, 1) we ought not to be too concerned if there were a lot of Communists in the movement; we need to look at history as it was and is, not as we might wish it were. 2) As long as there is no better source, we should learn what we can from this source about how "the other side" might view history. And, finally, 3) especially considering how popular the socialist/communist worldview was throughout much of the 20th century, we ought to learn what we can about why people might be attracted to a socialistic or communistic world view.

There is a large number of people in the world today, and, it appears, an even larger number in the not so distant past, who seriously believe(d) that communism holds the answer to the world's problems.

##### Vocabulary

**the eight-hour day:** this refers to the eight-hour work day. The idea, as the leaders of the movement suggested, was that, in each day, laborers should have "eight hours for work, eight hours for rest, [and] eight hours for what we will." At the time, the *average* work day was over 10 hours per day . . . seven days a week. Some laborers had to work 16-hour days. Many children were required to work for similar periods of time.

2. We have scheduled only sections of *Labor's Untold Story* that correlate to the topics and time periods you are learning about. Please feel free to read the entire book, if you'd like.

**The History of the Modern World** | Decade Summary Paper

Today, your assignment is to write a Decade Summary Paper for 1900–09. You will write a Decade Summary Paper at the end of each decade. Your paper should be 1–2 pages about what you feel happened during the previous 10 years.

Rather than just summarizing the major events of the decade, try to write about what those events meant overall and how they might affect the events of the next decade. If you're having trouble getting started, go back and re-read the decade overview. Do you agree with the overview now that you've read about the events of the decade? What did the authors get right in the overview? What did they leave out?

**Note to Parents:** You should be satisfied with your student's Decade Summary Paper if it evidences comprehension of the decade's events and an ability to see those events in the "big picture" of world history.

**Current Events** | Three reports this week

**Labor's Untold Story** | pp. 114 ("The Conservative Mr. Debs")–119; pp. 123<sup>3</sup>–131

**Vocabulary**

... in another man might have been **mawkish**. (*excessively or insincerely emotional*)

"My **grip** was always packed." (*suitcase*)

... the railroad brotherhoods were already beginning to **scab** ... (*someone who works while others are on strike*)

\* \* \*

**ARU:** American Railway Union. ■

3. "Within two weeks" on page 123 of *Labor's Untold Story* refers to May 1894.

## "20th Century World History"—Scope and Sequence: Schedule for Topics and Skills

<b>Week</b>	<b>History</b>	<b>Biographies/ Historical Fiction</b>	<b>Geography</b>
1	Major world events from 1900 through 1902	Armenian Holocaust	<i>South Africa; Europe; South Pacific; Texas</i>
2	Major world events from 1903 through 1906	Armenian Holocaust	<i>South Africa; Russia; Mount Vesuvius; Turkey; Bosnia-Herzegovina; Cuba</i>
3	Major world events from 1907 through 1909	Labor Unions in the United States	<i>North Pole; Japan; Korea; Europe</i>
4	Major world events from 1910 through 1913	Labor Unions in the United States	<i>China; Eastern Europe; South Pole; Latin America; Panama Canal</i>
5	Major world events from 1914 through 1917; 1914–1919: The War to End All Wars	Labor Unions in the United States	<i>Ireland; Cameroon; Mecca, Saudi Arabia; France; Bosnia</i>
6	Major world events from 1918 through 1919; 1914–1919: The War to End All Wars	World War I	<i>Phillipines; Hungary; France; United States</i>
7	Major world events from 1920 through 1923; 1920–1929: All That Glitters	World War I	<i>Poland; England; Egypt; India; Greece; Japan; Tennessee, United States</i>
8	Major world events from 1924 through 1928; 1920–1929: All That Glitters	World War I	<i>Chinese Republic ; Palestine; Japan</i>
9	Major world events from 1929 through 1931; 1930–1939: Empty Pockets	Suffrage Movement in America; Elizabeth Cady Stanton	<i>Japan; India; Australia; Spain; Cuba; United States</i>
10	Major world events from 1932 through 1935; 1930–1939: Empty Pockets	Chinese History (Chairman Mao/Long March)	<i>Yugoslavia; Austria; England; Yenan Providence; Siam</i>
11	Major world events from 1936 through 1939; 1930–1939: Empty Pockets	Chinese History (Chairman Mao/Long March)	<i>Europe; Japan; South Africa; China</i>
12	Major world events from 1940 through 1942; 1940–1945: World on Fire	Nazi Germany	<i>Eastern Europe; French Indochina; Pearl Harbor; Iceland</i>
13	Major world events from 1943 through 1945; 1940–1945: World on Fire	Nazi Germany	<i>Europe; Philippines; Guam; Japan; Germany; Auschwitz</i>
14	Major world events from 1946 through 1949; 1946–1963: Spreading the Wealth	Nazi Germany; Winston Churchill	<i>Soviet Union; China; Argentina; Dead Sea; Czechoslovakia</i>
15	Major world events from 1950 through 1952; 1946–1963: Spreading the Wealth	Winston Churchill	<i>English Channel; Arab Palestine; Persian Gulf; Communist People's Republic of China</i>
16	Major world events from 1953 through 1955; 1946–1963: Spreading the Wealth	World War II Biographies	<i>South Korea; Finland; Mount Everest; Cuba; Suez Canal; Algeria; Poland</i>
17	Major world events from 1956 through 1958; 1946–1963: Spreading the Wealth	World War II Biographies	<i>France; Egypt; Argentina; Alabama; Venezuela; Romania; Tibet</i>
18	Major world events from 1959 through 1961; 1946–1963: Spreading the Wealth	World War II Biographies	<i>Europe; USSR; South America; Cuba; United States; Laos; Congo</i>
19	Major world events from 1962 through 1965; 1946–1963: Spreading the Wealth; 1964–1975: Dissent and Disobedience	Siberian Prison Camp during Stalin's Rule	<i>South Africa; Peru; Dominican Republic; Saigon; West Berlin; Cuba</i>
20	Major world events from 1966 through 1968; 1964–1975: Dissent and Disobedience	Siberian Prison Camp during Stalin's Rule	<i>France; South Yemen; South Africa; China; Italy</i>

(continued on the following page)

<b>Week</b>	<b>History</b>	<b>Biographies/ Historical Fiction</b>	<b>Geography</b>
21	Major world events from 1968 through 1969; 1964–1975: Dissent and Disobedience	East Germany and the Berlin Wall	<i>Northern Ireland; North Vietnam; Hollywood</i>
22	Major world events from 1970 through 1972; 1964–1975: Dissent and Disobedience	East Germany and the Berlin Wall	<i>Asia; South Vietnam; North Vietnam; North Africa; Mediterranean</i>
23	Major world events from 1973 through 1976; 1964–1975: Dissent and Disobedience	East Germany and the Berlin Wall	<i>Cambodia; Ethiopia; Spain; Morocco; Northern Ireland</i>
24	Major world events from 1976 through 1978; 1976–1992: A Global Burst of Freedom	Cultural Revolution in China	<i>Italy; Egypt; Israel; Guyana</i>
25	Major world events from 1979 through 1981; 1976–1992: A Global Burst of Freedom	Cultural Revolution in China	<i>Khuzistan; Mount St. Helens; Vatican City; Cambodia</i>
26	Major world events from 1982 through 1984; 1976–1992: A Global Burst of Freedom	Cultural Revolution in China	<i>Punjab; Mexico; Grenada; Israel</i>
27	Major world events from 1985 through 1987; 1976–1992: A Global Burst of Freedom	Islamic Revolution	<i>Europe; South Africa; Mexico; USSR; Iran</i>
28	Major world events from 1987 through 1989; 1976–1992: A Global Burst of Freedom	Communist Romania	<i>Europe; Romania; China; Tiananmen Square; North Korea; South Korea</i>
29	Major world events during 1990; 1976–1992: A Global Burst of Freedom	Communist Romania	<i>Chernobyl; Great Britain; West &amp; East Berlin; Kuwait</i>
30	Major world events from 1991 through 1993; 1976–1992: A Global Burst of Freedom	Communist Romania	<i>Ireland; Serbia; Bosnia</i>
31	Major world events from 1994 through 1997; 1993–1999: <a href="http://OurFuture.com">OurFuture.com</a>	Communist Romania	<i>Ireland; Ecuador; Rwanda; Belgium; Tokyo</i>
32	Major world events from 1998 through 1999; 1993–1999: <a href="http://OurFuture.com">OurFuture.com</a>	20th Century Advertising	<i>Colorado; Yugoslavia; Sierra Leon; Kenya</i>
33	Major world events from 2000 through 2002	20th Century Advertising	<i>England; Russia; Iran; North Korea</i>
34	Major world events from 2003 through 2005	Sudanese Refugees	<i>Iraq; Istanbul</i>
35	Major world events from 2006 through 2009	Sudanese Refugees	<i>Sudan; Palestine; North Korea</i>
36	Major world events from 2010 through 2012	Sudanese Refugees	<i>Haita; Britain; Ireland; Africa; Syria; Afghanistan</i>

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## Timeline Suggestion—Schedule

Please enter on your timeline any name or event, together with the dates that we list. You will also find references to each suggestion with a clock icon ⌚ in the corresponding study guide.

There is no timeline figure packet for this level, please have your students draw a picture if a visual representation is necessary.

### HISTORY

<i>The Visual History of the Modern World</i>	
1900	<ul style="list-style-type: none"> <li>⌚ Boer War begins (late 1899)</li> <li>⌚ Second modern Olympics held (1900)</li> <li>⌚ Zeppelin's first flight (1900)</li> <li>⌚ Boxer Rebellion begins in China (1900)</li> </ul>
1901	<ul style="list-style-type: none"> <li>⌚ Queen Victoria (1819–1901)</li> <li>⌚ President William McKinley (1843–1901)</li> <li>⌚ Peking Treaty ends Boxer Rebellion (1901)</li> <li>⌚ First Nobel prizes awarded (1901)</li> </ul>
1902	<ul style="list-style-type: none"> <li>⌚ Boer War ends (1902)</li> </ul>
1903	<ul style="list-style-type: none"> <li>⌚ Paul Gauguin (1848–1903)</li> <li>⌚ Wilbur and Orville Wright's first flight (1903)</li> <li>⌚ Pierre and Marie Curie win Nobel Prize (1903)</li> </ul>
1904	<ul style="list-style-type: none"> <li>⌚ Russia and Japan at war (1904)</li> <li>⌚ Russia's Trans-Siberian railroad completed (1904)</li> <li>⌚ Teddy Roosevelt elected president (1904)</li> </ul>
1905	<ul style="list-style-type: none"> <li>⌚ Bloody Sunday (1905)</li> <li>⌚ Russia and Japan agree to a treaty (1905)</li> </ul>
1906	<ul style="list-style-type: none"> <li>⌚ American troops land in Cuba (1906)</li> </ul>
1907	<ul style="list-style-type: none"> <li>⌚ Stock Market crashes (1907)</li> </ul>
1909	<ul style="list-style-type: none"> <li>⌚ William Howard Taft (1857–1930) becomes president of the U.S. (1909)</li> </ul>
1910	<ul style="list-style-type: none"> <li>⌚ Mark Twain (1835–1910)</li> </ul>
1911	<ul style="list-style-type: none"> <li>⌚ George V (1865–1936) coronated King of England (1911)</li> </ul>
1912	<ul style="list-style-type: none"> <li>⌚ Woodrow Wilson (1856–1924) elected U.S. president (1912)</li> </ul>
1916	<ul style="list-style-type: none"> <li>⌚ British War Secretary Horatio Kitchener (1850–1916)</li> </ul>
1917	<ul style="list-style-type: none"> <li>⌚ Mata Hari (1876–1917)</li> </ul>
1919	<ul style="list-style-type: none"> <li>⌚ Teddy Roosevelt (1858–1919)</li> </ul>
1920	<ul style="list-style-type: none"> <li>⌚ Mexico's President Carranza (1859–1920)</li> </ul>
1922	<ul style="list-style-type: none"> <li>⌚ Michael Collins (1890–1922)</li> </ul>
1923	<ul style="list-style-type: none"> <li>⌚ President Warren Harding (1865–1923)</li> </ul>

1924	<ul style="list-style-type: none"> <li>⌚ Vladimir Ilyich Lenin (1870–1924)</li> <li>⌚ Joseph Conrad (1857–1924)</li> </ul>
1925	<ul style="list-style-type: none"> <li>⌚ Sun Yat-sen (1866–1925)</li> </ul>
1926	<ul style="list-style-type: none"> <li>⌚ Harry Houdini (1874–1926)</li> </ul>
1928	<ul style="list-style-type: none"> <li>⌚ Amelia Earhart (1897–1937) flies over the Atlantic Ocean (1928)</li> </ul>
1930	<ul style="list-style-type: none"> <li>⌚ Sir Arthur Conan Doyle (1859–1930)</li> </ul>
1931	<ul style="list-style-type: none"> <li>⌚ Thomas Alva Edison (1847–1931)</li> </ul>
1934	<ul style="list-style-type: none"> <li>⌚ Chancellor Engelbert Dollfuss (1892–1934)</li> <li>⌚ Paul von Hindenburg (1847–1934)</li> </ul>
1936	<ul style="list-style-type: none"> <li>⌚ King George V (1865–1936)</li> </ul>
1937	<ul style="list-style-type: none"> <li>⌚ Amelia Earhart (1897–1937)</li> </ul>
1941	<ul style="list-style-type: none"> <li>⌚ James Joyce (1882–1941)</li> </ul>
1944	<ul style="list-style-type: none"> <li>⌚ Erwin Rommel (1891–1944)</li> </ul>
1945	<ul style="list-style-type: none"> <li>⌚ Franklin D. Roosevelt (1882–1945)</li> <li>⌚ Benito Mussolini (1883–1945)</li> <li>⌚ Adolf Hitler (1889–1945)</li> </ul>
1946	<ul style="list-style-type: none"> <li>⌚ John Maynard Keynes (1883–1946)</li> </ul>
1948	<ul style="list-style-type: none"> <li>⌚ Mohandas Gandhi (1869–1948)</li> <li>⌚ President Benes (1884–1948)</li> </ul>
1950	<ul style="list-style-type: none"> <li>⌚ George Orwell (1903–1950)</li> </ul>
1951	<ul style="list-style-type: none"> <li>⌚ William Randolph Hearst (1863–1951)</li> </ul>
1952	<ul style="list-style-type: none"> <li>⌚ King George VI (1895–1952)</li> <li>⌚ Dr. Maria Montessori (1870–1952)</li> <li>⌚ Eva Peron (1919–1952)</li> </ul>
1953	<ul style="list-style-type: none"> <li>⌚ Joseph Stalin (1879–1953)</li> <li>⌚ Dylan Thomas (1914–1953)</li> </ul>
1954	<ul style="list-style-type: none"> <li>⌚ Henri Matisse (1869–1954)</li> </ul>
1955	<ul style="list-style-type: none"> <li>⌚ Albert Einstein (1879–1955)</li> </ul>
1957	<ul style="list-style-type: none"> <li>⌚ Humphrey Bogart (1899–1957)</li> <li>⌚ Joseph McCarthy (1908–1957)</li> </ul>
1959	<ul style="list-style-type: none"> <li>⌚ Cecil B. DeMille (1881–1959)</li> <li>⌚ Frank Lloyd Wright (1867–1959)</li> </ul>
1962	<ul style="list-style-type: none"> <li>⌚ Marilyn Monroe (1926–1962)</li> </ul>
1963	<ul style="list-style-type: none"> <li>⌚ John F. Kennedy (1917–1963)</li> <li>⌚ Lee Harvey Oswald (1939–1963)</li> </ul>
1965	<ul style="list-style-type: none"> <li>⌚ Sir Winston Churchill (1874–1965)</li> <li>⌚ Le Corbusier (1887–1965)</li> </ul>
1966	<ul style="list-style-type: none"> <li>⌚ Walt Disney (1901–1966)</li> </ul>
1968	<ul style="list-style-type: none"> <li>⌚ Martin Luther King Jr. (1929–1968)</li> <li>⌚ Robert F. Kennedy (1925–1968)</li> </ul>
1970	<ul style="list-style-type: none"> <li>⌚ Gamal Abdel Nasser (1918–1970)</li> <li>⌚ Jimi Hendrix (1942–1970)</li> <li>⌚ Janis Joplin (1943–1970)</li> <li>⌚ Charles de Gaulle (1890–1970)</li> </ul>

## Timeline Suggestion—Schedule

1971	⌚ Louis Armstrong (1901–1971) ⌚ Jim Morrison (1943–1971)
1973	⌚ Pablo Picasso (1881–1973)
1974	⌚ Juan Peron (1895–1974)
1975	⌚ Francisco Franco (1892–1975)
1976	⌚ Howard Hughes (1905–1976) ⌚ J. Paul Getty (1892–1976) ⌚ Mao Tse-tung (1893–1976)
1977	⌚ Elvis Presley (1935–1977) ⌚ Charlie Chaplin (1889–1977)
1980	⌚ Alfred Hitchcock (1899–1980) ⌚ John Lennon (1940–1980)
1982	⌚ Leonid Brezhnev (1906–1982)

1983	⌚ Arthur Koestler (1905–1983)
1985	⌚ Konstantin Chernenko (1911–1985)
1987	⌚ Andrés Segovia (1893–1987)
1991	⌚ Rajiv Gandhi (1944–1991) ⌚ Robert Maxwell (1923–1991)
1995	⌚ Prime Minister Yitzhak Rabin of Israel (1922–1995)
1997	⌚ Diana, Princess of Wales (1961–1997)
1999	⌚ King Hussein of Jordan (1935–1999)

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