

Uncle Sam and You Curriculum Package

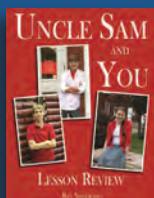
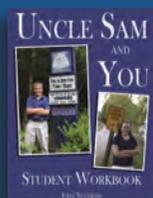
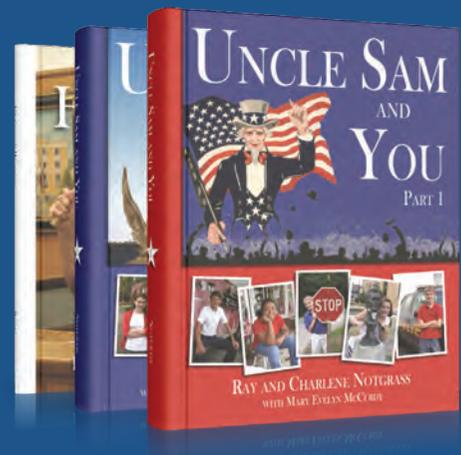
How do elections work? What does the President do all day? Who decides where stop signs go? What is Labor Day? *Uncle Sam and You* is a one-year civics course that answers these questions and many more. Designed for students in grades 5-8, this curriculum guides you on an engaging tour of American government. Learn about elected leaders and everyday citizens who have important roles to fill in making our country work.

All of the instructions for how to use the course are included in Part 1 and Part 2, so you do not need a separate teacher's manual. At the beginning of each weekly unit, an introductory page gives an overview of the unit, a list of the lessons, and a list of what additional books the student will be using while studying that particular unit. Each unit has four daily lessons, followed by a holiday lesson you choose. While this course is designed for children in grades 5-8, younger children can listen to the lessons and participate in the family activities.

The lessons are richly illustrated with full-color photographs and historic illustrations. At the end of each regular (non-holiday) lesson is a list of several supplemental activities. You may choose which activities to assign. Depending on how many activities you assign, most students will need 45-90 minutes to complete one lesson. One special family activity is assigned each week that corresponds with the holiday lesson you choose for that unit. These activities include craft and art projects, themed meals, and other multi-age activities.

The full curriculum package includes:

- *Uncle Sam and You Part 1*
- *Uncle Sam and You Part 2*
- *The Citizen's Handbook*
- *Uncle Sam and You Answer Key*



Eight works of literature are assigned in the *Uncle Sam and You* curriculum to give your child a richer perspective on the various topics studied. Two optional additional resources are the *Student Workbook* and *Lesson Review*, each of which provides a way to review material in each lesson. The *Answer Key* that comes with the curriculum package has all of the answers needed for grading.

For more information, visit notgrass.com or call 1-800-211-8793.

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Table of Contents

PART 1

| | |
|---|----|
| Introduction to the Curriculum | v |
| Unit 1 – We the People | 1 |
| Lesson 1 – Welcome Home | 2 |
| Lesson 2 – Fifty States, One Nation I..... | 8 |
| Lesson 3 – Fifty States, One Nation II | 14 |
| Lesson 4 – Out of Many, One | 20 |
| Lesson 5 – Choose an American Holiday | |
| Unit 2 – America’s Founding Documents | 27 |
| Lesson 6 – The National Archives | 28 |
| Lesson 7 – The Declaration of Independence | 34 |
| Lesson 8 – The United States Constitution..... | 40 |
| Lesson 9 – The Bill of Rights..... | 46 |
| Lesson 10 – Choose an American Holiday | |
| Unit 3 – How America Works | 53 |
| Lesson 11 – Government on Three Levels..... | 54 |
| Lesson 12 – Government in Three Branches | 60 |
| Lesson 13 – America’s Founding Fathers | 66 |
| Lesson 14 – Uncle Sam Wants You | 72 |
| Lesson 15 – Choose an American Holiday | |
| Unit 4 – Patriotic Symbols and American Ideals | 79 |
| Lesson 16 – The Story of the Stars and Stripes..... | 80 |
| Lesson 17 – The Great Seal of the United States | 86 |
| Lesson 18 – More Treasured Symbols of America | 92 |
| Lesson 19 – American Ideals | 99 |
| Lesson 20 – Choose an American Holiday | |

| | |
|---|------------|
| Unit 5 – America’s Leaders | 105 |
| Lesson 21 – Choosing People to Lead | 106 |
| Lesson 22 – Presidents Make Peaceful Transitions | 112 |
| Lesson 23 – Presidents’ Home Sweet Homes..... | 118 |
| Lesson 24 – Presidential Birthdays and Families | 124 |
| Lesson 25 – Choose an American Holiday | |
| Unit 6 – Voting in America..... | 131 |
| Lesson 26 – What is Voting?..... | 132 |
| Lesson 27 – Women Gain the Right to Vote..... | 138 |
| Lesson 28 – Minorities Gain the Right to Vote | 144 |
| Lesson 29 – Rules About Voting | 150 |
| Lesson 30 – Choose an American Holiday | |
| Unit 7 – Political Parties and Their Candidates | 157 |
| Lesson 31 – American Political Parties..... | 158 |
| Lesson 32 – Jumping Into the Race..... | 164 |
| Lesson 33 – Winning Delegates Through Caucuses and Primaries..... | 171 |
| Lesson 34 – Democratic and Republican Conventions..... | 177 |
| Lesson 35 – Choose an American Holiday | |
| Unit 8 – From the Convention to Election Day..... | 183 |
| Lesson 36 – Putting Together a Campaign..... | 184 |
| Lesson 37 – Advertising Your Candidate | 190 |
| Lesson 38 – Traveling the Campaign Trail..... | 197 |
| Lesson 39 – The Presidential Debates | 203 |
| Lesson 40 – Choose an American Holiday | |



Presidential Campaign Items from 1888

| | |
|--|------------|
| Unit 9 – The Voters Speak..... | 209 |
| Lesson 41 – Getting Ready for Election Day | 210 |
| Lesson 42 – Going to the Polls on Election Day..... | 216 |
| Lesson 43 – Finding Out Election Results | 222 |
| Lesson 44 – The Electoral College and the Transition Team..... | 228 |
| Lesson 45 – Choose an American Holiday | |
| Unit 10 – Washington, D.C., Our Nation’s Capital | 235 |
| Lesson 46 – Introducing the People of Washington, D.C. | 236 |
| Lesson 47 – Becoming the Capital City..... | 242 |
| Lesson 48 – From Mud Streets to Grand Avenues | 248 |
| Lesson 49 – Timeline of D.C. National Park Sites | 254 |
| Lesson 50 – Choose an American Holiday | |
| Unit 11 – The Presidency I..... | 263 |
| Lesson 51 – Responsibilities of the President..... | 264 |
| Lesson 52 – The Leadership Role of the President..... | 270 |
| Lesson 53 – The President’s Day..... | 276 |
| Lesson 54 – The President’s Cabinet | 282 |
| Lesson 55 – Choose an American Holiday | |
| Unit 12 – The Presidency II..... | 289 |
| Lesson 56 – The First Lady | 290 |
| Lesson 57 – The White House | 297 |
| Lesson 58 – The White House Residence Staff | 303 |
| Lesson 59 – Going Home to Monticello..... | 309 |
| Lesson 60 – Choose an American Holiday | |
| Unit 13 – The U.S. Congress I..... | 315 |
| Lesson 61 – The United States Capitol..... | 316 |
| Lesson 62 – Organization of the U.S. Congress | 323 |
| Lesson 63 – How the U.S. Congress Works..... | 329 |
| Lesson 64 – How a Bill Becomes Law | 335 |
| Lesson 65 – Choose an American Holiday | |
| Unit 14 – The U.S. Congress II..... | 341 |
| Lesson 66 – The Congressional Staff | 342 |
| Lesson 67 – Working on Capitol Hill | 349 |
| Lesson 68 – The Office of the Vice President..... | 355 |
| Lesson 69 – The Library of Congress | 361 |
| Lesson 70 – Choose an American Holiday | |

| | |
|---|------------|
| Unit 15 – America Relates to the World | 367 |
| Lesson 71 – America and the World..... | 368 |
| Lesson 72 – Presidential Visits Around the World..... | 374 |
| Lesson 73 – The Work of an Ambassador | 381 |
| Lesson 74 – A Drive Down Embassy Row | 387 |
| Lesson 75 – Choose an American Holiday | |
| American Holidays | 393 |
| Independence Day - July 4..... | 395 |
| National Aviation Day - August 19..... | 401 |
| Labor Day - First Monday in September | 407 |
| Patriot Day - September 11 | 413 |
| Constitution Day and Citizenship Day - September 17 | 419 |
| Leif Erikson Day - October 9 | 425 |
| Columbus Day - October 12 | 431 |
| Veterans Day - November 11..... | 437 |
| Thanksgiving Day - Fourth Thursday in November | 443 |
| Pearl Harbor Remembrance Day - December 7..... | 449 |
| Bill of Rights Day - December 15 | 455 |
| Christmas Day - December 25..... | 461 |
| New Year’s Day - January 1..... | 467 |
| The Convening of Congress - January 3 | 473 |
| Inauguration Day - January 20..... | 479 |
| Family Activities | 485 |
| Sources | 505 |
| Image Credits | 508 |



Flag Made from Hay Bales

Table of Contents

PART 2

| | |
|--|------------|
| Unit 16 – The United States Military | 513 |
| Lesson 76 – The United States Military I | 514 |
| Lesson 77 – The United States Military II..... | 520 |
| Lesson 78 – Four Years at West Point | 527 |
| Lesson 79 – Three Days of Marine Basic Training | 533 |
| Lesson 80 – Choose an American Holiday | |
| Unit 17 – State Government | 539 |
| Lesson 81 – In the State Capital..... | 540 |
| Lesson 82 – At the State Capitol | 546 |
| Lesson 83 – In the Governor’s Office..... | 553 |
| Lesson 84 – Around the State | 559 |
| Lesson 85 – Choose an American Holiday | |
| Unit 18 – Local Government | 565 |
| Lesson 86 – At the County Courthouse..... | 566 |
| Lesson 87 – Around City Hall | 572 |
| Lesson 88 – Working Together for a Stop Sign..... | 578 |
| Lesson 89 – Hometown Celebrations..... | 584 |
| Lesson 90 – Choose an American Holiday | |
| Unit 19 – Native American Tribal Government | 591 |
| Lesson 91 – Bureau of Indian Affairs | 592 |
| Lesson 92 – Native American Tribes and Reservations..... | 598 |
| Lesson 93 – Native Americans and the States..... | 604 |
| Lesson 94 – Native American Heritage Month..... | 611 |
| Lesson 95 – Choose an American Holiday | |

| | |
|---|------------|
| Unit 20 – Homeland Security | 617 |
| Lesson 96 – Helping Our County Be Safe..... | 618 |
| Lesson 97 – The Secret Service | 624 |
| Lesson 98 – Protecting America’s Borders | 630 |
| Lesson 99 – When an Immigrant Becomes a Citizen | 637 |
| Lesson 100 – Choose an American Holiday | |
| Unit 21 – Hometown Security | 643 |
| Lesson 101 – Call 9-1-1 | 644 |
| Lesson 102 – Fighting Fires, Saving Lives | 650 |
| Lesson 103 – Friends and Protectors | 658 |
| Lesson 104 – Ready for the Weather..... | 666 |
| Lesson 105 – Choose an American Holiday | |
| Unit 22 – The American Justice System | 673 |
| Lesson 106 – Justice for All | 674 |
| Lesson 107 – Crime and Punishment | 682 |
| Lesson 108 – Chuck Colson and Prison Fellowship..... | 688 |
| Lesson 109 – The Supreme Court | 693 |
| Lesson 110 – Choose an American Holiday | |
| Unit 23 – Making Money | 701 |
| Lesson 111 – America’s Free Economy | 702 |
| Lesson 112 – The Life of Dollar Bill | 708 |
| Lesson 113 – From Kernel to Cookie..... | 714 |
| Lesson 114 – How We Pay for Government..... | 721 |
| Lesson 115 – Choose an American Holiday | |



St. Joseph, Missouri

| | |
|--|------------|
| Unit 24 – Using the Resources God Created | 727 |
| Lesson 116 – America’s God-Given Resources | 728 |
| Lesson 117 – Power to Run America | 736 |
| Lesson 118 – Roscoe Wind Farm..... | 742 |
| Lesson 119 – Government and Agriculture..... | 747 |
| Lesson 120 – Choose an American Holiday | |
| Unit 25 – Technology & Communication | 753 |
| Lesson 121 – American Technology..... | 754 |
| Lesson 122 – From Tin Cans to Smart Phones | 760 |
| Lesson 123 – The Travels of a Piece of Mail... .. | 768 |
| Lesson 124 – Voice of America..... | 776 |
| Lesson 125 – Choose an American Holiday | |
| Unit 26 – Getting From Here to There..... | 781 |
| Lesson 126 – Americans On the Move | 782 |
| Lesson 127 – How to Build a Road | 790 |
| Lesson 128 – Traveling Together on Mass Transit | 796 |
| Lesson 129 – Working In Transportation | 802 |
| Lesson 130 – Choose an American Holiday | |
| Unit 27 – Helping People in Need | 809 |
| Lesson 131 – People Helping People | 810 |
| Lesson 132 – Federal Helping Programs | 817 |
| Lesson 133 – State and Local Helping Agencies..... | 822 |
| Lesson 134 – Private Groups That Help Others..... | 827 |
| Lesson 135 – Choose an American Holiday | |
| Unit 28 – Education and the Arts..... | 835 |
| Lesson 136 – The Education of a President | 836 |
| Lesson 137 – The Education of a Nation..... | 843 |
| Lesson 138 – A Home for American Art | 848 |
| Lesson 139 – A Year of Performing Arts | 854 |
| Lesson 140 – Choose an American Holiday | |
| Unit 29 – Destinations, USA | 863 |
| Lesson 141 – How Americans Preserve History | 864 |
| Lesson 142 – Saving George Washington’s Home | 871 |
| Lesson 143 – America’s State Parks | 877 |
| Lesson 144 – Working in Tourism..... | 883 |
| Lesson 145 – Choose an American Holiday | |

| | |
|--|-------------|
| Unit 30 – Citizens Serving One Another | 889 |
| Lesson 146 – Serving in Three Branches of the Federal Government | 890 |
| Lesson 147 – A Civics Day in the U.S.A..... | 896 |
| Lesson 148 – A Civics Day in Your Town..... | 901 |
| Lesson 149 – Uncle Sam and You..... | 906 |
| Lesson 150 – Choose an American Holiday | |
| American Holidays | 913 |
| Martin Luther King Day - Third Monday in January | 914 |
| National Freedom Day - February 1 | 920 |
| Groundhog Day and Valentine’s Day - February 2 and February 14 | 926 |
| Washington’s Birthday - Third Monday in February | 932 |
| St. Patrick’s Day - March 17..... | 938 |
| Tax Day - April 15 | 944 |
| Good Friday and Easter - Between March 22 and April 25..... | 950 |
| National Arbor Day - Last Friday in April | 956 |
| Loyalty Day and Law Day - May 1..... | 962 |
| National Day of Prayer - First Thursday in May..... | 968 |
| Mother’s Day - Second Sunday in May | 974 |
| Armed Forces Day - Third Saturday in May | 980 |
| Memorial Day - Last Monday in May..... | 986 |
| Flag Day - June 14 | 992 |
| Father’s Day - Third Sunday in June..... | 998 |
| Family Activities | 1005 |
| States and Capitals..... | 1027 |
| Sources | 1029 |
| Image Credits..... | 1032 |
| Index..... | 1037 |



Williamson County, Texas

Introduction to the CURRICULUM

How do elections work? What does the President do all day? Who decides where stop signs go? What is Labor Day? This curriculum will answer these questions and many more. *Uncle Sam and You* guides your child on an engaging tour of American government. He or she will learn about elected leaders and everyday citizens, all of whom have an important role to fill in making our country work.

Uncle Sam and You Curriculum Package

The basic curriculum package for *Uncle Sam and You* includes:

- ★ *Uncle Sam and You, Part 1* — This book has seventy-five lessons, designed to be completed in one semester.
- ★ *Uncle Sam and You, Part 2* — This book has another seventy-five lessons, designed to be completed in one semester.
- ★ *The Citizen's Handbook* — This book is a collection of original letters, poems, songs, stories, and other writings related to civics.
- ★ *Uncle Sam and You Answer Key* — This book has all of the answers needed for the assignments included at the end of the lessons, the activities in the *Student Workbook*, and the questions and quizzes in the *Lesson Review*.

Additional Products

To make this curriculum a rich experience and to make it usable with children from grade five through grade eight, we offer three additional products:

Uncle Sam and You Student Workbook — This book has puzzles and other handwork activities which review information learned in the daily lessons. These are designed for younger students and for students whose learning style fits these kinds of activities.

Uncle Sam and You Lesson Review — This book has daily questions, literature review questions, and weekly quizzes, designed for older students. We expect that students will use

either the *Student Workbook* or the *Lesson Review*, but your student can complete both if you prefer.

Uncle Sam and You Literature Package — This is a selection of eight literature titles that complement the lessons in *Uncle Sam and You*. These books can be purchased from Notgrass Company as a package or individually. You can also obtain them from another source such as the library, a bookstore, or an online source. You can use any unabridged edition of these books.

- ★ *Lincoln: A Photobiography* by Russell Freedman (Units 5-6)
- ★ *A Letter to Mrs. Roosevelt* by C. Coco De Young (Units 10-11)
- ★ *Brightly of the Grand Canyon* by Marguerite Henry (Units 12-14)
- ★ *Basher Five-Two* by Scott O’Grady (Units 16-17)
- ★ *Misty of Chincoteague* by Marguerite Henry (Units 18-19)
- ★ *The Long Winter* by Laura Ingalls Wilder (Units 22-24)
- ★ *The Wright Brothers: How They Invented the Airplane* by Russell Freedman (Units 25-26)
- ★ *Lost on a Mountain in Maine* by Donn Fendler (Units 29-30)

Notes for Parents on the Literature Selections

We carefully selected literature for *Uncle Sam and You* that is upbuilding and won’t assault your faith or sense of decency. We intentionally excluded many titles that did not meet our criteria. Some of the ones we included have a few words or references that we want to tell you about before your child reads them. We want to let you know in case you want to do some editing or choose to read a book aloud to the student and skip over inappropriate words. We have listed here only the books in the literature list that have minor content issues.

Lincoln: A Photobiography by Russell Freedman — “As president he had been denounced, ridiculed, and damned by a legion of critics” (page 30).

Brightly of the Grand Canyon by Marguerite Henry — A few uses of dang/danged (pages 72, 88, 100, 124)

Basher Five-Two by Captain Scott O’Grady — Captain O’Grady discusses an article he read about “The Will to Survive.” It told of two people lost in difficult circumstances. One had the will to survive and did for several days; the other gave up quickly and committed suicide. He shows how the latter was definitely the wrong course.

Lost on a Mountain in Maine by Donn Fendler — As he tells his story, Donn uses the word “Christmas” as an exclamation of surprise several times.

How to Use *Uncle Sam and You, Part 1 and Part 2*

These two volumes are the core of the curriculum. They give you and your child all of the information you need in order to use *Uncle Sam and You* on a daily basis.

These two volumes contain fifteen units each for a total of thirty units. Your child can study *Part 1* during one half of the school year and *Part 2* during the other half. Each unit has four lessons. At the back of each book are fifteen lessons on America's patriotic holidays. If you want your child to do five lessons per week, the holiday lessons can be used as a fifth lesson; or they can be used on a family night so that Dad can join in.

At the beginning of each unit, an introductory page gives a list of the lessons in that unit and a list of the additional books the student will need while studying that unit. Following the introductory page are the daily lessons. Students can read these on their own, or you can read the lessons aloud. The lessons are richly illustrated. The student's learning experience will be greatly enhanced if he or she is encouraged to examine the illustrations closely. They have been carefully selected to be an integral part of the learning experience.

At the end of each lesson is a list of several activities. Students are not necessarily expected to complete all of these activities. You may choose which activities you wish to assign. Subjects of the activities vary from day to day, but they include:

- ★ Thinking Biblically assignments
- ★ Creative writing assignments
- ★ Vocabulary assignments
- ★ Short research assignments to look something up or ask a family member
- ★ Assignments to draw a picture or take a photograph
- ★ Reading assignments from *The Citizen's Handbook* or a literature title
- ★ Assignments in the *Student Workbook* or the *Lesson Review*

How to Use the American Holidays Lessons

An important part of civics is celebrating holidays with family, friends, and communities. Since families who homeschool can schedule their school year in many different ways, we designed *Uncle Sam and You* so that you can choose when to study the various holidays. If you start the curriculum in January, you don't want to study Thanksgiving in April! We arranged the holidays in chronological order from Independence Day to Inauguration Day in Part 1 and from Martin Luther King Day to Father's Day in Part 2. Each holiday lesson has a corresponding family activity. These are found in the section after the holiday lessons.

How to Use *The Citizen's Handbook* and Literature

At the end of many of the daily lessons, the student will be given a reading assignment. Some of the assignments are taken from *The Citizen's Handbook* and others are taken from the literature we recommend to go along with the course. Your child will know exactly what to read each day.

How to Use the *Student Workbook*

Students using the *Student Workbook* will complete Activity 1 after reading Lesson 1 and so on after each lesson. (There are no *Student Workbook* activities for the holiday lessons.)

How to Use the *Lesson Review*

Students using the *Lesson Review* will complete the questions for Lesson 1 after reading Lesson 1 and so on after each lesson. (There are no *Lesson Review* questions for the holiday lessons.) After finishing a book in the literature package, the student will answer questions on the book. At the end of each unit, the student will take a quiz.

Using a Three-Ring Binder Notebook for End-of-Lesson Activities

We recommend that each student have a three-ring binder notebook to use only for *Uncle Sam and You*. He or she will keep in this notebook the writing and art projects completed as part of the end-of-lesson activities.

Enjoying the Weekly Family Activities

A family activity is suggested at the end of each holiday lesson. Projects include art, crafts, recipes, games, and parties. The instructions for the family activities are found in the back of *Uncle Sam and You, Part 1* and *Part 2*. We recommend reading the instructions and gathering the supplies early each week. Then you can complete the activity the day you do the holiday lesson or on another day that is convenient for your family. Your supervision is required for your child's safety. See the box below.

Parental Supervision Required

The family activities are designed for parental involvement. Please review the activity and discuss with your child what he or she may do alone and what he or she needs your supervision to do. The family activities in this book include the use of sharp objects, the oven and stove, and a few Internet research suggestions. Notgrass Company cannot accept responsibility for the safety of your child in completing these activities. You are responsible for your child's safety.

Please Note: Be careful. Some children may be allergic to recipe ingredients or craft supplies.

Our family has long enjoyed a family night once each week. You could do the family activity on a family night so that more family members could take part in the fun and learning. Like all components of *Uncle Sam and You*, the family activities are optional. We offer them as extra learning experiences. You, the parent, are the best one to decide if you are able to schedule time to complete them.

How Much Time Does It Take to Complete Each Lesson?

Depending on how many activities you assign, most students will need forty-five minutes to an hour and a half to complete one lesson. More time will be needed on the day you do the family activity. This curriculum has one hundred and fifty lessons and is designed to be completed in one school year. Since a typical school year has about one hundred and eighty days, the student completes one lesson on most school days. However, some families may choose to spread the curriculum out over a longer period of time.

What Supplies Will My Student Need?

Students will need blank paper, notebook paper, a pencil, colored pencils, and a three-ring binder, plus the materials needed to complete the family activities. These materials are listed on the individual family activity instruction pages. You may also choose to use a camera for Picture This assignments at the end of certain lessons.

What Ages Can Use This Curriculum?

The curriculum is designed for students in grades five through eight. With parental help and supervision, younger children can participate in many activities and can benefit from hearing the lessons read aloud.

How Can I Use *Uncle Sam and You* with Different Ages?

Parents know best what their children are capable of accomplishing. *Uncle Sam and You* is designed to be flexible. A variety of activities is included in each lesson. A parent may require an eighth grader who is academically gifted to read the daily lessons, read every book in the literature package on his own, complete worksheets in both the *Student Workbook* and the *Lesson Review*, and complete every assignment at the end of each lesson. On the other hand, a parent with an academically-challenged fifth grader may decide simply to read aloud each lesson from *Uncle Sam and You* and read aloud the selections from *The Citizen's Handbook* and the books in the literature package.

If you have more than one child in grades five through eight, you may enjoy reading the lessons aloud as a group. Afterwards, you can give each child different assignments,

depending on his or her age and skill level. If you have carefully observed your child and prayed about the direction to take, then you can look back at the end of the school year and know that the goal of completing *Uncle Sam and You* has been accomplished.

Suggested Activities Per Grade

Below is a suggested guide for choosing activities by grade. However, please keep in mind what other curricula you are trying to complete this year and adjust these suggestions accordingly. Feel free to adjust your goals after you have used the curriculum for a few weeks.

| Suggested Activities Per Grade | | | |
|---|---|---|---|
| Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Parent reads lessons aloud from <i>Uncle Sam and You</i> . | Parent reads lessons aloud from <i>Uncle Sam and You</i> . | Student reads lessons from <i>Uncle Sam and You</i> . | Student reads lessons from <i>Uncle Sam and You</i> . |
| Parent reads assignments aloud from <i>The Citizen's Handbook</i> . | Parent reads assignments aloud from <i>The Citizen's Handbook</i> . | Student reads assignments from <i>The Citizen's Handbook</i> . | Student reads assignments from <i>The Citizen's Handbook</i> . |
| Student completes activities in the <i>Student Workbook</i> . | Student completes activities in the <i>Student Workbook</i> . | Student completes activities in the <i>Lesson Review</i> and takes quizzes. | Student completes activities in the <i>Lesson Review</i> and takes quizzes. |
| Parent or student reads books from the literature package. | Parent or student reads books from the literature package. | Student reads books from the literature package. | Student reads books from the literature package. |
| Parent chooses one other learning activity at the end of each lesson. | Parent chooses two other learning activities at the end of each lesson. | Parent chooses three other learning activities at the end of each lesson. | Student completes all learning activities at the end of each lesson. |
| Family completes weekly family activity. | Family completes weekly family activity. | Family completes weekly family activity. | Family completes weekly family activity. |

Some Reminders So You Will Not Feel Overwhelmed

Remember that God gave you your children and your daily responsibilities. A homeschooling mother who has one child can complete more *Uncle Sam and You* activities than a homeschooling mother who has seven children and an elderly grandparent living in her home. God will use the efforts of both of these mothers. God does not expect you to do more than you can do. Be kind to yourself. He knows exactly what you and your children need this year. Remember that out of all the parents in the world to whom He could have given your children, He chose you. He is the one who put your family together. He knows what He is doing. Trust in His choice. God created you. He created your children. Relax and remember that this is the day that the Lord has made. Rejoice and be glad in it!

We are here to help you. If you have more questions or simply need some encouragement, send us an email (books@notgrass.com) or give us a call (1-800-211-8793).

Appreciation

Uncle Sam and You has been a family project. We have enjoyed working on it together. We appreciate our daughter Mary Evelyn for writing the holiday lessons and the family activities, and for her beautiful cover designs. We are thankful to our daughter Bethany for her excellent work editing *The Citizen's Handbook*, for choosing the literature, and for the lesson activities. We appreciate our son John for writing the *Student Workbook*, for all of his work in finalizing the project and getting the computer documents to the printer, and for his good example of Christian political involvement. We think they all did an excellent job.

We appreciate our proofreaders. If you find any typos, please blame us and not them. As Harry Truman said, "The buck stops here." Our chief proofreader was our longtime friend, homeschooling mother Dena Russell. Helping her were our longtime friend Olive Wagar, who has graduated her three homeschooled children, and our beloved son-in-law Nate McCurdy (ask him sometime at a homeschool conference why we call him that).

We appreciate each of the families who encourage us in our writing of homeschool curriculum. Thank you for giving us the opportunity to do what we love to do.

You could say that God used politics to bring us together. We met in the political science department at Middle Tennessee State University just a few months before Ray graduated. We were interested in politics even when we were children. Both of us campaigned for our favorite candidates when we were in high school, and both of us served as officers of (the same) political party's campus organization when we were in college. You'll have to guess which one.

We were both blessed by good history and government teachers in high school and in college. These teachers had a great influence on us and still do today. We would like to thank them by name:

- ★ Alvin Rose, Charlene's history teacher at Cheatham County High School, Ashland City, Tennessee
- ★ Wayne Darrow, Charlene's government teacher at CCHS
- ★ The late James M. Dressler, Charlene's political science and history professor at Cumberland College (now Cumberland University)
- ★ Curry Peacock, Charlene's professor, advisor, and Christian mentor at Middle Tennessee State University
- ★ Jerry Locke, Ray's history teacher at Central High School, Columbia, Tennessee
- ★ The late Dr. Bart McCash, one of Ray's history professors at Middle Tennessee State University

- ★ The late Dr. Ernest Hooper, one of Ray's history professors at Middle Tennessee State University
- ★ Dr. Robert Ireland, Ray's professor of Constitutional history in graduate school at the University of Kentucky

Ray began reading about politics, history, and government for fun while still in high school. He still does. In college, Ray had a weekly column in the campus newspaper, in which he wrote about political and social issues in the news at the time.

Charlene received many exciting opportunities while still a teenager. As a high school junior, she was part of a 4-H Congress that met in the Tennessee State Capitol. She also attended a mock United Nations at Middle Tennessee State University with students from many high schools. There the students pretended to be members of the U.N. She went to Cumberland College in Lebanon, Tennessee, for her first two years of college. One of the members of its Board of Directors was Congressman Joe L. Evins, who served in the U.S. House of Representatives from 1947 to 1977. Charlene was given the opportunity to serve as an intern in his office on Capitol Hill for one month.

We believe that an understanding of our government is important for every American citizen. We believe that Americans should understand both our history and the way government is organized today. We believe that our Founding Fathers provided a strong base for our country and that our country would do well to remember our dependence on God, the many benefits of freedom and limited government, and our responsibility to be good stewards of the blessings that come from living in our great country. We believe that we should honor what God teaches in His Word about respecting our government officials. We are grateful that our true King is the Creator of the heavens and the earth.

Now to the King eternal, immortal, invisible,
the only God, be honor and glory forever and ever. Amen

1 Timothy 1:17

Ray and Charlene Notgrass



UNIT 1 – WE THE PEOPLE

LESSONS IN UNIT 1

- Lesson 1 – Welcome Home
- Lesson 2 – Fifty States, One Nation I
- Lesson 3 – Fifty States, One Nation II
- Lesson 4 – Out of Many, One
- Lesson 5 – Choose an American Holiday

BOOKS USED IN UNIT 1

- The Citizen's Handbook
- Student Workbook (optional)
- Lesson Review (optional)

New citizens celebrate after a naturalization ceremony on Liberty Island in New York. The ceremony was part of a 2011 celebration of the 125th anniversary of the dedication of the Statue of Liberty.



Welcome HOME

LESSON 1

Wesley Notgrass was working at a small town newspaper in Tennessee when World War II began in Europe and Asia. He had no plans to become a soldier. However, in 1941 Wes received a letter from Washington, D.C. The letter invited him to enlist in the U.S. Army and informed him that if he did not do so, he would be drafted.

Citizen Soldiers

Wes enlisted that summer and began training. See photos on page 3. In December Japan attacked Pearl Harbor and America entered the war. Two years later, Wesley and thousands of other soldiers sailed from New York City to England on giant ocean liners. After months of preparation there, Sergeant Notgrass was one of the American soldiers who landed in northern France in June of 1944 to help free people who had been terrorized and conquered by Nazi Germany.

In June of 1945, over a year and a half after leaving American soil, Notgrass boarded another ocean liner, again with thousands of other soldiers. This time they were coming back to America.

The soldiers looked forward to their first glimpse of the Statue of Liberty in New York harbor. As the ship drew closer, a line was painted down the middle of its deck. Officers told the men that half of them had to stay on one side of the line and half had to stay on the other. They knew that if all the men rushed to one side to see Lady Liberty, the ship might capsize!

Think about Wesley Notgrass (author Ray Notgrass' dad) and the other citizen soldiers of World War II. Few had ever left the United States before. Now they were returning home from a terrible war, while remembering their buddies who did not come home. As the Statue of Liberty came into view, they cheered and shed tears. They were back in America. Their families, friends, and fellow citizens were waiting to say, "Welcome home!"

Honoring Our Country

God has given us a great country. He has provided us with abundant resources. We have used these gifts to care for our own people and to care for others. Americans have built schools and hospitals overseas, exported food around the globe, and shared technology that has brought opportunities to millions.

When wars have been fought to bring freedom to others, Americans have put on uniforms, helped to defeat people who wanted to hurt others, and then returned home to resume their lives as private citizens.

We can be thankful for what America stands for and what Americans have accomplished. We can show respect for our country and its leaders. Displaying our flag is one of the many ways that Americans show this respect. Look at the photo of Wesley Notgrass with fellow World War II veterans above. An American flag hangs behind them. Notice the flags in the photos on page 2. Read about where these photos were taken at right.



Wesley Notgrass
 Top Left: Private Citizen
 Top Right: Young Recruit
 Lower: With Fellow Veterans Fifty
 Years After World War II
 (Notgrass is second from left
 in the second row.)

Flying the American Flag

(from top to bottom on page 2)

Putnam County
 Courthouse,
 Cookeville, Tennessee

Iowa State Capitol,
 Des Moines, Iowa

Ferry Between Bayfield,
 Wisconsin,
 and Madeline Island in
 Lake Superior

Plains, Georgia,
 Hometown of President
 Jimmy Carter

Pepin, Wisconsin,
 Birthplace of
 Laura Ingalls Wilder



Welcome Home, Little American!

A Place To Call Home

People around the world have seen America as a beacon of hope and a chance for a new start. Millions have come as immigrants, making the journey at great personal sacrifice. More than a century ago they arrived by ship. For those whose first stop was New York City, the Statue of Liberty gave them a greeting of “Welcome home!” just like she gave Mr. Notgrass.

Most Americans arrive in America as newborn babies who are blessed to call America home from their first breath. Their “Welcome home!” greeting comes from a family of people who love them.

Civics and Citizenship

Uncle Sam and You teaches about civics and about how to be a good citizen. Civics is a study about how citizens are involved in their communities and in their government. It is a study of citizens’ rights and of their responsibilities. A citizen’s rights are what his country owes him. These rights are sometimes called civil rights or civil liberties. A citizen’s responsibilities are what he owes his country.

A person cannot have rights without responsibilities. It is selfish for people to insist on their rights without carrying out their responsibilities. This can cause a family, group, or nation to split apart. On the other hand, expecting people to carry out their responsibilities without respecting their rights treats people as though they are just parts of a machine.

While we hope that *Uncle Sam and You* will help you understand our system of government, we also want to help you learn ways that people are involved in their communities and states and their nation. We want to encourage you to make a difference for good where you live. We hope that your community and your nation will be better because you are a citizen of this great land.

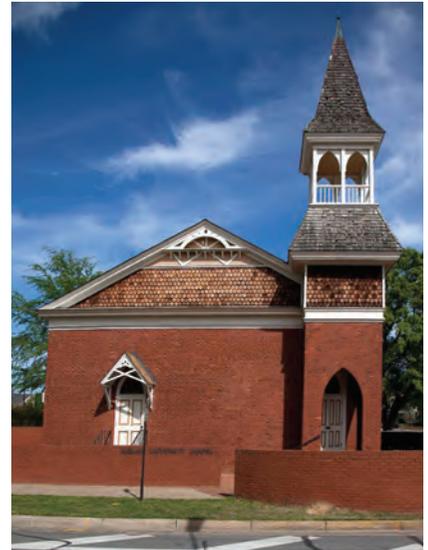
★ ★ ★
**A citizen’s rights
are what his
country owes
him. A citizen’s
responsibilities
are what he owes
his country.**
★ ★ ★

The Right to Worship and to Pray

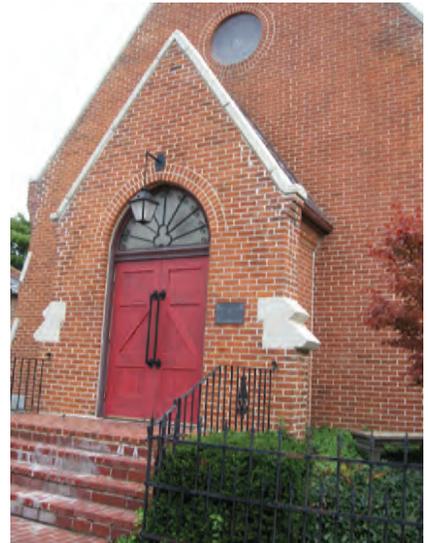
For Christians one of our most precious rights is the right to worship God freely. We can worship God in private and in public. This is an important right that is not granted to the citizens of every country. It is a right we should appreciate and hold dear.

From Maine to Alaska and Hawaii, American believers have built church buildings where they and their guests can worship God together. Seven of the thousands that have been built are pictured on pages 5 through 7. Following are some facts about these buildings and the congregations who have met in them.

- ★ **Auburn University Chapel in Auburn, Alabama.** This chapel, built in 1851, first served as a Presbyterian church. Slaves made its bricks on a nearby plantation. It originally had one entrance for men and another for women. The building was used as a hospital during the Civil War. From 1926 until 1973, it served as Auburn's theater. It was then renovated and restored. In 1976 it reopened as University Chapel.
- ★ **Trinity Episcopal Church in Independence, Missouri.** This church was built in 1881. Here future President Harry Truman married his wife Bess in 1919. In 1956 their daughter Margaret married Clifton Daniel here. When the church added a new two-story wing in 1959, former President Truman gave a short address at its dedication.
- ★ **St. Peter's Episcopal in Seward, Alaska.** Episcopal services were held in a tent and a railroad depot before St. Peter's Episcopal was built in 1906. Inside is a stylized painting by Dutch artist Jan Van Emple. The artist combined Jesus' resurrection and ascension with the landscape of nearby Resurrection Bay. He painted a Native American, a Native Alaskan, a fur trapper, a prospector, and a homesteader in the scene.



Auburn, Alabama
Auburn University Chapel



Independence, Missouri
Trinity Episcopal Church



Seward, Alaska
St. Peter's Episcopal

- ★ **Grace United Methodist Church in Harrisburg, Pennsylvania.** This church was completed in 1880. When the Pennsylvania state capitol burned seventeen years later, the state legislature used the building as their temporary capitol.
- ★ **16th and Decatur Church of Christ in Washington, D.C.** Joe L. Evins served as a Tennessee Congressman for thirty years. He attended this church in Washington. Author Charlene Notgrass served as an intern in his office in 1974 and visited the church.
- ★ **Maranatha Baptist Church in Plains, Georgia.** This is the home church of former President and Mrs. Jimmy Carter. People from around the world have visited here to participate in Carter’s Sunday School class.
- ★ **Grace Episcopal Church in Galveston, Texas.** This building, dedicated in 1895, survived the city’s 1900 hurricane. In 1926 men used hand-operated jacks to raise the building four and one half feet to prevent future flooding. Nearby Trinity Episcopal Church was also raised four and one half feet with hand-operated jacks. A beating drum kept the workers in rhythm.



Harrisburg, Pennsylvania
Grace United Methodist Church (at far right)



Plains, Georgia
Maranatha Baptist Church



Washington, D.C.
16th and Decatur Church of Christ

Every American can pray for God's will to be done by our government leaders and by our citizens. We can pray for the safety of our nation and for His blessings on all the people of the world. We can ask God for greater faith and commitment on the part of our fellow citizens. Praying for our country and its leaders is a great right because we have the freedom to do so. It is a great responsibility because in prayer we can call on the One who can help our country the most.



Galveston, Texas
Grace Episcopal Church

First of all, then, I urge that entreaties and prayers, petitions and thanksgivings, be made on behalf of all men, for kings and all who are in authority, so that we may lead a tranquil and quiet life in all godliness and dignity.

1 Timothy 2:1-2

Lesson Activities

Thinking Biblically — Copy 1 Timothy 2:1-2 in your notebook, using the translation of your choice.

Literature — Read “My Country ‘Tis of Thee” in *The Citizen’s Handbook*, page 1.

Creative Writing — In your notebook, write one or two paragraphs about what you would want to do on your first day back in America if you had been away for a long time.

Picture This! — Take a photograph or draw a picture of the place your family meets with your church.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 1.

Fifty States ONE NATION I

LESSON 2

The fifty United States of America make up one nation. Each state has a unique geography. Florida, for instance, is surrounded by oceans on three sides and its highest elevation is 345 feet. Wyoming does not border an ocean and is home to the towering Grand Tetons. Its highest peak rises to almost 14,000 feet. See photos below.



Florida
Flamingos



Wyoming
Grand Teton National Park

Each state has a unique size. Rhode Island measures forty-eight miles from north to south and thirty-seven miles from east to west, while Alaska measures 1,400 miles by 2,700 miles. See photos on page 9.

Each state has a unique history. Delaware has a much longer history as a state than Hawaii. Delaware had been a state for over 170 years when Hawaii became one in 1959.

Each state has a unique government. The large state of Nebraska has a small legislature with just forty-nine legislators, while tiny New Hampshire has four hundred and twenty-four. Most states have a formal name that puts the words “State of” before the name of the state, as in State of Alabama. However, four states, Virginia, Massachusetts, Pennsylvania, and Kentucky, use the term “Commonwealth of,” as in Commonwealth of Pennsylvania.

If you visited every state, you could experience many customs and traditions. You can buy hamburgers and hot dogs in any



Newport, Rhode Island
Rose Island Lighthouse

state, but you can try a Hot Brown sandwich in Kentucky, a grinder in Connecticut, and a fluffernutter in Massachusetts. You can enjoy many musical styles in any state, but it would be fun to hear live country music in Tennessee, blues in Mississippi, and bluegrass in Kentucky.

When you see an American flag flying high above the United States Capitol, at your local courthouse, or on your front porch, you see a field of blue with fifty stars and thirteen stripes of red and white. You know that the thirteen stripes represent the thirteen original American colonies, and that the fifty stars represent America's fifty states, but do you know how the number of states grew from thirteen to fifty?

The First Thirteen States

Christopher Columbus discovered the New World in 1492. Soon Europeans began to claim land in what is now the United States. Spanish settlers moved into the Florida peninsula and into what is now California, Texas, and other western states. French settlers moved into areas around the Great Lakes and the Mississippi River. English settlers formed thirteen colonies along the Atlantic coast.

Spain, France, England, and other countries struggled over which country would be the most powerful in North America. At times they even fought one another. In 1707 England and Wales joined with Scotland to form Great Britain. In the mid-1700s, Great Britain and France fought a war called the Seven Years War in Europe and the French and Indian War in America. The war in America lasted nine years. British and American colonial soldiers, along with some Native American tribes, fought against French soldiers and other Native American tribes.



Alaska
Prince William Sound

By the mid-1700s, some families had been in America for several generations. Though most residents of the colonies considered themselves to be British citizens, many had never even been to Great Britain. America was their home and they enjoyed its freedoms and opportunities. The British government wanted to make money from its American colonies. The king of Great Britain and the British Parliament treated the colonies harshly. Though American leaders worked to get them to stop, the British government refused.

In 1776 colonial leaders adopted the Declaration of Independence, in which they declared themselves to be independent of Great Britain. At that time, the thirteen colonies became the United States of America. Over the next few years, the two sides fought the American Revolutionary War. During the war, representatives of the thirteen states led the American government. They wrote and adopted the Articles of Confederation, a document that told how the states would work together.

States 1-13

1787
Delaware
Pennsylvania
New Jersey

1788
Georgia
Connecticut
Massachusetts
Maryland
South Carolina
New Hampshire
Virginia
New York

1789
North Carolina

1790
Rhode Island

A few years after the war, citizens representing twelve of the states (all except Rhode Island) met in Philadelphia to make improvements in the Articles. While there, they decided to write a new constitution. They completed the Constitution of the United States in September of 1787. The Articles of Confederation, the Declaration of Independence and the Constitution are discussed in Unit 2. Over the next several months, groups of leaders in each state voted on whether to ratify the Constitution. Three states ratified it before the end of the year, first Delaware, then Pennsylvania, and then New Jersey. The other ten states ratified it in 1788, 1789, and 1790. The chart at left gives the order of the first thirteen states.

Vermont, Kentucky, Tennessee, and Ohio

The treaty that ended the American Revolution gave America control of the land that was south of Canada, north of Florida, and east of the Mississippi River. The U.S. government set up guidelines for how new states could be formed. One requirement was that they write a state constitution. In 1791 Vermont was admitted as the fourteenth state. It was the first state that did not touch the Atlantic Ocean.

Great Britain had considered land west of the Appalachian Mountains to be Indian territory. In the years before the



Appalachian Mountains



Danville, Kentucky
Old Wilderness Road Street Sign



New Orleans, Louisiana
The French Quarter

American Revolution, only a few Europeans settled there. However, during and after the war, thousands of settlers crossed the mountains. Many traveled on the Wilderness Road through Cumberland Gap. One of the most famous was frontiersman Daniel Boone, who moved his family to Kentucky. It became the first state west of the Appalachians in 1792. An early settlement along the Wilderness Road was Danville, Kentucky. See one of its street signs at top right.

Tennessee, another “overmountain” state, joined the Union in 1796. Future President Andrew Jackson helped to write its state constitution. See a beautiful Appalachian scene above. Ohio became the first new state of the nineteenth century when it joined the Union in 1803. “Joining the Union” is a phrase that has the same meaning as joining the United States or becoming a state. See chart of states fourteen through seventeen at right.

Territories of France, Britain, and Spain

By 1800 France controlled over 800,000 square miles of land west of the Mississippi River. French territory spread from the headwaters of the Missouri River in the Rocky Mountains to the mouth of the Mississippi at the Gulf of Mexico. As seen above, French architecture can still be seen in New Orleans.

States 14-17
1791
Vermont
1792
Kentucky
1796
Tennessee
1803
Ohio

Spain controlled Mexico and the areas that are now Texas, California, New Mexico, and Arizona. The Spanish-built Mission San José, founded in 1720, is pictured below.



San Antonio, Texas
Mission San José y San Miguel de Aguayo

In 1803 France sold its land to the United States. This area, called the Louisiana Purchase, nearly doubled the size of America. President Thomas Jefferson chose Meriwether Lewis and William Clark to lead a team of men to explore these lands. In 1812 America added Louisiana, a small part of the Louisiana Purchase, its first state west of the Mississippi River.

In the decades before and after 1800, control of Florida swapped back and forth between Spain and Great Britain. Mexico

rebelled against the Spanish government in 1810, just as the Americans had done against the British in 1776. Meanwhile, the British continued to harass America even though the American Revolution had ended. They fought the War of 1812 from 1812 to 1815.

Six New States in Six Years

While the war for Mexican independence continued to the south, the United States kept growing. In just five years, it added five states east of the Mississippi River and one to the west. Indiana joined in 1816, Mississippi in 1817, Illinois in 1818, Alabama in 1819, Maine in 1820, and Missouri in 1821.

Twenty-Five States and Counting

America was halfway to its total of fifty states when Arkansas became state number twenty-five in 1836. Michigan, with its upper and lower peninsulas bordering Lake Michigan, joined in 1837. Florida became a state in 1845 and so did Texas.

Manifest Destiny and War with Mexico

Mexico won its independence from Spain in 1821. That same year the Mexican government gave a group of American settlers permission to settle in the portion of Mexico called Texas. The settlers soon wanted to make Texas a new American state. In the 1840s many American leaders believed that the United States was destined to spread across the North American continent from the Atlantic Ocean to the Pacific. Belief in Manifest Destiny influenced President James K. Polk and members of Congress to allow Texas to become a state in 1845. The Mexican

government opposed Texas statehood because they did not want to lose this large area. Mexican forces attacked Texans in May of 1846. American forces went to Texas to help. This began the Mexican War. Iowa became a state that year. See chart of states eighteen through twenty-nine at right.

A treaty ended the Mexican War in 1848. In addition to Texas, the United States gained the lands that are now California, New Mexico, Nevada, and Utah, plus portions of Arizona, Colorado, Oklahoma, and Wyoming.

Though Spain, England, France, Mexico, and the United States fought for control of land in North America, we should remember who is the actual owner.

The earth is the Lord's, and all it contains,
the world, and those who dwell in it.

Psalm 24:1

Lesson Activities

Vocabulary — Find each of these words in a dictionary: elevation, harsh, headwaters, harass, manifest. Copy each word into your notebook with the definition that corresponds to the way it is used in this lesson.

Literature — Read “We, the People of . . .” in *The Citizen's Handbook*, page 2.

Creative Writing — Imagine that you are serving on the committee to write a constitution for a new state. Write a preamble to the constitution describing what you think is important about the origins and goals of governments.

Find Out! — In what year was the most recent version of your state's constitution written?

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 2.

States 18-29

1812
Louisiana

1816
Indiana

1817
Mississippi

1818
Illinois

1819
Alabama

1820
Maine

1821
Missouri

25 **1836**
Arkansas

1837
Michigan

1845
Florida
Texas

1846
Iowa

Fifty States ONE NATION II

LESSON 3

Americans welcomed home the soldiers who had fought in the Mexican War. They were thankful that the war was over. However, disagreements between Americans were heating up over the issue of slavery and soon they would be fighting one another.



Tuscumbia, Alabama
Slave Quarters at Abernathy House

In the early years of the American colonies, English ships brought African slaves to America. See ruins of slave quarters above.

When America's leaders worked together to write the Constitution in 1787, they wrestled with the question of what to do about slavery. Some thought it should be outlawed while others believed it should continue.

In the mid-1800s, the question of slavery came to a head all over the country, causing divisions between states, neighbors, and even family members. By then northern states did

not practice slavery, but southern states continued to do so. Both sides wanted new states to be like them. Southern states wanted slavery allowed in new states, but northern states did not. Southern states believed strongly that the issue was one that each individual state should decide and that the Federal government in Washington should leave them alone. People on both sides had strong opinions. Many people became angry about the question and sometimes fighting broke out.

While this controversy became more and more divisive, America continued to add new states. Wisconsin joined the Union in 1848. It was the last state formed east of the Mississippi River. That same year gold was discovered in California. Thousands of people from America and other

States 30-33

1848
Wisconsin

1850
California

1858
Minnesota

1859
Oregon

countries rushed there in the California Gold Rush of 1849. By 1850 California had enough people to form a state and join the Union. Minnesota joined as state thirty-two in 1858.

In 1836 thousands of Americans began moving west in covered wagons on the Oregon Trail. See statue at right. In 1859 Oregon became state thirty-three. See chart of states thirty through thirty-three on page 14.

Division and Reconciliation

By December of 1860, the conflict between northern and southern states was so serious that South Carolina declared itself to be independent and seceded from the Union (to secede is to pull away from). Early in 1861, six more southern states seceded. In February these seven states formed the Confederate States of America.

On March 4, Abraham Lincoln became the sixteenth President of the United States. On April 12, fighting began between Confederate and U.S. forces at Fort Sumter in Charleston, South Carolina. Flags fly at historic Fort Sumter at lower right. Soon President Lincoln asked the remaining U.S. states to provide 75,000 soldiers. By the end of June, eleven states had seceded (see box at right). Lincoln directed the U.S. Army to move into the Confederate states to force them to return to the Union.

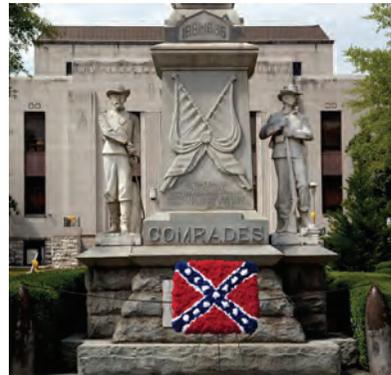
The United States gained three new states during the Civil War. Kansas joined in 1861. One of the southern states that had seceded in 1861 was Virginia. Citizens in the western portion of the state did not agree with secession, so that area broke away from Virginia and became West Virginia, the thirty-fifth state, in 1863.



Salem, Oregon
"The Covered Wagon" at the Oregon State Capitol

The Eleven States of the Confederacy

People in the eleven states of the Confederacy still honor their ancestors who took part in it. Pictured below is a Confederate statue in Jasper, Alabama. At its base is a Confederate flag made of flowers. The Confederate states in the order of their secession were:



South Carolina
Mississippi
Florida
Alabama
Georgia
Louisiana
Texas
Virginia
Arkansas
North Carolina
Tennessee



Charleston, South Carolina
Fort Sumter

Look at scenes from the West Virginia town of Harpers Ferry below. From time to time in *Uncle Sam and You* we include information about an individual community to show ways that American government and civic life have affected that community. Often a town's geography plays a role in how government and civics have been involved in that place. This is certainly true of Harpers Ferry. Read part of its story below.

Civics at Harpers Ferry, West Virginia

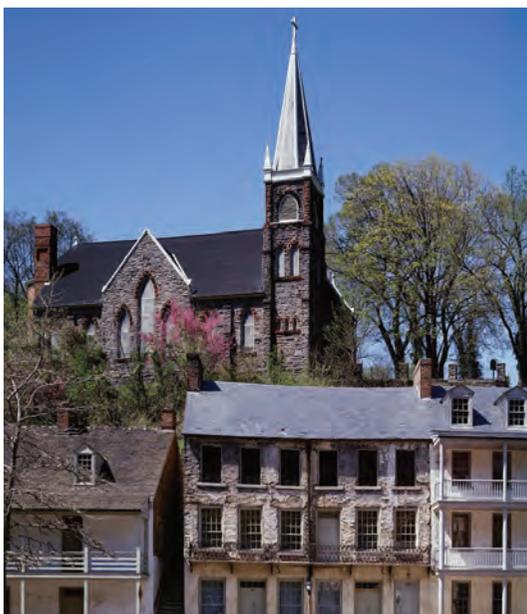
In October of 1783, future President Thomas Jefferson visited the little village of Harpers Ferry, Virginia. A short walk from the village is the rock at right. Jefferson described the view from there as "perhaps one of the most stupendous scenes in Nature." The rock is now called Jefferson Rock.



The Shenandoah River flows into the Potomac River at Harpers Ferry. Two years after Jefferson's visit, future President George Washington visited the area to study ways to make the Potomac River and its tributaries more suitable for shipping and transportation.

After becoming President, Washington chose Harpers Ferry as the location of the nation's second national armory. Construction of Harpers Ferry Armory and Arsenal began in 1799. By the time of the Civil War, workers at the arsenal had manufactured more than 600,000 muskets, rifles, and pistols.

Before leaving with William Clark and the Corps of Discovery to explore the Louisiana Purchase, Meriwether Lewis went to Harpers Ferry in the spring of 1803 to purchase supplies for the expedition. He bought rifles, powder horns, bullet molds, tools to repair guns, and a collapsible boat frame made of iron.



Harpers Ferry, Virginia, was the scene of fighting about the issue of slavery even before the Civil War began. Abolitionist John Brown and a band of twenty-one men captured Harpers Ferry Armory and Arsenal (an abolitionist was a person who wanted slavery to end). Brown had planned to give its 100,000 weapons to slaves so they could fight for their freedom. U.S. Army troops rushed to Harpers Ferry and captured Brown. He was tried in a Virginia court and found guilty of treason.

During the Civil War, both the Northern and Southern armies tried to control Harpers Ferry. It changed hands eight times. When West Virginia became the thirty-fifth state during the War, the town became Harpers Ferry, West Virginia. It is now part of the Harpers Ferry National Historical Park.

Nevada became the thirty-sixth state in 1864. The Civil War ended in 1865 when the Southern states surrendered. Over the next few years, they were allowed to return to the Union. In 1866 Tennessee became the first Confederate state to be readmitted to the Union. Georgia was the last in 1870. When you say the Pledge of Allegiance and speak the words, “one nation under God, indivisible,” remember that these United States were once divided, but came back together again. The Civil War is remembered today by many monuments, as seen below.

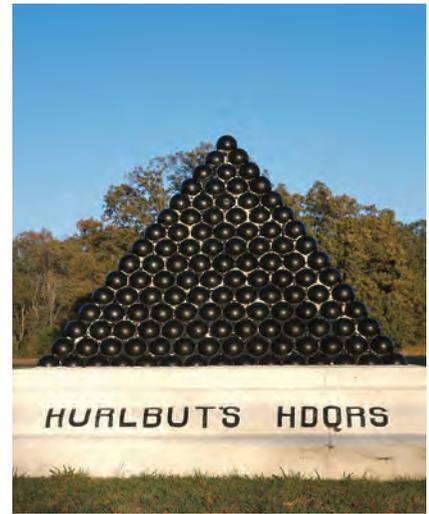
States 34-36
1861
Kansas
1863
West Virginia
1864
Nevada



Sharpsburg, Maryland
Antietam Road Statues
Antietam National Battlefield



Manassas, Virginia
Union Veterans Memorial
Second Battle of Bull Run



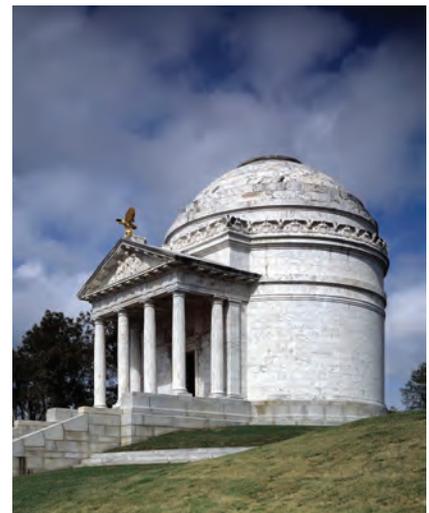
Shiloh, Tennessee
Cannonball Monument
Battle of Shiloh



Near Chattanooga, Tennessee
Florida Monument
Battle of Chickamauga



Gettysburg, Pennsylvania
Hancock Monument
Battle of Gettysburg



Vicksburg, Mississippi
Illinois Monument
Battle of Vicksburg

New States From the Close of the Civil War to 1900

Nine western states joined the Union in the years between the Civil War and 1900. Nebraska joined in 1867 and Colorado in 1876. North and South Dakota came into the Union on the same day in 1889. Later that year Montana and Washington became states. Idaho and Wyoming joined in 1890 and Utah in 1896.

New States in the Twentieth Century

On April 22, 1889, the United States government began allowing settlers to claim land within an area called Indian Territory. An estimated eleven thousand people rushed in on that day and claimed free land. See photo at right. Just eighteen years later, in 1907, the area became the State of Oklahoma.



Oklahoma Land Rush, 1889

New Mexico became the forty-seventh state and Arizona the forty-eighth, both in 1912. The American flag had forty-eight stars for over four decades. In 1959 it gained two more. Neither of these states is connected to the other forty-eight geographically. Alaska, which is northwest of Canada, became state number forty-nine in January. The islands of Hawaii, which are in the Pacific Ocean, became the fiftieth state that August. The chart on page 19 lists states 37 through 50.

Out of Many, One

The envelope below was used sometime between 1861 and 1865. Though Americans were severely divided at that time, the phrase *E pluribus unum* printed at the upper left was a reminder of their former unity. *E pluribus unum* is a Latin phrase which means “out of many, one.”



Envelope from Civil War Years

Fifty states joined together into one nation is an illustration of *E pluribus unum*. It is God’s will that all people live together in harmony and respect for one another. It is His will for families, the church, nations, and the world.

To sum up, all of you be harmonious, sympathetic,
brotherly, kindhearted, and humble in spirit;
not returning evil for evil or insult for insult,
but giving a blessing instead;
for you were called for the very purpose
that you might inherit a blessing.

1 Peter 3:8-9

Lesson Activities

Thinking Biblically — Write a paragraph in your notebook or discuss with a parent: What are attitudes that encourage unity in a group of people?

Vocabulary — Write five sentences in your notebook, using one of these words in each: reconciliation, secede, stupendous, armory, treason. Check in a dictionary if you need help with their definitions.

Find Out! — What was the month, day, and year that your state joined the Union?

Picture This! — Take a photograph or draw a picture of your state flag.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 3.

States 37-50

1867
Nebraska

1876
Colorado

1889
North Dakota
South Dakota
Montana
Washington

1890
Idaho
Wyoming

1896
Utah

1907
Oklahoma

1912
New Mexico
Arizona

1959
Alaska
Hawaii

★ 50



Out of Many, ONE

LESSON 4

Habeeb came alone to the United States from the Middle East when he was seventeen years old. After growing up in Lebanon in a Christian family, he came to America to attend a Christian college. Here he has stayed for almost forty years. Habeeb met and married a young woman from the Midwest. While still newlyweds, they helped his parents escape from a civil war in his native land. With joy and pride, Habeeb became an American citizen. He worked hard to become the president of a successful company. He is an active volunteer



Wentworth, North Carolina
Family Reunion

in his community, state, and country. Habeeb is proud of his Lebanese heritage and enjoys taking his family back for visits, but Habeeb is an American. He has a deep love for God, his wife, his children, his church, and his adopted country.

Out of many, one. *E Pluribus Unum*. This phrase not only describes our one nation with its many states; it also describes the people of



Madison, Wisconsin
Native Ceremony at State Capitol



New York City, New York
Sylvia's Soul Food in Harlem

the United States. We come from all over the world, yet we are one people. The people pictured in the photo at top left are taking the oath of citizenship, the last step in the long process they completed to become U.S. citizens. Their ceremony took place at the rim of the Grand Canyon in September 2010. Think about

the song “Jesus Loves the Little Children.” Picture all the red, brown, yellow, black, and white children in the world. Now picture American children. They are red, brown, yellow, black, and white, too.

Like Habeeb, everyone in the world is an immigrant or the descendant of an immigrant. Since God scattered people at the Tower of Babel, they have been moving to new places. You or your parents or your grandparents or someone in your family moved to the area where you live.

The first immigrants to America were those we now call Native Americans or Indians. Europeans began arriving after 1492 and Africans after 1619. Immigrants and descendants of immigrants formed the United States after declaring themselves to be an independent nation in 1776.

Native Americans, African Americans, and Americans descended from Europeans are pictured on page 20. The Native Americans are participating in a ceremony on the grounds of the Wisconsin State Capitol in Madison. The African Americans stand outside Sylvia’s Restaurant in Harlem in New York. It specializes in “soul food.” Americans of European descent are gathered for a family reunion outside the log cabin where their ancestor was born in Wentworth, North Carolina.

In 1820 the government of the United States began keeping records of how many immigrants become legal permanent residents each year. The records show that people have emigrated to America from all over the world. According to the Department of Homeland Security, the largest numbers of legal permanent residents have come from fifteen regions. Mexico and Germany top the list. Look at the chart at right. Each large number represents how many millions of legal permanent residents have come from these places (some regions include two countries, such as Norway and Sweden, because in some years the records for these countries were combined).

Illegal immigrants who sneak into the United States without obeying our immigration laws are often in the news. However, America continues to welcome many legal immigrants each year. In the past, immigrants looked to America as a place where they could worship freely, live in peace, make a good living, and join family members who were already here. They still do.

Between 1820 and 2010, there were seventeen years when we granted permanent legal residence status to one million immigrants or more in a single year. Eight of those years were between 2001 and 2010!

**Millions
of Legal
Permanent
Residents
from these
Countries,
1820-2010**

7
Mexico
Germany

6

5
Italy
United Kingdom

4
Ireland
Canada and
Newfoundland
Austria and
Hungary
Russia

3

2
Norway and
Sweden
Philippines

1
China
India
Cuba
Dominican
Republic
Korea

In 2010 immigrants from 201 countries became legal permanent residents of the U.S. Look at the names of these countries below. Use the chart at the bottom of the page to understand the meaning of the different colors.

People from These Countries Became Permanent Legal Residents in 2010

Afghanistan
 Albania Algeria American Samoa
 Angola Anguilla Antigua-Barbuda Argentina
 Armenia Aruba Australia Austria Azerbaijan Bahamas
 Bahrain **Bangladesh** Barbados Belarus Belgium Belize
 Benin Bermuda Bhutan Bolivia Bosnia-Herzegovina Botswana
Brazil British Virgin Islands Brunei Bulgaria Burkina Faso
Burma Burundi Cambodia Cameroon **Canada** Cape Verde Cayman Islands
 Central African Republic Chad Chile **Colombia** Costa Rica Cote d'Ivoire
 Croatia **Cuba** Cyprus Czech Republic Democratic Republic of the Congo
 Denmark Djibouti Dominica **Dominican Republic** **Ecuador** Egypt
El Salvador Equatorial Guinea Eritrea Estonia **Ethiopia** Federated States of Micronesia
 Fiji Finland France French Guiana French Polynesia Gabon Gambia Georgia Germany
 Ghana Greece Grenada Guadeloupe **Guatemala** Guinea Guinea-Bissau Guyana **Haiti**
 Honduras Hong Kong Hungary Iceland **India** Indonesia **Iran** **Iraq** Ireland Israel
 Italy **Jamaica** Japan Jordan Kazakhstan Kenya Kiribati Kosovo Kuwait Kyrgyzstan
 Laos Latvia Lebanon Lesotho Liberia Libya Lithuania Luxembourg Macau Macedonia
 Madagascar Malawi Malaysia Maldives Mali Malta Marshall Islands Martinique Mauritania
 Mauritius **Mexico** Moldova Monaco Mongolia Montserrat Morocco Mozambique
 Namibia Nepal Netherlands Netherlands Antilles New Caledonia New Zealand Nicaragua
 Niger **Nigeria** Norway North Korea Oman **Pakistan** Palau Panama Papua New Guinea
 Paraguay **People's Republic of China** **Peru** **Philippines** Poland
 Portugal Qatar Republic of the Congo Romania Russia Rwanda Saint Kitts-Nevis Saint Lucia
 Saint Vincent and the Grenadines Samoa Sao Tome and Principe Saudi Arabia Senegal
 Serbia and Montenegro Seychelles Sierra Leone Singapore Slovakia Slovenia
 Solomon Islands Somalia South Africa **South Korea** Spain Sri Lanka Sudan
 Suriname Swaziland Sweden Switzerland Syria Taiwan Tajikistan Tanzania
 Thailand Togo Tonga Trinidad and Tobago Tunisia Turkey Turkmenistan
 Turks and Caicos Islands Uganda Ukraine United Arab Emirates
United Kingdom U.S. Virgin Islands Uruguay
 Uzbekistan Venezuela **Vietnam** Yemen
 Zambia Zimbabwe

Number of Immigrants Per Country

Less than 10,000
 From 10,000 to 15,000
 From 15,001 to 25,000

blue
red
green

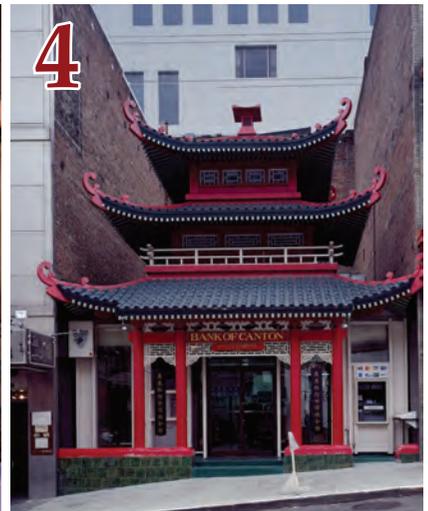
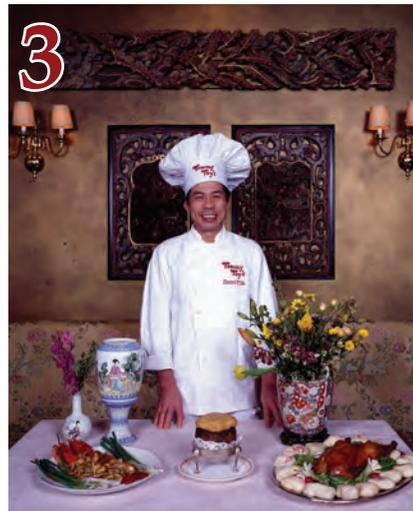
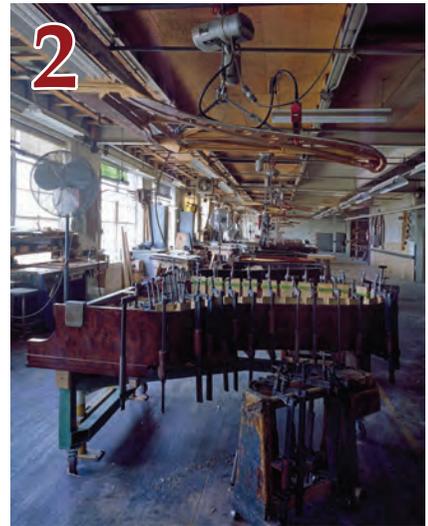
From 25,001 to 50,000
 From 50,001 to 75,000
 More than 135,000

purple
gold
turquoise

Something Old, Something New

American culture is a combination of traits from cultures around the world. These photos illustrate world cultures in our products, our food, and our architecture.

1. German apple pancakes are on the menu at this restaurant in Delavan, Wisconsin.
2. The Steinway piano factory in Queens, New York, was started by German immigrant Henry Steinway.
3. This chef is at one of the many Chinese restaurants in San Francisco.
4. This building in San Francisco's Chinatown has been used as a telephone company and as the Bank of Canton. It was built in 1891, destroyed in the 1906 San Francisco earthquake, and then rebuilt afterwards.
5. German, Swede, and Finn settlers brought the log cabin style of architecture to America. This one is in Cherokee, Alabama.
6. This dairy barn in Pennsylvania is built in a Swiss style.





Chinatown, Washington, D.C.
Chinese New Year Celebration



Rugby, Tennessee
Christ Church Episcopal



New York City
Little Italy Neighborhood

Though Americans share many traditions and customs from various cultures, we also enjoy traditions passed down to us from our own ancestors. Many immigrants even decide to live close to others who share their heritage. Some large cities have neighborhoods with nicknames like Chinatown or Little Italy. See photos at left.

Some American communities were started by immigrants of one nationality. English author Thomas Hughes established Rugby, Tennessee, in 1880. The Historic Rugby organization has restored the village and offers tours and special events. Rugby's Episcopal Church is pictured above.

Thirteen German Lutherans founded Frankenmuth, Michigan, in 1845. Their purpose was to encourage Germans living in the area and to evangelize members of the native Ojibwe tribe. Ninety more German immigrants joined them the following year. Now over a century and a half later, Frankenmuth continues to celebrate its German heritage and is a fun tourist destination.

Americans speak an American form of English which includes many words from other languages. Read the box at left for examples of common words that came from the languages of Native Americans. The box on page 25 lists words from the languages of non-English speaking immigrants.

Words from Native American Languages

- caribou – Mikmac
- hickory – Algonquian
- kayak – Inuit
- moose – Algonquian
- opossum – Algonquian
- pecan – Illinois
- persimmon – Algonquian
- raccoon – Algonquian
- skunk – Algonquian
- squash – Narragansett
- terrapin – Algonquian
- toboggan – Algonquian

The People of the United States

The number of people who live in the United States grows every day. If you write down the population of our country, in a few seconds that number will be incorrect. One service that the Founding Fathers provided in the Constitution was the requirement that a census or official count of the population be made every ten years. The first census was taken in 1790, and it has been taken every ten years since. The original purpose of the census was to insure that each state would have a fair number of representatives in the U.S. House of Representatives, but today it helps in many other ways.

The census is like a picture of a moving river. It tells us what the population of the United States was on a given day. We can tell how fast the population is growing, where the population is increasing or decreasing, and many other fascinating facts about our people. The census is an important civic activity in which everyone living in America can participate.

The United States Census Bureau determined that on April 1, 2010, the population of our country was 308,745,538. This was an increase of more than twenty-seven million people over the 2000 census. Our population was almost evenly divided between men and women.

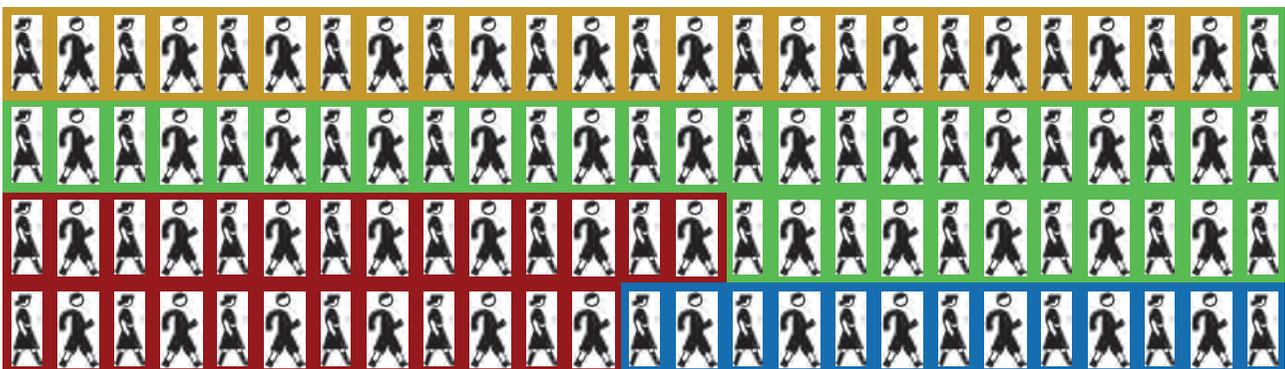
The chart below illustrates what percentage of Americans are in different age groups. Out of every one hundred Americans, 24 are ages 17 and under; 37 are ages 18-44; 26 are ages 45-64; and 13 are ages 65 and over.

Words from World Languages

alligator – Spanish
balcony – Italian
bagel – Yiddish
banana – African
cafeteria – Spanish
canyon – Spanish
cookie – Dutch
coleslaw – Dutch
cruise – Dutch
delicatessen – German
garage – French
gingham – Malay
gung-ho – Chinese
hamburger – German
kindergarten – German
mammoth – Russian
moped – Swedish
potato – Spanish
robot – Czech
shampoo – Hindi
ski – Norwegian
silhouette – French
sketch – Dutch
waffle – Dutch
yogurt – Turkish

Percentages of People in Four Age Groups

Ages 0-17 Ages 18-44 Ages 45-64 Ages 65+



Free to Be Different

Americans are free to be different from one another. We can be rich or poor. Republicans, Democrats, or neither. Red, brown, yellow, black, or white. Our differences make us stronger. Anyone from any background can take part in the government and in society and can achieve his or her dreams. Together we can help other Americans overcome difficulties and achieve their dreams. We are many, but we are one.

Every person is descended from the first man God created. Therefore, we should have respect and love for all people.

And He made from one man every nation of mankind to live on all the face of the earth, having determined their appointed times and the boundaries of their habitation.

Acts 17:26

Lesson Activities

Thinking Biblically — Read Luke 10:25-37 to learn Jesus' teaching on loving others, even those who are different from us.

Vocabulary — In your notebook, write each of these words and the letter of the definition that goes with each word: evangelize, census, bureau, gingham, moped.

- an administrative division of the government
- fabric with small checks in white and one other color
- to preach the gospel to a person or group
- a count of the population
- a small motorcycle that sometimes also has pedals

Literature — Read "You Dreamed Dreams of What America Was to Be" in *The Citizen's Handbook*, pages 3-4.

Creative Writing — In your notebook, write a short story of at least one page about an American family making a new immigrant welcome.

Find Out! — Does your family know anyone who became an American citizen as an adult?

Picture This! — Take a photograph or draw a picture of something in your house that originates from another culture.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 4.



New York City, New York
These rooms in the Tenement Museum illustrate life for new immigrants in the early 1900s.



Chicago, Illinois
This German business, Berghoff Cafe, advertises as Chicago's oldest restaurant.

★ Remember to choose an American Holiday to study this week! ★



UNIT 2 – AMERICA’S FOUNDING DOCUMENTS

LESSONS IN UNIT 2

- Lesson 6 – The National Archives
- Lesson 7 – The Declaration of Independence
- Lesson 8 – The United States Constitution
- Lesson 9 – The Bill of Rights
- Lesson 10 – Choose an American Holiday

BOOKS USED IN UNIT 2

- The Citizen’s Handbook
- Student Workbook (optional)
- Lesson Review (optional)

“Reading the Declaration of Independence” by Edwin Austin Abbey, hangs in the chamber of the state House of Representatives in the Pennsylvania State Capitol.

The National ARCHIVES

LESSON 6



Washington, D.C.

Constitution Avenue Entrance to the National Archives

The Declaration of Independence, the Constitution of the United States, and the Bill of Rights are America's most treasured documents. They outline much of what the word America means to its own citizens and to people around the world. In a short span of only thirteen years, America's Founding Fathers wrote these documents that continue to form the basis of our American government and our way of life. They completed the

Declaration of Independence in 1776, the Constitution of the United States in 1787, and the Bill of Rights in 1789. Government workers keep them safe in the National Archives.

More than one million people visit the Archives each year. It is located along the National Mall in Washington, D.C. The Mall is a rectangular-shaped open space. Scattered within the Mall and lining it on all four sides are some of America's most famous landmarks and monuments, including the United States Capitol, the White House, the Smithsonian, and the Washington and Lincoln Memorials. The Archives stands mid-way between the Capitol and the White House. It is across from the Mall's outdoor ice skating rink.

History of the National Archives

Since its beginning, the Federal government of the United States has kept records; but for over 150 years, it did not have a central location to keep them together and safe. Finally, in 1926 Congress decided to build a National Archives. Site work began on the land in 1931. This work became difficult because the ground was marshy and there was even an underground stream running beneath the property.

Architect John Russell Pope planned the massive limestone and granite National Archives. It fills two city blocks. Pope included areas where employees would work to protect the records, places for the records to be stored, and public areas where special documents could be displayed. When President Hoover laid the cornerstone in 1933, he said, "This temple of our history will appropriately be one of the most beautiful buildings in America, an expression of the American soul."



Constitution Avenue Entrance, 1935

One hundred twenty staff members began working in the unfinished Archives in late 1935. In the photo at right, an Archives employee checks a humidity recorder to make sure that the air in the Archives has the correct moisture level. By the late 1960s the building's 900,000 square feet of storage space was filled and the government began renting more storage space. In 1993 a second building called Archives II was completed in nearby College Park, Maryland.



Mrs. Adelaide Minogue checks the humidity level in stacks at the National Archives in 1942.

A Walk Around the National Archives

Let's begin our walk around the exterior of the National Archives at the Constitution Avenue entrance. The statues, "Guardianship" and "Heritage," flank its staircase. They were designed by James Earl Fraser. "Guardianship" is a male figure with a helmet, a lion skin, and a sword. The statue symbolizes that the historical record must be protected for future generations. On its pedestal are the words: "Eternal Vigilance is the Price of Liberty." "Heritage" is a female figure. She holds a child and a sheaf of wheat, which symbolize growth and hope. On its pedestal are the words: "The Heritage of the Past is the Seed that Brings Forth the Harvest of the Future."

Look at the photo on page 28 and imagine that you are climbing these stairs. At the top are some of the Archives' seventy-two Corinthian columns. Each one is fifty-three feet high, five feet eight inches in diameter and weighs ninety-five tons. Behind the columns are massive bronze doors. At thirty-eight feet tall and almost ten feet across, they are largest bronze doors in the world. Above the columns is a pediment. Fraser also designed this pediment, which is entitled "Recorder of the Archives." Its mythological figures depict a man holding the keys to the Archives while he receives and catalogs America's most precious documents. An inscription above the pediment tells why the Archives was constructed: "The ties that bind the



Pennsylvania Avenue Entrance to the National Archives



Details of the Pennsylvania Avenue Entrance



*Rooftop View of Washington, D.C.,
from the National Archives with One
of Its Twelve-Foot Eagles*

lives of our people in one indissoluble union are perpetuated in the archives of our government and to their custody this building is dedicated."

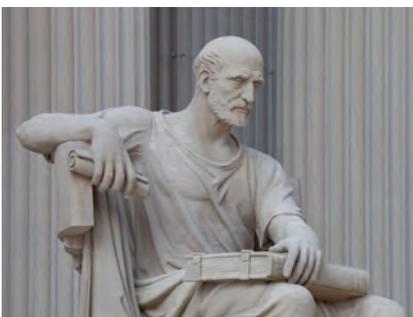
As you circle the building to the right, look up at the words carved on the eastern side: "This building holds in trust the records of our national life and symbolizes our faith in the permanency of our national institutions."



*"The Future,"
Designed by Robert I. Aitken*

Turn the corner to see the Pennsylvania Avenue entrance of the Archives, pictured above. Here historians, genealogists, government workers, lawyers, scholars, students, veterans, and other citizens enter to do research. The pediment at this entrance is entitled "Destiny." It was designed by Adolph A. Weinman. Its mythological figures illustrate that progress is based on knowledge of the past. Atop both the Constitution Avenue and Pennsylvania Avenue pediments are two twelve-foot eagles with their wings extended. See one of the eagles at left above.

Robert I. Aitken designed the statues, "The Future," and "The Past," to the left and right of this entrance. They are pictured at left. "The Future" is a young female who is looking up from an open book to see into the future. On its base are the words, "What is Past is Prologue." "The Past" is an elderly man holding a scroll and a closed book as he "stares down the corridors of time." The words on its base read, "Study the Past." Like the statues, "Heritage" and "Guardianship," each was cut from a single block of limestone weighing 125 tons.



*"The Past,"
Designed by Robert I. Aitken*

Continue around the western side of the building to read its inscription: "The glory and romance of our history are here preserved in the chronicles of those who conceived and builded the structure of our nation."

Rotunda for the Charters of Freedom

In the center of the National Archives is a beautiful rotunda, rising seventy-five feet high. The Declaration of Independence, the Constitution, and the Bill of Rights are displayed with American flags in this Rotunda for the Charters of Freedom. The documents are encased in glass to protect them from deteriorating. See close-up photos of the Declaration of Independence and the Constitution at right.

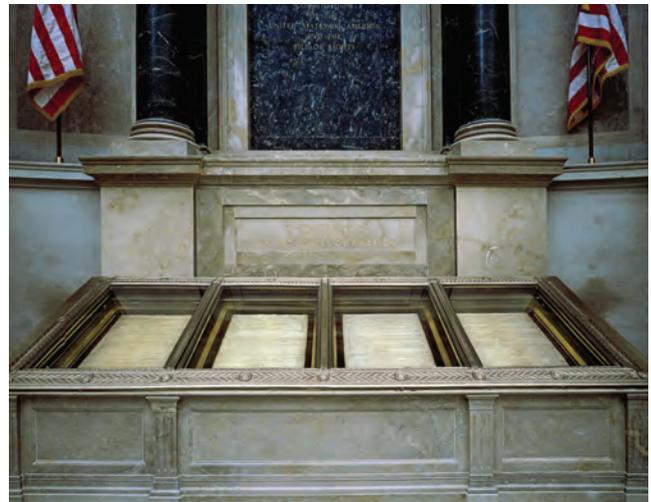
On either side of these "Charters of Freedom" are murals entitled "The Declaration" and "The Constitution." Each is approximately thirteen by thirty-four feet. Artist Barry Faulkner painted them in oil at his studio in Grand Central Station in New York City. Both are imaginary scenes which include portraits of some of the real men who helped found our American government. The murals are pictured below.



Rotunda for the Charters of Freedom



The Declaration of Independence



The Constitution of the United States



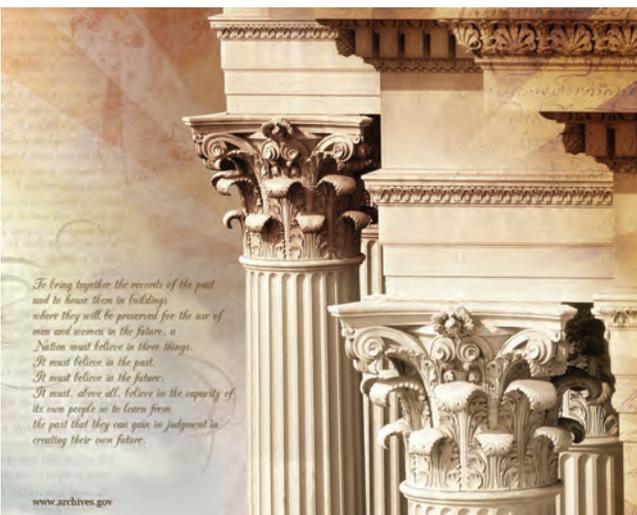
*Murals by Barry Faulkner
Left: "The Declaration"; Right: "The Constitution"*



Attorney General Robert Kennedy speaks at the opening of the Emancipation Proclamation Exhibit, January 4, 1963.



From Left to Right: Vincent Viola, General Raymond T. Odierno, and Retired Captain Anthony K. Odierno, 2011



The Rotunda for the Charters of Freedom is a fitting location for ceremonies honoring individuals and events. At left Attorney General Robert F. Kennedy, brother of President John Kennedy, speaks at the opening of an exhibit displaying the Emancipation Proclamation. This document freed the slaves in Confederate states during the Civil War. Father and son soldiers, Army Chief of Staff General Raymond T. Odierno and his son, retired Captain Anthony K. Odierno, receive the first Marine Gunnery Sergeant John Basilone Award for Distinguished Military Service. See lower photo. The honor was bestowed by the National Italian American Foundation in October of 2011.

NARA Facilities Around the Country

The Archivist of the United States heads the National Archives and Records Administration (NARA). The NARA is responsible for protecting and storing millions of records of the Federal government. In addition to the National Archives facility in Washington, D.C., and Archives II in College Park, Maryland, the NARA has other facilities around the country. Locations are listed on page 33, as are photos of three of them. Notice that the one in Lee's Summit, Missouri, is underground. Each location specializes in certain kinds of records or in records from specific regions of the country. Many facilities also have programs and displays of interest to the public. Presidential libraries and museums

for each American President since Herbert Hoover are also part of the National Archives system. Franklin Roosevelt was the first President to begin a presidential library. At its dedication in June of 1941, Roosevelt spoke these words which are printed on the poster on page 32:

To bring together the records of the past and to house them in buildings where they will be preserved for the use of men and women in the future, a Nation must believe in three things. It must believe in the past. It must believe in the future. It must, above all, believe in the capacity of its own people so to learn from the past that they can gain in judgment in creating their own future.

Wise government leaders keep records. Again and again the Old Testament books of 1 and 2 Kings mention the chronicles of the kings of Israel and Judah.

Now the rest of the acts of Hezekiah and all his might, and how he made the pool and the conduit and brought water into the city, are they not written in the Book of the Chronicles of the Kings of Judah?

2 Kings 20:20

Lesson Activities

Vocabulary — Look up each of these words in a dictionary and read their definitions: archives, marshy, humidity, pedestal, pediment.

Literature — Read “The Archivist’s Code” in *The Citizen’s Handbook*, pages 5-6.

Creative Writing — Ask a parent about the ways and places that your family keeps records. Make a list in your notebook, titled “Our Family Archives.”

Find Out! — Which National Archives and Records Administration facility is closest to your home?

Picture This! — Take a photograph or draw a picture of an important document preserved in your household.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 6.

NARA Locations

Anchorage, Alaska
Atlanta, Georgia
Boston, Massachusetts
Chicago, Illinois
College Park, Maryland
Dayton, Ohio
Denver, Colorado
Ft. Worth, Texas
Kansas City, Missouri
Laguna Niguel, California
Lee’s Summit, Missouri
Lenexa, Kansas
New York City, New York
Philadelphia, Pennsylvania
Pittsfield, Massachusetts
Riverside, California
San Francisco, California
St. Louis, Missouri
Seattle, Washington
Suitland, Maryland
Valmeyer, Illinois



College Park, Maryland
Archives II



Atlanta, Georgia
Southeast Region



Lee’s Summit, Missouri
Central Plains Region

The Declaration of INDEPENDENCE

LESSON 7



Philadelphia, Pennsylvania
Independence Hall

After many years under the rule of Great Britain, representatives of the thirteen British colonies met at Carpenters' Hall in Philadelphia from September 5 to October 26, 1774. They formed the Continental Congress. Their purpose was to find ways to persuade Great Britain to treat them fairly. Their efforts failed.

In April of 1775, British soldiers and colonists fought two battles in Massachusetts, the Battles of Lexington and Concord. This was the start of the Revolutionary War. In May

the colonies sent representatives to Philadelphia again. This Second Continental Congress met in the State House of the Province of Pennsylvania in Philadelphia. The building, now known as Independence Hall, is pictured above. Colonial representatives continued to try to reconcile differences between the colonies and Great Britain, but the mother country would not change how it treated them.

Finally on June 7, 1776, Richard Henry Lee, a delegate from Virginia, made a motion that the thirteen colonies declare themselves to be independent of Great Britain. Lee said that:

. . . these United Colonies are, and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved.

On June 11, the Congress assigned two future Presidents, Thomas Jefferson and John Adams, along with Roger Sherman, Benjamin Franklin, and Robert Livingston, the task of writing a

document declaring to the world the reasons that the colonies should be independent. The Committee of Five set to work while the rest of the members of the Congress recessed (took a break). On June 28 the committee brought its first draft to the Continental Congress. Artist John Trumbull illustrated the scene. Read about the artist and his painting below.

Using Talents to Serve: Artist John Trumbull

“The Declaration of Independence” hangs in the Rotunda of the United States Capitol. It depicts Thomas Jefferson handing a draft of the Declaration of Independence to John Hancock (seated at right), who served as president of the Second Continental Congress. Standing by Jefferson are other members of the Committee of Five. Forty-one other members of the Continental Congress are watching.



In 1817 the U.S. Congress commissioned sixty-one year old artist John Trumbull to paint four scenes from the time of the American Revolution. He completed this one the following year. Trumbull based this 12 x 18 foot painting on a smaller 21 x 31 inch one he had created decades earlier. The artist began planning the smaller version in 1786, just ten years after the historic event took place. He decided to portray the individuals accurately, so he only included men whom he could paint from life or paint from other portraits that had been painted from life. He used a sketch Thomas Jefferson had created from memory to know how to paint the room. This painting was exhibited in New York City, Boston, Philadelphia, and Baltimore before being brought to the Capitol in 1819. It was sometimes displayed in various rooms and sometimes stored until 1826. At that time, it was hung in the Rotunda, along with three other paintings by Trumbull. When he was seventy-two years old, Trumbull applied wax to the backs and new varnish to the fronts to protect his paintings.

John Trumbull was the son of a colonial governor of Connecticut and was a graduate of Harvard. He was a patriot who served as an aide-de-camp to General George Washington during the American Revolution. His artistic works included patriotic scenes, portraits, and religious scenes.

Independence is Declared

On July 2 members of the Second Continental Congress voted to approve Richard Henry Lee's motion. Late on the morning on July 4, they voted to approve the final version of the Declaration of Independence. The document informed Great Britain that the colonies would no longer submit to its authority and announced to the world America's beliefs about freedom. In these words it declares faith in God, the equality of all people, and the rights of citizens:

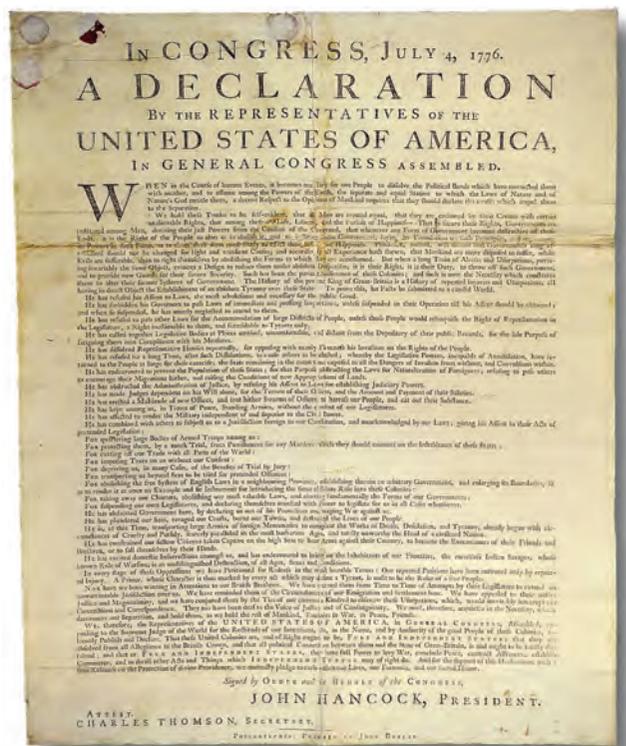
We hold these Truths to be self-evident, that all Men are created equal, that they are endowed, by their CREATOR, with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

The Declaration of Independence refers to “Nature's God” and to “the Supreme Judge of the World.” It declares a “firm Reliance on the Protection of DIVINE PROVIDENCE.”

The document states that people are more important than government when it says, “Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.” John Hancock and Continental Congress secretary Charles Thomson signed the Declaration. That day the Committee of Five took Thomas Jefferson’s handwritten manuscript to John Dunlap, who was the official printer of the Continental Congress. He printed it that night. Members of the Congress sent copies to the states and to commanders of the Continental Army. Twenty-six copies still survive. The copy pictured at right is in the holdings of the National Archives.

Signing the Declaration

On July 19, Congress declared that the Declaration of Independence be copied on parchment and signed by each member. Most members signed the parchment copy on August 2. Other signatures were added later that year. One member, Thomas McKean, signed it five years later in 1781. This is the copy on display in the Rotunda for the Charters of Freedom. It is pictured on page 37. Another early printing of the Declaration of Independence is described in the box below.



First Printed Copy of the Declaration of Independence, Printed by John Dunlap of Philadelphia on July 4, 1776

Using Talents to Serve: Printer Mary Katherine Goddard

Members of the Second Continental Congress kept the list of signers secret at first out of fear of the British government, but in January of 1777, they ordered that “an authentic copy of the Declaration of Independency, with the names of the members of Congress subscribing to the same, be sent to each of the United States, and that they be desired to have the same put upon record.”

At this time the Second Continental Congress was meeting in Baltimore, Maryland. Baltimore newspaper editor Mary Katherine Goddard printed fourteen of these “authentic” copies.

The words of the Declaration were printed in two columns. Below it were four columns, listing the name of each signer by state. Along the bottom edge were these words: Baltimore, in Maryland: Printed by Mary Katharine Goddard.

The Continental Congress continued to govern the United States throughout the American Revolution. It was followed by the Confederation Congress. Charles Thomson served as secretary of these congresses for fifteen years, from 1774 to 1789. During this time, he kept the original signed copy of the Declaration of Independence in his possession. During the

American Revolutionary War, the fighting made it necessary for him to move it from place to place several times.

From the Department of State to the National Archives

In the spring of 1789, the First Congress under the Constitution convened in New York City, America's temporary Capital. In July new President George Washington ordered Thomson to give the original signed Declaration to the Deputy Secretary of Foreign Affairs.

In March of 1790, Thomas Jefferson returned to America from France where he had been serving as U.S. Ambassador. The Department of Foreign Affairs was renamed the Department of State and Jefferson was its first Secretary. At that time, Jefferson became the caretaker of the document he had written.

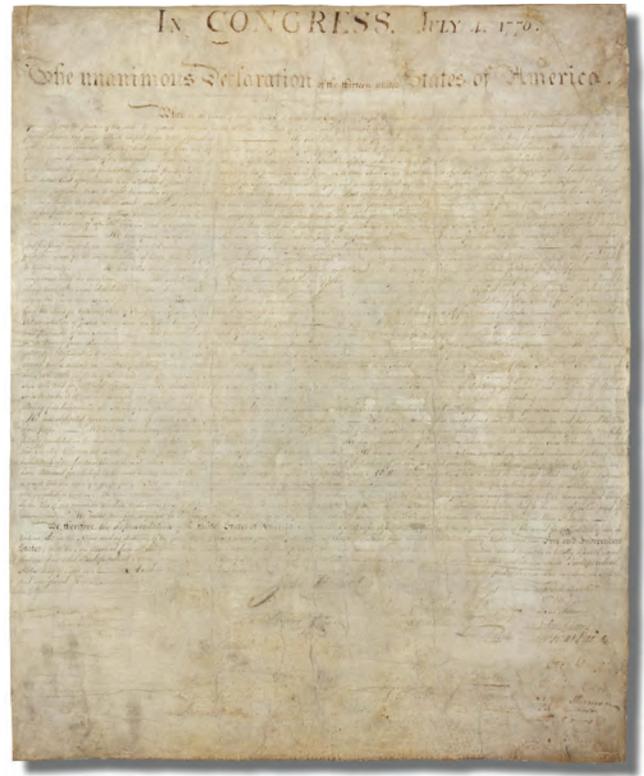
The Federal government moved from New York to Philadelphia before moving permanently to the new Capital of Washington, D.C., in 1800. The Declaration of Independence moved with the government.

The British attacked Washington, D.C., during the War of 1812. Before the attack, Secretary of State James Monroe told a State Department clerk about the imminent danger. The clerk purchased linen, which was made into bags to carry the Declaration, Constitution, and other records away from danger. They were taken to a private home in Leesburg, Virginia, where they remained for several weeks.

In 1841 the Declaration of Independence was mounted on a wall opposite a window in the U.S. Patent Office Building. Here it hung for thirty-five years while its ink grew fainter and the parchment deteriorated.

When America celebrated the 100th anniversary of the Declaration of Independence in 1876, President Ulysses S. Grant gave temporary custody of the document to the mayor of Philadelphia. Richard Henry Lee's grandson read the Declaration of Independence there. See illustration at the top of page 38.

After the Declaration was brought back to Washington, it was placed in what is now the Eisenhower Executive Office Building. This turned out to be a blessing because the interior of



The original signed copy of the Declaration of Independence was embossed on parchment in July 1776. It is on display in the Rotunda for the Charters of Freedom at the National Archives in Washington, D.C.

its former home, the U.S. Patent Office, burned a few months later. In 1921 President Harding ordered that the Declaration of Independence and the Constitution be moved to the Library of Congress. On September 30, the Librarian of Congress carried them in a Model T Ford truck.



Illustrated London News Drawing of Richard Henry Lee's Grandson, also Named Richard Henry Lee, Reading the Declaration in Philadelphia on July 4, 1876

An appropriate shrine was constructed and President Calvin Coolidge dedicated it in 1924. See photos at left. Guards protected the documents there twenty-four hours a day.

When America entered World War II, the Declaration and other important documents were carried by train to Fort Knox for safekeeping. They were met by members of the Secret Service and a troop of soldiers. The Declaration stayed in the Bullion Depository for the remainder of the war, except for one special trip back to Washington, D.C. The Declaration was displayed during the dedication of the new Jefferson Memorial in April of 1943 and then returned to Fort Knox where it stayed until it was returned to its shrine in the Library of Congress in 1944.

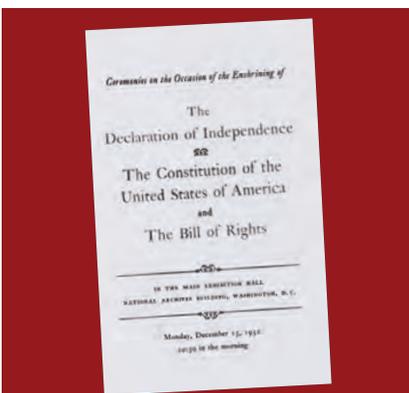


The Library of Congress Receives the Declaration of Independence, 1921

On December 13, 1952, the Declaration of Independence and the Constitution were moved to the National Archives, which already had the Bill of Rights. On December 15, a formal enshrining ceremony was held with President Harry Truman as the featured speaker. See ceremony program at left below.



President and Mrs. Coolidge with the Librarian of Congress at the Dedication of the Shrine, 1924



Transfer of the Declaration of Independence and the Constitution to the National Archives, 1952

The Declaration of Independence often found in history books is actually a copy authorized by the U.S. Department of State in 1823. Read about it at right.

The principle of the equal value of all people found in the Declaration of Independence is in keeping with what Jesus taught about God’s salvation for “whoever believes.”

For God so loved the world,
that He gave His only begotten Son,
that whoever believes in Him
shall not perish, but have eternal life.

John 3:16

Lesson Activities

Thinking Biblically — Discuss with a parent or write a paragraph in your notebook: Do you think that the idea that “all men are created equal” is a Biblical concept? Why or why not?

Vocabulary — Copy these words in your notebook, each on a separate line: allegiance, varnish, providence, consent, imminent. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is according to the way the word is used in the lesson.

Literature — Read “Response to an Invitation from the Citizens of Washington” in *The Citizen’s Handbook*, page 7.

Creative Writing — Choose any one person from the illustrations in this lesson. In your notebook, write a letter of at least one-half page from that person to a family member describing what it was like to experience the event occurring in the illustration.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 7.

Using Talents to Serve: Engraver William Stone

Around 1820 Secretary of State John Quincy Adams commissioned engraver William Stone to create a new official copy of the Declaration of Independence and the signatures. He completed it in 1823 and sold it to the State Department. The State Department had 200 copies engraved on parchment. The U.S. Congress passed a resolution that the engravings be stored in official locations and be given to certain government officials and to the original signers who were still living. Two members of the Committee of Five, Thomas Jefferson and John Adams, received copies. Only a few dozen of these original prints survive. In 1888 Stone’s widow gave one to the Smithsonian Institution. The engraving below is in the holdings of the National Archives.

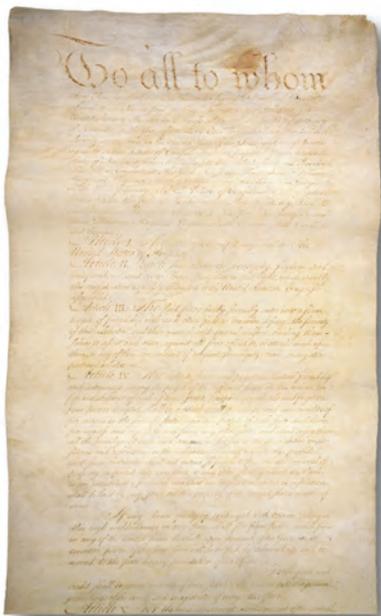


The United States CONSTITUTION

LESSON 8

When the thirteen former colonies declared themselves independent of Great Britain on July 4, 1776, members of the Second Continental Congress were already talking about a government for their new nation. Their experience as colonies had made them afraid of a strong central government, so they chose to keep government power in the thirteen individual states. However, they did decide to unite in a confederation. A confederation is an alliance of independent countries or states that join together to support each other. In November of 1777, the Continental Congress adopted America's first constitution, called the Articles of Confederation. They decided that it would go into effect when all thirteen states ratified it.

The fighting of the Revolutionary War was almost over by the time Maryland became the thirteenth state to ratify the Articles of Confederation on March 1, 1781. The name of the Second Continental Congress then became the Congress of the Confederation. See Articles of Confederation below.



Original Articles of Confederation

The Continental and Confederation Congresses led our new country to victory in the American Revolution. The Confederation Congress created a good plan for the land west of the Appalachians that America received after the Revolution. Their plan was called the Northwest Ordinance.

Article III of the Articles of Confederation said that this organization of states had "a firm league of friendship with each other." However, American leaders worried about the strength of their new country. Future Presidents George Washington and James Madison were among those who were concerned. Washington wrote to Madison: "Wisdom and good examples are necessary at this time to rescue the political machine from the impending storm." Madison and New York lawyer Alexander Hamilton (who later became the

first Secretary of the Treasury) asked the Confederation Congress to call delegates from all states together to revise the Articles. The Confederation Congress agreed to do so.

The Constitutional Convention

Delegates slowly trickled into Philadelphia in May of 1787. Among them were Washington and Madison representing Virginia and Hamilton representing New York. Madison brought strong ideas about how the United States government should be organized. Earlier he had written to Washington: “[I have] formed in my mind some outlines of a new system, I take the liberty of submitting them without apology, to your eye.” Throughout the convention, Madison provided capable leadership and kept careful notes.

Finally, on May 25, delegates from a majority of the states arrived and meetings began in Independence Hall. The first act of the proceedings was to elect a president for the Constitutional Convention. Delegates chose General George Washington by unanimous vote.

Soon a majority of the delegates decided not simply to make changes but to write a new constitution. They decided that the United States needed a strong national government that could act when needed, while protecting the rights of states and of individual citizens.

Delegates faced controversial issues, especially about how to make the new government fair to large states and small ones. They learned to compromise and to work through differences. They worked in secret through the summer and finally, in September, a majority agreed on the document that governs America today. Fifty-five delegates participated in the Convention. Of those, thirty-nine signed the Constitution of the United States on September 17, 1787. See painting below and read about its artist.

Using Talents to Serve: Artist Albert Herter

Albert Herter lived from 1871 to 1950. He painted this 9 x 18.5 foot mural of the signing of the Constitution for the Wisconsin Supreme Court Hearing Room in the Wisconsin State Capitol in Madison. Herter’s son Christian later became the Governor of Massachusetts. His son also served as U.S. Secretary of State under President Dwight D. Eisenhower.



Delegates held a farewell banquet and then returned to their home states, where most delegates worked to convince their states to ratify the Constitution. The original signed Constitution is pictured on page 42.

The Constitution of the United States



The Original Four-Page Handwritten Copy of the Constitution of the United States

With its opening words, “We the People,” the Preamble to the Constitution restates a principle from the Declaration of Independence: the power of government comes from the consent of the people being governed.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



Harrisburg, Pennsylvania

Pennsylvania State House

*“The Creation and Preservation of the Union—
George Washington at the Constitutional Convention”
by Violet Oakley*

Washington’s Leadership

Washington had led his troops well in the American Revolution, and he provided strong leadership during the convention. The painting at left illustrates Washington rising to speak, and saying, “If to please the people we offer what we ourselves disapprove, how can we afterward defend our work? Let us raise a standard to which the wise and the honest can repair; the event is in the hand of God.” When New Jersey-born artist Violet Oakley painted a series of sixteen murals for the state senate chamber of the Pennsylvania State Capitol in Harrisburg, she included a portion of that quote along the top border of the mural at left.

A Time of Transition

Delegates had written in Article VII of the Constitution that it would go into effect when state conventions in nine states had ratified it. Meanwhile the Confederation Congress continued to operate the United States government. In late September, it directed state legislatures to organize ratification conventions in each state.

As you learned in Unit 1, all thirteen states eventually ratified the Constitution; but it took four years. Delaware was first. Acting quickly, it ratified the Constitution on December 7, 1787, less than three months after it was signed. By January 9, 1788, Pennsylvania, New Jersey, Georgia, and Connecticut had also ratified it. Still, the people in many states were divided about what to do. The main objections were fears that the Constitution made the Federal government too strong and that it did not protect the rights of individual citizens adequately.

The Federalist Papers

Soon after the Convention, the proposed Constitution was published in newspapers. People began to write essays opposing it. James Madison and Alexander Hamilton joined New York attorney John Jay to write essays supporting it. Jay was not a member of the Constitutional Convention, but he had held important government positions during the American Revolution and during the time America was governed by the Articles of Confederation. Madison, Hamilton, and Jay published their essays anonymously in New York State newspapers during 1787 and 1788. They used the pen name "Publius." Each essay was called "The Federalist" and they were numbered one through eighty-five. The essays were published together in book form in 1788. They are now referred to as *The Federalist Papers*. Thomas Jefferson later called the essays the "best commentary on the principles of government ever written."

A New Government

The Constitution went into effect on June 21, 1788, when New Hampshire became the ninth state to ratify it. Virginia and New York soon followed. In September the Confederation Congress passed an election ordinance which told the states when they should select electors for an Electoral College which would then elect the first President. Electors in each state met to cast their votes on February 4, 1789. Each elector could vote for two people. The person who received the most votes would become President and the person who received the second highest number would become Vice President (electors and the Electoral College are explained in Lesson 44).

State legislatures chose Senators and elections were held for members of the House of Representatives. The new Senators and Representatives began gathering in New York City

in the spring of 1789. When enough arrived to achieve a quorum, they convened the first Congress (a quorum is a minimum number of people who must be present for a meeting to be official). A quorum was achieved in the House of Representatives on April 1, 1789, and in the Senate on April 6.

Congress officially counted the ballots of the Electoral College, which included electors from ten states (New York had not chosen their electors in time and North Carolina and Rhode Island had not yet ratified the Constitution). George Washington received the most votes because every elector cast a vote for their beloved Revolutionary War hero. John Adams received the second highest number of votes. He began acting as Vice President on April 21. Washington was inaugurated on April 30. John Jay, co-writer of *The Federalist Papers*, became the first Chief Justice of the Supreme Court. North Carolina and Rhode Island ratified the Constitution in 1789 and 1790, and then they also sent representatives to the First Congress.

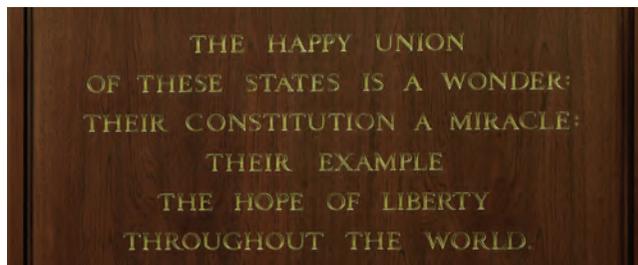
James Madison, Father of the Constitution

In the years after the Constitution took effect, Americans began to honor James Madison as the Father of the Constitution. His able leadership helped bring it into existence and his hard work helped convince reluctant states to ratify it. Madison planned that his notes from the Constitutional Convention not be published until the last delegate to the convention had died. This turned out to be Madison himself. His notes were published after his death.

In 1980 a fitting memorial was dedicated to Madison, the James Madison Memorial Building at the Library of Congress. At right are a nine-foot statue of Madison and one of the eight quotes by Madison which are inscribed on the teak wood walls inside the building's Memorial Hall. See the sculptor at work on page 45.

The Enduring Constitution

All of American government in our cities and towns, our states, and our nation is based on the Constitution of the United States. It is our most important document, a blueprint for what our government can do and what it cannot do and a standard that each citizen



Washington, D.C.

Memorial Hall, James Madison Memorial Building,
Library of Congress

Above: Statue of James Madison by Walker K. Hancock
Below: Words Penned by Madison in 1829



*Sculptor Walker K. Hancock
at Work in 1974*

and government official must obey. When a new President or Senator or Representative is elected to serve in Washington, D.C., he or she must take an oath to support and defend our Constitution.

Government officials should reread the Constitution often to remind them of the foundation of our laws. When God spoke to the Israelites about the responsibilities of their king, who would be their highest government official, He commanded that the king write his own copy of the Law of Moses. He told them:

It shall be with him and he shall read it all the days of his life, that he may learn to fear the Lord his God, by carefully observing all the words of this law and these statutes, that his heart may not be lifted up above his countrymen and that he may not turn aside from the commandment, to the right or the left, so that he and his sons may continue long in his kingdom in the midst of Israel.

Deuteronomy 17:19-20

Lesson Activities

Thinking Biblically — Copy Deuteronomy 17:19-20 into your notebook, using the version of your choice.

Literature — Read “The First Prayer of the Continental Congress” in *The Citizen’s Handbook*, page 8.

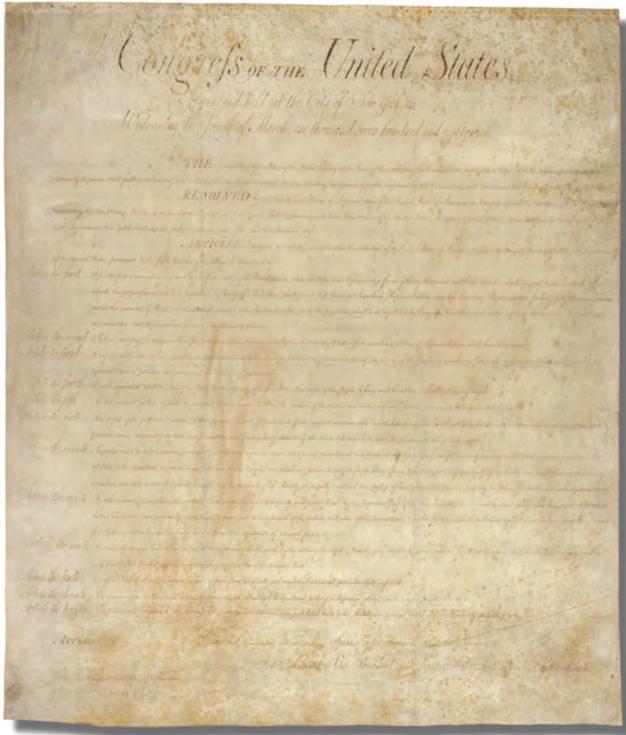
Find Out! — Does your local library have a copy of The Constitution of the United States? What are the call numbers (shelf location)?

Picture This! — Draw a picture of one of the men involved in the creation of the Constitution mentioned in this lesson. Find a portrait to copy.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 8.

The Bill of RIGHTS

LESSON 9



Original Bill of Rights

The writers of the Constitution realized that American leaders would sometimes want to amend (or change) the Constitution, so they included instructions about how that could be accomplished.

People in many states believed that the Constitution should give more rights to individual citizens. President George Washington mentioned this in his first inaugural address. Citizens were concerned that the new Federal government might become too strong and take away the rights that Americans enjoyed. They remembered how the British government denied certain rights to the colonists, and they did not want their government ever to do the same thing.

While state conventions were meeting to decide about ratifying the Constitution, they came up with suggestions for about 350 amendments they believed would guarantee the rights of individual American citizens. Many of the proposed amendments were similar.

James Madison gathered these suggestions, blended them together, and proposed twelve amendments for the First Congress to consider. Congress passed them and sent them to President Washington on September 25, 1789. The President sent them to the individual states, which voted on each of these amendments individually.

The Constitution requires ratification by three-fourths of the states before an amendment becomes part of the Constitution.



Ratification of the Bill of Rights by the State of New York

Three-fourths of the states ratified ten of the amendments. They became known as the Bill of Rights. The original handwritten copy is pictured on page 46.

The official handwritten ratification by the State of New York is also pictured on page 46. It begins: “We the People of the State of New York, By the Grace of God, Free and Independent.”

The First Amendment

- I. *Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

When the Constitution was written, many countries in Europe had official state churches. In England it was the Church of England. In France it was the Roman Catholic Church. The First Amendment states that the United State Congress cannot choose a church as the official church of the United States.

When Congress passed the First Amendment and the states ratified it, they were not saying that government officials could not mention God or Jesus. They did not mean that prayers could not be said at official government functions. They did not mean that the Ten Commandments could not be posted on government property. Congress was trying to prevent the United States from having the kinds of problems that happened in Europe. There the leaders of the official religion sometimes persecuted those who believed differently. Sometimes a country that had one official religion went to war against a country that had another official religion, just because of that religious difference. Some of the individual states in America had official churches and they continued to do so for several years after the Constitution was ratified. However, the national government could not do this for the entire United States.

The First Amendment also says that Congress cannot pass laws “prohibiting the free exercise” of religion. It cannot make it hard for people to practice their religion.

Americans cannot persecute people of a particular group. The First Amendment also protects the rights of people in government who want to exercise their religion. Because Americans believe that individuals are important, they believe that people should be able to think and believe as they wish. The Girl Scouts at right are worshipping at a Freewill Missionary Baptist church.



Montgomery, Alabama
Freewill Missionary Baptist Church



Columbia, Tennessee
The Daily Herald Newspaper



Madison, Wisconsin
Protester with Signs at the State Capitol

The First Amendment also states that Congress cannot pass laws that would prevent people from saying what they want to say. It cannot tell people or organizations, like the small town newspaper, pictured above, what they can write either.

Before the United States was founded, people in other countries were sometimes put in jail or even executed for criticizing the king. Americans believed that kings and governments can sometimes be wrong and that people are too valuable to have to suffer when their leaders are wrong. They wanted Americans to be free to change the government for the better if they saw a need to do so. See a woman protesting at the Wisconsin State Capitol above.

The First Amendment also makes it illegal for Congress to pass laws that keep groups of American citizens from getting together as long as the groups gather peacefully.

The Second and Third Amendments

II. A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

III. No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

The Second and Third Amendments protect American citizens from an army that is too powerful. A militia is an organization of citizens who serve as temporary soldiers to defend their families and property from attack. The First Congress realized that if the government and its army are the only ones who have weapons, such an arrangement can potentially put the people at risk of losing their freedom. They realized that citizens should have the right to keep and bear arms so that they could protect their country and their own lives, families, and property. They wanted them to be able to engage in peaceful activities such as hunting.

During the colonial period, the British government required colonists to house British troops stationed in America. This was a violation of the private property rights of the colonists. The government needs to provide for the housing of troops without invading private homes to do so. The photo at right shows the interior of a barracks at Lackland Air Force base in San Antonio. All airmen go through basic training at this base.



San Antonio, Texas
Barracks at Lackland Air Force Base

The Fourth Through Eighth Amendments

- IV. *The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.*
- V. *No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.*
- VI. *In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.*
- VII. *In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.*
- VIII. *Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.*

The Fourth through Eighth Amendments guarantee that the government will not bully private citizens. They are mainly about protecting the rights of people who have been accused of committing a crime. They express a belief that every human being is valuable and has

rights, even people who have been accused of breaking the law. Someone accused of committing a crime has the guarantee that the American court system will be fair when deciding whether he is guilty or innocent.

People who were in favor of the Bill of Rights did not want the government to have too much power. They only wanted the government to help people be able to live in freedom, peace, and security. They did not

want the government to be able to arrest someone or put him in prison simply because he disagreed with government decisions or because he was of a different race or religion than the people running the government. The government cannot go into someone's home and search for evidence of a crime unless there is a good reason to do so. The Eighth Amendment even protects people who have been found guilty of committing crimes from having to pay fines that are too big. It also protects people from "cruel and unusual punishment."

The Bill of Rights guarantees that a person accused of a crime will not have to go to trial over and over again for the same crime once he has been declared innocent by a court. People accused of certain crimes must not have to wait a long time before they go to court. They must be allowed to have a jury decide whether they are guilty or innocent. They must be able to talk to the people who are accusing them.

The last portion of the Fifth Amendment says that the government cannot take a citizen's private property to build something like a road or a school unless it pays the property owner fairly. The government cannot simply take a person's home or possessions just because it has enough power to do so.

The Ninth and Tenth Amendments

IX. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

X. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

The last two amendments in the Bill of Rights are general statements that protect the rights of the people and the rights of individual states. They are meant to limit the powers of the Federal government. The Ninth Amendment says that the listing of certain rights in the



Hillsboro, Texas
Sheriff's Vehicle

Constitution does not mean that people do not have other rights just because the Constitution does not mention them.

The Tenth Amendment says that the states or the people have all rights that the Constitution does not specifically give to the Federal government. This means that the authors of the Constitution wanted the Federal government to have limits on what it could do. The Tenth Amendment also says that states or the people cannot do something that the Constitution specifically says they cannot do. For example, the Constitution says that no state can make a treaty with a foreign country.

Many Americans have memorized portions of the Constitution, especially its Preamble. However, one man in the 1930s performed an amazing feat of memorization. Read about him at right.

We can thank God that we live in a country where the government is based on the recognition of the worth of every person. This enables us to live in freedom, safety, and security. Those of us who believe in the worth of every person in the eyes of God must take part in the civic life of our country so that these rights and freedoms can continue.

Freedoms that Americans enjoy today are laid out in the Bill of Rights. Long before these were written, God gave Christians freedom in Christ. God wants us to use the freedom He gives us to bless other people.

For you were called to freedom, brethren;
only do not turn your freedom into an
opportunity for the flesh,
but through love serve one another.

Galatians 5:13

Using Talents to Serve: Harry E. Wilhelm



Forty-three-year-old Harry E. Wilhelm is reciting the Constitution from memory. In 1937 the Constitution was 150 years old. By then it had been amended a total of twenty-one times. At that time, the document included 6,757 words. On September 13 of that year Harry Wilhelm visited Congressman Sol Bloom, a member of the U.S. House of Representatives. Bloom was then serving as the Chairman of the United States Constitutional Sesquicentennial Commission. Wilhelm told Bloom that he was the only person in the world who could recite the Constitution from memory. Bloom told Wilhelm that if he could perform this feat, he would give him a job on the commission. Wilhelm recited as Bloom checked the words. Wilhelm did indeed quote the entire Constitution and its twenty-one amendments. Wilhelm got the job.

Lesson Activities

Thinking Biblically — In your notebook, write down ways you practice your faith with freedom and without fear of punishment. Consider with thankfulness the freedom of religion as promised in the Bill of Rights.

Vocabulary — Write five sentences in your notebook, using one of these words in each: amend, petition, function, accusation, sesquicentennial. Check in a dictionary if you need help with their definitions.

Creative Writing — Using your freedom of speech, design a poster that protests something you think should be changed in your town, state, or country. Include the reasons for your opinion and how you think the change could be made.

Find Out! — What is the name of your local newspaper, or a newspaper published nearby?

Picture This! — Draw a picture or take a photograph of someone exercising a freedom guaranteed in the Bill of Rights.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 9.

★ Remember to choose an American Holiday to study this week! ★



UNIT 3 – HOW AMERICA WORKS

LESSONS IN UNIT 3

- Lesson 11 – Government on Three Levels
- Lesson 12 – Government in Three Branches
- Lesson 13 – American’s Founding Fathers
- Lesson 14 – Uncle Sam Wants You
- Lesson 15 – Choose an American Holiday

BOOKS USED IN UNIT 3

- The Citizen’s Handbook
- Student Workbook (optional)
- Lesson Review (optional)

Colorado State Capitol in Denver

Government on THREE LEVELS

LESSON 11

American government is organized on three levels: national, state, and local. The address on the envelope below illustrates them. Kathleen is an American girl who received a letter from Melita, her English pen pal. Notice that Kathleen lives in Franklin, Kansas, in the U.S.A. Her national government is the United States of America. Her state government is the State of Kansas. Her local government is the town of Franklin.



The Constitution of the United States outlines how our government is organized on the national level. Another term used for our national government is Federal government. Both terms are used in *Uncle Sam and You*. Each state has a state constitution that outlines the organization of that state and the local governments within that state. American citizens can serve in a variety of ways at the national, state, and local levels.

The National Level

The headquarters of our national government is in our Capital City of Washington, D.C. The United States Capitol is there. Notice that the building is spelled capitol and the city is spelled capital. In addition to the Capitol, our Federal government has many other facilities in Washington, D.C. Examples are the U.S. Department of Commerce, the U.S. Department of Agriculture (USDA), and the National Aeronautics and Space Administration (NASA), all pictured at the top of page 55. The Federal government also has facilities in thousands of other places around the country. Federal facilities in Idaho, Iowa, Maine, and Washington are also pictured on page 55.

The National Level in Washington, D.C.



United States Capitol



*Herbert C. Hoover Building
Department of Commerce*



*Woodsy Owl and Smokey
Bear at the U.S. Department
of Agriculture*



*Headquarters of the National
Aeronautics and Space
Administration (NASA)*

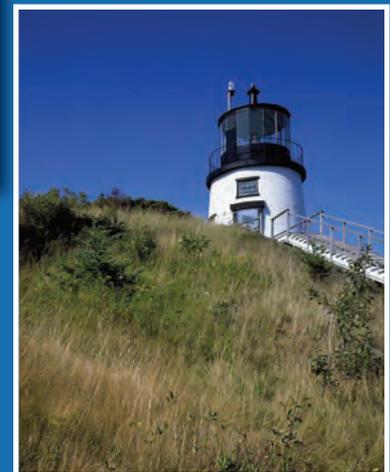
The National Level Around the Country



Prairie City, Iowa
Neal Smith National Wildlife Refuge



Arco, Idaho
*Visitor Center, Craters of the Moon
National Monument and Preserve*



Owl's Head, Maine
*Owl's Head Light, Operated by
the United States Coast Guard*



Carson, Washington
Carson National Fish Hatchery

The State Level

The headquarters of each of the fifty state governments is the state capitol in its state capital. In some states, the capitol building is called a state house (and some states use the spelling “statehouse”). Notice the similarities and differences in the state capitols pictured below. Please note that the old capitols of Arizona and Florida are pictured. These are now museums.

The State Level - State Capitols



St. Paul, Minnesota



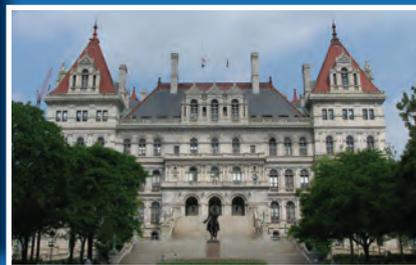
Lincoln, Nebraska



Providence, Rhode Island



Bismarck, North Dakota



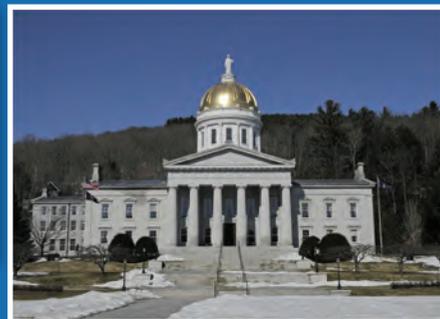
Albany, New York



Old Capitol in Phoenix, Arizona



Columbus, Ohio



Montpelier, Vermont



Old Capitol in Tallahassee, Florida



Helena, Montana



Madison, Wisconsin



Oklahoma City, Oklahoma

The State Level in Capital Cities



Madison, Wisconsin
Wisconsin Historical Museum



Harrisburg, Pennsylvania
Statue of Abraham Lincoln in Library of the Matthew J. Ryan Legislative Office Building



Sacramento, California
California Firefighters Memorial in Capitol Park

Like the Federal government, each state government has other facilities in its capital city. See examples above. They also have facilities around the state. The photos below include a Department of Transportation building in Oregon, a welcome center in Michigan, and the historic Alamo in Texas. In the welcome center photo are statues erected in honor of workers who have died while working on road construction.

The State Level Around the State



Bend, Oregon
Department of Transportation Offices



Clare, Michigan
Welcome Center with Transportation Worker Memorial



San Antonio, Texas
The Alamo historic site is owned by the State of Texas but managed by a private organization, the Daughters of the Republic of Texas.

The Local Level

States have a variety of local governments. Let's think about counties first. All states are divided into counties, except Louisiana, which has parishes, and Alaska, which has boroughs. The headquarters of a county government is in one of its towns, called the county seat. The main offices of a county are often in a county courthouse.

Towns and cities also have local governments. Their main offices are in town halls or city halls. Other local governments include townships and special districts. Examples of special districts include school, library, electric, water, and sewer districts. Pictured below are various local government facilities.

Local Level Facilities



Columbia, Tennessee
Maury County Courthouse



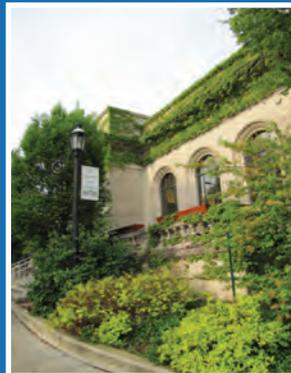
Houston, Texas
City Hall



Milford, Delaware
City Hall



Somerville, New Jersey
Somerset County Courthouse



Urbana, Illinois
Urbana Free Library



Denver, Colorado
Denver Civic Center

Three Levels and You

As you study *Uncle Sam and You*, you will learn what governments do at the national, state, and local levels. Today let's look at a few ways local, state, and Federal governments affect your daily life.

Transportation. If you live in a city, the street in front of your house is probably owned by the local city government. If you travel to another city several miles away, you might ride on a state or Federal highway or on an Interstate. Interstates are examples of one way that the Federal government works with state governments. These roads are owned by whatever state they are in, yet most of the money to pay for Interstates has come from the Federal budget.

Taxes. Americans pay taxes to local and state governments and to the Federal government. Look at the sales receipt at right. Notice that the sales tax rate is 9.75%, so the sales tax due on the purchase of a \$15.00 game is \$1.46. Since both local and state governments sometimes collect sales tax, this hypothetical sales tax could include a 9% state sales tax of \$1.35 and a local sales tax of \$0.11 (or .75%). Your parents must pay Federal income tax based on their yearly income. Depending on where you live, they might also pay local and/or state income taxes.

Parks. Your family might enjoy outings at local, state, and national parks. Perhaps your soccer team plays games at a local city park. Your grandparents may organize a family reunion at a county park. In the fall, your family may rent a state park cabin for a weekend getaway. Your family could also travel to Grand Canyon National Park for a vacation in the summer.

As Christians, we are subject to the authority of our government at the local, state, and Federal levels. As Paul wrote to the Christians in Rome:

Every person is to be in subjection to the governing authorities.

For there is no authority except from God, and those which exist are established by God.

Romans 13:1

Lesson Activities

Thinking Biblically — Discuss with a parent: Why do you think God created government?

Creative Writing — In your notebook, write a short story of 2-3 paragraphs about a person interacting with all three levels of government on a single day.

Find Out! — What is your local sales tax rate?

Picture This! — Take a photograph or draw a picture of a local government building or vehicle. Be sure you don't get in the way of government workers doing their jobs.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 11.

| | |
|---|---------|
| Ralph's Department Store 212 Austin Catawba, New Mexico 88785 | |
| Stuffed Shirts Game | \$15.00 |
| Subtotal | \$15.00 |
| Sales Tax (rate: 9.75%) | \$1.46 |
| Total | \$16.46 |
| Number of Items Sold: 1 Receipt # 0980981 Date 11/11/11 Time 2:37 | |

Government in **THREE BRANCHES**

LESSON 12

When America's Founding Fathers wrote the U.S. Constitution, they decided to create a Federal government with three branches. They based this idea on a philosophy that began in Europe. In the 1700s European philosophers were thinking about new ways for governments to be organized. Frenchman Baron de Montesquieu (MON-tes-kew), pictured at right, was one of them. Montesquieu wrote that the power of government should be divided into three branches. He thought people working in each branch should take care of one set of responsibilities. Montesquieu suggested that governments have a legislative branch which would make laws, an executive branch which would make sure the laws were enforced, and a judicial branch which would make decisions when the laws were disobeyed or questioned. Montesquieu believed that separating government responsibilities into three areas would keep the people who worked in any one area from getting too powerful. This idea is called separation of powers.



Baron de Montesquieu

America's Federal government is divided into legislative, executive, and judicial branches, as illustrated in the blue box. The Federal legislative branch makes laws and is called the U.S. Congress. It includes two parts called houses: the Senate and the House of Representatives. Members of the Senate are Senators; members of the House of Representatives are called Congressmen, Representatives, or members of the House. Congress meets in the U.S. Capitol.

The Federal executive branch makes sure that laws passed by Congress are enforced. The executive is headed by our President, who lives and works in the White House. The President oversees the people who work in the executive branch.

The Federal judicial branch makes decisions about laws passed by Congress. It includes the U.S. Supreme Court and other Federal courts across the country. The Supreme Court meets in the Supreme Court Building.

Three Branches

Legislative



Washington, D.C.
United States Capitol

Executive



Washington, D.C.
The White House

Judicial



Washington, D.C.
Supreme Court Building

Checks and Balances

The three branches of government are not only separate, but each branch also limits and balances the powers of the other two branches so that no branch becomes too powerful. This arrangement is called checks and balances. Here are some examples:

- ★ Congress passes laws, but the President can veto (or reject those laws. However, if two-thirds of both the House and the Senate vote to do so, Congress can reject (or override) the President's veto.
- ★ After a President is elected and inaugurated he serves as President for four years. However, Congress can remove him from office if he is found guilty of serious crimes.
- ★ Congress and the President share power during times of war. Congress has the power to declare war, but the President has authority to act as the Commander in Chief of the Army, Navy, Air Force, and Marines.
- ★ The President decides who he wants to appoint as judges in Federal courts, but the Senate must approve the people he appoints before they can serve.
- ★ Once they are appointed and approved by the Senate, Federal judges can serve in their positions for the rest of their lives. However, Congress can remove those found guilty of serious crimes.

Working Together

Families work best when each member cooperates and works for the good of each family member. Likewise the Federal government works best when the three branches work together. When George Washington was inaugurated, New York City served as our Capital City. All three branches were housed in New York's City Hall. The building, now known as Federal Hall, is pictured above. When the Capital City moved briefly to Philadelphia, all three branches met in Independence Hall.



New York City, New York
Statue of President George Washington in Front of Federal Hall



Washington, D.C.
House Speaker Carl Albert, President Richard Nixon, and Chief Justice Warren Burger at the National Archives on July 4, 1971



Nevada
Ash Meadows National Wildlife Refuge is home to at least twenty-four plants and animals found nowhere else on earth.



Austin, Texas
J. J. Pickle Federal Building



Washington, D.C.
Meeting in the Longworth House Office Building, 2012



Urbana, Illinois
Federal Courthouse

As illustrated in Lesson 11 and the lower photos on page 62, the Federal government has grown greatly since then. Though this growth makes cooperation harder, it is still necessary.

The photograph at top right on page 62 records a time when leaders of the three branches of the Federal government were together for a ceremony at the National Archives. Speaker of the House of Representatives Carl Albert, a leader in the legislative branch; President Nixon, our 37th Chief Executive; and Warren Burger, Chief Justice of the U.S. Supreme Court, were photographed prior to Fourth of July speeches in 1971.

Three Branches in State and Local Governments

Each of the fifty state governments is also organized into legislative, executive, and judicial branches. A state legislative branch is called the state legislature. The legislature of every state except one has two parts, a senate and a house of representatives, which is sometimes called a state assembly. The one exception is Nebraska, which has only a senate. A term used for a two-part legislature is bicameral. The Nebraska legislature is unicameral. The mosaic below represents Moses, the lawgiver, and the legislature of Wisconsin, the law-making body of Wisconsin state government.



Madison, Wisconsin

This mosaic made of thousands of pieces of colored glass adorns the Rotunda of the Wisconsin State Capitol. Artist Kenyon Cox intended for the mosaic to remind viewers of Moses.

The head of a state executive branch is called a Governor. Just as leaders in each of the three branches must cooperate, government leaders on various levels must cooperate as well. In the photo at left below, Secretary Tom Vilsack, head of the U.S. Department of Agriculture, speaks with Montana Governor Brian Schweitzer at a breakfast for Federal officials and Governors of western states.

Each state also has a state judicial system, including a state supreme court and a system of circuit courts. At right below is the supreme court chamber in the Iowa State Capitol.

Local governments have three branches, too. Town, city, and county names for these vary widely; but for now, we'll just mention the following as examples. A city legislative branch may be called a city council; a city executive, a mayor; and a local judicial branch, a city court.



Washington, D.C.

U.S. Department of Agriculture Secretary Tom Vilsack (left) meets with Montana Governor Brian Schweitzer in the Lincoln Room at the Headquarters of the U.S. Department of Agriculture on February 26, 2012.



Des Moines, Iowa

Supreme Court Chamber in the Iowa State Capitol

Three Branches and You

You will also learn details about what the three branches of government do as you study *Uncle Sam and You*, but today let's look at one example of how the three branches of government may affect your daily life. Imagine that your town's city council (legislative branch) passes a law that all dogs must be kept on a leash and that people who violate that law must pay a \$25 fine. If your family owns a dog, you will have to obey the law. The mayor (executive branch) is responsible for making sure that the city police force does its job. If your family repeatedly lets your dog run around without a leash, the police are required to give your parents a citation to appear in court (judicial branch) because they are not obeying the law.

God's Word teaches us that we should honor and obey the people who serve in our government. In this passage, the apostle Peter instructs Christians to obey the Roman government, which was in authority over Israel during the time of the New Testament.

Submit yourselves for the Lord's sake to every human institution, whether to a king as the one in authority, or to governors as sent by him for the punishment of evildoers and the praise of those who do right.

1 Peter 2: 13-14

Lesson Activities

Vocabulary — In your notebook, make a simple drawing for each of these words that illustrates what it means: philosophy, legislative, executive, judicial, veto. Write the word under the drawing. Check in a dictionary if you need help with their definitions.

Literature — Read "Three Branches—Excerpts from the Constitution" in *The Citizen's Handbook*, page 9.

Find Out! — Where is the Federal courthouse nearest to you?

Picture This! — Take a photograph or make a drawing that illustrates a law your family must obey.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 12.

America's FOUNDING FATHERS

LESSON 13

Our nation did not just happen. God raised up a remarkable group of about one hundred individuals who brought about the founding of the United States of America. Among them were the men who wrote and signed the Declaration of Independence, those who served in the Continental Congress, those who wrote and signed the Constitution, and those who boldly and courageously helped and encouraged these leaders. By the 1820s, politicians were calling these men “the founders” or “the fathers.” In a 1916 speech at the Republican National Convention, Senator (and later President) Warren Harding of Ohio used the term “Founding Fathers” to describe them. The term has been used ever since. Look at illustrations of the Founding Fathers below and on page 67.

Most of the Founding Fathers were born in the American colonies, but some were born in foreign countries, including Ireland, England, and Scotland. One, Alexander Hamilton, was born in the West Indies. Almost all believed in Jesus Christ. Most were Protestants; two were Roman Catholic.

As boys and young men, some were educated at home, some had tutors, and others attended local or private schools. At a time when only a small percentage of Americans received a college education, about half of these men attended college and some were college graduates.

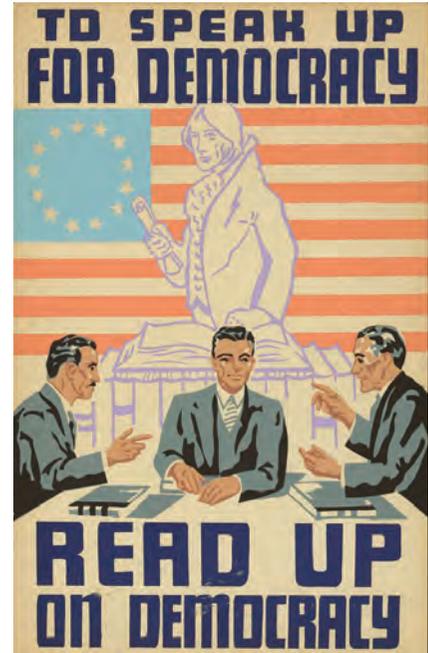


Harrisburg, Pennsylvania

Sculptors carved some of our Founding Fathers on the entrance doors of the Pennsylvania State Capitol Rotunda. At left are men involved in writing and signing the Declaration of Independence, and at right are men involved in writing and signing the Constitution.

In adulthood they worked in various professions. Some were merchants and others invested in business. Many were planters (a term used for people who owned and managed large farming operations). Some were lawyers or physicians. Almost all were fairly well-off, and a few were considered wealthy. Some inherited wealth from their families, but others had worked hard for their material possessions. Some owned slaves.

Before the American Revolution, many had been elected to offices in their local communities or their colonies. During the War, many served as officers in the Continental Army. After the Constitution was adopted, the Founders continued to have considerable influence. Among the most prominent were four future Presidents, George Washington, John Adams, Thomas Jefferson, and James Madison; the first Secretary of the Treasury, Alexander Hamilton; the first Chief Justice of the Supreme Court, John Jay; and inventor, diplomat, and statesman Benjamin Franklin. Numerous others served as U.S. Senators and Congressmen, diplomats, judges, state Governors, or members of a President's Cabinet. Many of their descendants served in government also. In this lesson we will look at two of the remarkable men who helped to found our great nation, but whose names are not quite so well known.



The Federal Works Progress Administration created this poster c. 1940. Notice the Founding Father and American flag behind the men who are studying democracy.

Roger Sherman's Early Life

Only two men signed all three of these founding documents: the Declaration of Independence, the Articles of Confederation, and the United States Constitution. They were Roger Sherman of Connecticut and Robert Morris of Pennsylvania. Roger Sherman was born in 1721 in Massachusetts. His father was a farmer and a cobbler. As a boy, Roger worked alongside his father. He helped him on their farm and learned his trade. Roger went to the local school, but he gained much of his knowledge through his great love of reading. When he grew up, he kept an open book with him while he was working, so that he could turn to the book when his eyes were not needed for the other work he was doing.

When Roger was twenty-two years old, his father died. After helping to settle his father's estate, Roger moved with his family to New Milford, Connecticut, near his elder brother. There he worked hard and continued to study. Sherman became a justice of the peace and was elected to serve in the legislature of the Connecticut colony. Though he was never trained at a law school, his self-education made him able to pass the bar exam and become a lawyer.



New Haven, Connecticut
Roger Sherman's Home



New Haven, Connecticut
Old Yale Library



Washington, D.C.
Statue of Senator Roger Sherman in the Statuary Hall Collection in the United States Capitol

Roger Sherman in New Haven

Sherman eventually settled in New Haven. At left is a drawing of his home, which is no longer standing. In New Haven, he became a judge and again served in the colony's legislature. He later became the town's first mayor, serving in that office for the rest of his life. Roger Sherman operated a store near Yale College (now Yale University). He was also elected treasurer of Yale. The college gave him an honorary Master's degree in 1768 to show appreciation for his service. At left is a photo taken on the Yale campus around 1900.

Sherman Serves His Country

Beginning in 1774, Sherman represented Connecticut in the First Continental Congress. In 1776 he served on the Committee of Five, along with Thomas Jefferson, John Adams, Benjamin Franklin, and Robert Livingston, that drafted the Declaration of Independence. Sherman later served on the committee that drafted the Articles of Confederation.

When the Constitutional Convention met in Philadelphia in 1787, Sherman again served his state and his country. American patriot Patrick Henry called him one of the greatest men at the convention. When representatives had a difficult time deciding how many representatives each state would have in the new American government, Sherman proposed an idea now called the Great Compromise (also called the Connecticut Compromise). He proposed that Congress be made up of two parts or houses. The number of members each state would have in the House of Representatives would be based on population, while the Senate would have two Senators from each state. This compromise helped the representatives work through their differences and speed up the work of writing the Constitution. Sherman wrote letters to the *New Haven Gazette* encouraging his fellow Connecticuters to ratify the new Constitution. The letters were titled, "To the People of Connecticut from A Countryman."

When the first U.S. Congress under the Constitution met in New York City in 1789, Sherman was one of Connecticut's first five members of the House of Representatives. He later became a U.S. Senator. Sherman died in 1793 at the age of 72. On page 68 is a statue of Sherman that the State of Connecticut placed in his honor in the United States Capitol.

The Faith, Family, and Legacy of Roger Sherman

Six years after moving from Massachusetts to Connecticut, Roger Sherman returned to the town of his birth to marry Elizabeth Hartwell, whom he had known in his youth. Together they had seven children. Elizabeth died when Roger was about forty years old and he remarried three years later. His second wife Rebecca gave birth to eight more children.

Roger Sherman's daughter Martha married Jeremiah Day, a Congregationalist minister who became president of Yale University. Sherman's youngest daughter Sarah married Samuel Hoar who became a Congressman from Massachusetts. Another daughter Rebecca married Simeon Baldwin who became a Congressman from Connecticut. After Rebecca died, Simeon Baldwin married Elizabeth, another of Roger Sherman's daughters. Sherman's descendants continued to serve their country for generations as seen in the chart below.

Roger Sherman was a man of deep and humble faith in God. He wrote sermons which revealed details of his faith. In his late sixties he published "A Short Sermon on the Duty of Self-Examination Preparatory to Receiving the Lord's Supper." Thomas Jefferson once said of Roger Sherman that he "never said a foolish thing in his life." John Adams described him as "honest as an angel." See Sherman memorial below.



New Haven, Connecticut
Memorial to Roger Sherman

Descendants of Roger Sherman Serve Their Country

Grandsons

William Maxwell Evarts, Senator from New York, Secretary of State under President Rutherford B. Hayes

Roger Sherman Baldwin, Senator from Connecticut, Governor of Connecticut

George Frisbie Hoar, U.S. Congressman and Senator from Massachusetts

Ebenezer Rockwood Hoar, U.S. Congressman from Massachusetts

Great-Grandsons

Rockwood Hoar, U.S. Congressman from Massachusetts

Sherman Hoar, U.S. Congressman from Massachusetts

Simeon Eben Baldwin, Governor of Connecticut

Great-Great-Grandson

Henry Sherman Boutell, U.S. Congressman from Illinois

Benjamin Harrison, Ancestor of Presidents

Benjamin Harrison V was a signer of the Declaration of Independence. Two of his descendants rose to the highest office in the land, President of the United States. Benjamin Harrison V was born in 1726 in Virginia into a family that had been deeply involved in civic life. He attended William and Mary College, but left without graduating so that he could oversee his family's plantation following the death of his father.

Harrison was elected to the Virginia House of Burgesses when he was twenty-three years old and served there until 1775. At first he was reluctant to see the colonies separate from Great Britain; but when tensions between the colonies and the mother country increased, Harrison became a strong supporter of the revolution. Beginning in 1774, Harrison represented Virginia in the First Continental Congress. He later served as Governor of the State of Virginia. When a convention was held in Virginia to decide whether Virginia would ratify the Constitution, Harrison served as a delegate to the convention.

The record of public service in the Harrison family is remarkable. See chart at right to see ways they served.

Descendants of Benjamin Harrison V Serve Their Country

Sons

Carter Bassett Harrison, U.S. Congressman from Virginia

William Henry Harrison, U.S. Congressman from Ohio, U.S. Senator from Ohio, President of the United States

Grandsons

John Scott Harrison, U.S. Congressman from Ohio

Great-Grandson

Benjamin Harrison, U.S. Senator from Indiana, President of the United States

Great-Great-Great Grandson

William Henry Harrison, U.S. Congressman from Wyoming (his mother's father was Alvin Saunders, U.S. Senator from Nebraska)



*President Benjamin Harrison,
Great-Grandson of
Benjamin Harrison V*

The Faith of Harrison's Great-Grandson and Namesake

Harrison's great-grandson and namesake, President Benjamin Harrison, pictured at left, was a devout believer in Jesus Christ. He served as a church elder for forty years and also taught Sunday School. While serving in the Civil War, he held nightly prayers in his tent. During the War, he wrote to his wife, asking her to pray for him so that God would enable him to be a good soldier of Jesus Christ and give him valor and skill so that he would honor his country and his friends. When he became President, he prayed daily before the day's

work began. After his death, his wife donated a Tiffany stained glass window, “Angel of the Resurrection,” to their church in his honor. It is now in the Indianapolis Museum of Art.

What the Founders Gave Us

The Founding Fathers were intelligent men who saw a need and responded to it. They felt strongly about the cause of freedom and were willing to risk their lives to bring it about. They were not perfect. They had failings and they had conflicts among themselves at times over certain issues. But as a group they sensed that the time had come to change the way nations govern themselves. They created a remarkable system that has worked well for over two hundred years. It has allowed and encouraged people to live up to their God-given potential and enjoy the blessings of freedom better than any man-made system of government in the history of the world. Our nation’s government has served as the model and inspiration for many other countries.

Americans must remember the foundations that our Founding Fathers laid down for us. Foundations are important. Jesus taught about the importance of building our lives on a firm foundation when He told the parable of the wise and foolish builders.

Therefore everyone who hears these words of Mine and acts on them,
may be compared to a wise man who built his house on the rock.

Matthew 7:24

Lesson Activities

Thinking Biblically — In your notebook, write a paragraph about ways a civil servant’s faith should influence the way he or she serves in government.

Vocabulary — In your notebook, write your own definition for each of these words: politician, merchant, diplomat, cobbler, tension. Look in the lesson for clues for their meanings. When you are finished writing your definitions, look in a dictionary for comparison.

Literature — Read “Letter to the Governor of Connecticut” in *The Citizen’s Handbook*, pages 10-11.

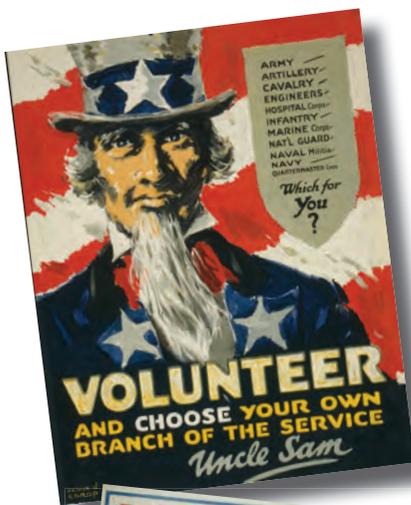
Creative Writing — In your notebook, make a list that answers the question, “What did the Founding Fathers give to me?”

Picture This! — Take a photograph or draw a picture of a place or street named for a Founding Father or a President.

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 13.

Uncle Sam Wants YOU

LESSON 14



Uncle Sam has been a nickname for the United States since the War of 1812. During World Wars I and II, artists drew pictures of Uncle Sam on posters. The posters encouraged Americans to help their country. Read the ones at left. Many men and women joined the military, while other citizens collected scrap metal and rubber, worked in factories to make supplies for the military, grew food for soldiers far away, or did countless other things to help. They did these things to fulfill their civic responsibilities as American citizens, just as the Founding Fathers had done.

We are using “Uncle Sam Wants You!” as the title of this lesson to teach you ways citizens can serve and to encourage you to fulfill your civic responsibilities. American citizens have the freedom — and the responsibility — to be involved in their communities, states, and country. In the words of President John F. Kennedy:

Ask not what your country can do for you — ask what you can do for your country.

Citizens can help in many ways. Some choose a government career. Many work hard and pay taxes. Sometimes local, state, and Federal governments ask specific citizens to do certain things and sometimes governments require them to do so. Some citizens run for an elected office. Many citizens vote and many volunteer.

Working for the Government or Working in the Private Sector

What do you want to be when you grow up? Do you want to be a barber, a mechanic, a pharmacist, a Marine, an engineer, a plumber, or a law enforcement officer? Some of these occupations, like Marine and law enforcement officer, are obviously government jobs. A Marine works for the Federal government, but people trained in law enforcement can work in any level of government. Here are a few possibilities. They can be police officers for the local government, highway patrol officers for the state, or agents of the Federal Bureau of Investigation. Marines, law enforcement officers, and millions of other government employees work in the public sector. They receive government paychecks.

Workers who do not have government jobs work in the private sector. A plumber who works for a small business owner, a mechanic working for a car dealer, a barber who owns his own barber shop, a pharmacist who owns his own drugstore, and an engineer who works for a corporation, all work in the private sector.

However, people in each of those professions could also choose a job in the public sector. Government at each level uses the services of plumbers. A mechanic could repair school buses for a city or, as seen in the photo below, he could refurbish planes for the U.S. Air Force. A barber or a pharmacist could work in a Federal veterans hospital. A pharmacist could also do research for the government. In the photo at left below is William R. Carter, who worked as a government pharmacist for forty years.

Engineers work in many government agencies. One example is the National Aeronautics and Space Administration (NASA). A NASA engineer is pictured at the top of page 74.

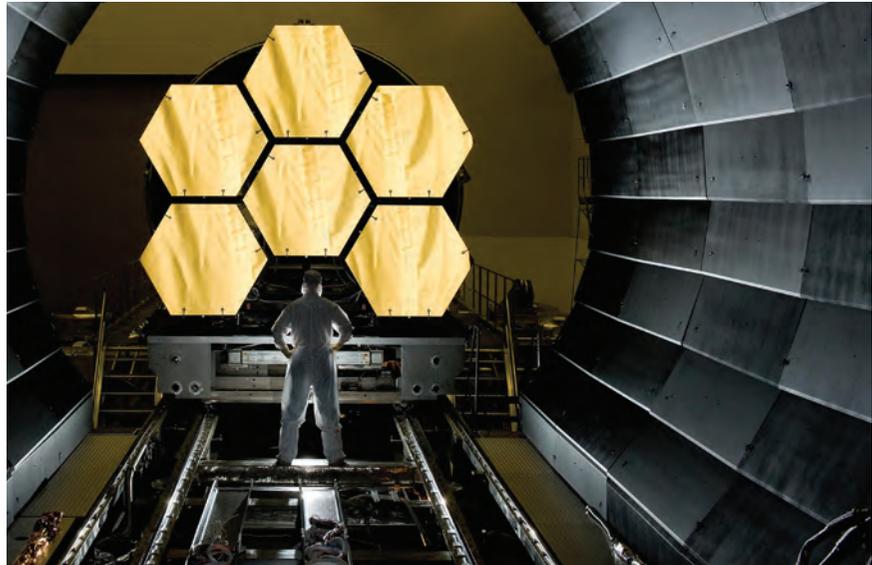


William R. Carter worked for the Federal government as a pharmacist for forty years. Carter worked in a laboratory where he helped test whether bandages were sterile.



This mechanic is inspecting a plane that is being refurbished at an Air Force base in Arizona.

While many Americans believe that our government is too large and too expensive, there are many government jobs that few of us would want eliminated. If we have an accident, we want a police officer in a hurry. When we see a traffic light that isn't working, we want it to be repaired. When a child is born, we want our state to issue a birth certificate. When



Huntsville, Alabama
 NASA Engineer Examines Space Telescope at the Marshall Space Flight Center

we go to government offices to get a marriage license, a license plate for our car, or a driver's license, we want them to have enough employees so that we do not have to wait long.

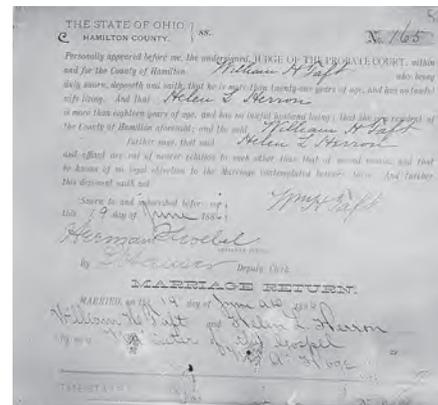
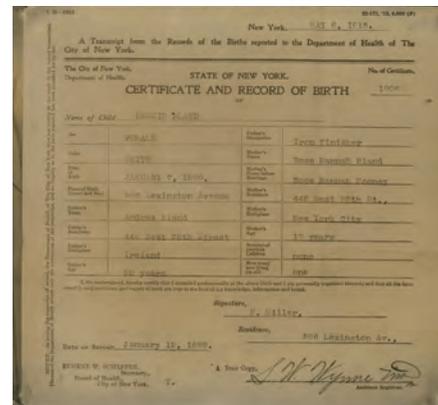
Below the license plates on page 75 is a photo of the first woman in Washington, D.C. to obtain a motorcycle license. In the box below, read details about a birth certificate and a marriage license from the late nineteenth century.

Legal Documents That Families Need

Marriage is a legal relationship between a man and a woman, so states require them to get a marriage license. When a baby is born, his or her birth is recorded in the child's birth state. Here are examples of each from the late nineteenth century.

At top right is the birth certificate of Bessie Bland, who was born in New York City in 1899. Her mother was Rose Hannah Moonay Bland, who was seventeen years old when Bessie was born. Rose, too, was born in New York City. Bessie's father was Andrew Bland. He was twenty-two when Bessie was born. Andrew was born in Ireland.

At lower right is the marriage license of future President William Howard Taft and Helen Herron, married in Hamilton County, Ohio, in 1886. The license required Taft to state that he was over twenty-one years old and that Helen was over eighteen and that they were "not of nearer relation to each other than that of second cousin". The license was signed by the groom, a probate judge, a deputy clerk, and the minister who performed the marriage. The minister referred to himself as "a minister of the gospel."



For our system of government to work, we need citizens who are willing to work in government jobs. However, private sector jobs help Americans, too, because it is the private businesses in America that make our economy strong. Our government could not operate without the money earned in the private sector, because taxes paid on income earned in the private sector pays for our government.

One way that you can serve your community, state, and country is by becoming a responsible citizen who works to earn a living, whether your job is a public one or a private one. Another way to serve is to be the parent in a family who takes care of the home and children so that the other parent has time to work and earn a living.

Serving When Appointed to Serve

Some positions in government are filled by people who are appointed. Sometimes they are paid and sometimes they are not. A mayor may appoint a citizen to serve on the board of a city-owned hospital. A Governor may appoint someone to serve on a committee to improve the quality of a state's water. A President may appoint a citizen to serve as an Ambassador to a foreign country. See photos of two Ambassadors at right. People are not required to say yes when appointed to a position, but our government needs people who are willing to serve.

Running for Office and Voting

America needs citizens who are willing to make the sacrifices necessary to be elected to various offices, from a seat on the town council to the President of the United States. When a candidate decides to run, he knows that his many hours of work and sacrifice may be rewarded with victory, but he also knows that he could lose. See photo on page 76 of presidential candidate John McCain and vice presidential candidate Sarah Palin. After working hard to get elected in 2008, they lost to Barack Obama and Joe Biden.



Collectible License Plates



Washington, D.C.

In 1937 Mrs. Sally Halterman became the first woman in Washington, D.C., to be granted a license to drive a motorcycle. She was 4 feet 11 inches tall and weighed only 88 pounds.



Joseph Kennedy, father of future President John F. Kennedy, served as U.S. Ambassador to Great Britain.



In 2010 President Barack Obama appointed Terence McCulley as U.S. Ambassador to Nigeria.

Each American citizen can consider whether he should become a candidate himself. If not, he can appreciate those who are willing to run, and he can help those he supports to get elected. Citizens can also vote for the candidates they believe will do the best job. In Units 5-9, we learn about the American election process and about leaders who have been elected.

Serving When Our Government Says We Must

Let's look at some examples of times that our government requires us to serve.

Jury Duty. When an American is accused of breaking a law, he or she has the right to be treated fairly. Sometimes a citizen must stand trial so that a court can decide if he or she is innocent or guilty. In some cases a judge makes the decision. In other cases a jury decides. A jury is made up of citizens, usually twelve.



First All-Female Jury in California, 1911



Cleveland, Ohio
*Jury Box in the East Courtroom
at the Howard M. Metzenbaum U.S. Courthouse*



*Vice Presidential Candidate Sarah Palin
(behind microphones) and Presidential
Candidate John McCain (to her left), 2008*

When an American citizen receives a letter in the mail saying that he or she has been chosen for jury duty, that citizen must follow the instructions in the letter. He or she may be required to show up at a courthouse on a certain day. Sometimes a person chosen for jury duty must be available for several weeks and must postpone other responsibilities while serving as a juror. While this may be inconvenient, people who serve on juries are important to our court system. The jury may help decide whether someone accused of drunk driving can keep his driver's license or whether an accused thief is innocent or guilty. Serving on a jury is an important service to the community. Look at the photos at left. The place where a jury sits in court is called a jury box.

Subpoenas. When a person has witnessed a crime, he may receive a document called a subpoena, commanding him to appear in court as a witness. On rare occasions, a citizen may be subpoenaed to appear before a committee of a state legislature or the U.S. Congress. See example at right.

Selective Service. Most males living in the United States must register with the Selective Service System within thirty days of reaching eighteen years of age. This even includes males who are not American citizens and those who are conscientiously opposed to fighting in a war. This registration helps the Federal government know who would be available to serve in the military in case of a national emergency. If an emergency occurs, men who are registered with Selective Service may be drafted into the military. Those conscientiously opposed to war may be required to serve in an alternative service program. At right is a photo of men standing in line to register around 1918.

Volunteering

America's leaders often encourage its citizens to become involved in helping other people. At right President Bill Clinton gives a speech about national service at Rutgers University.

America is strongest when many citizens serve their fellow man. In addition to working for the government, serving when required or appointed, running for office, and voting, American citizens can make a positive impact in the lives of individuals and in their communities, states, and country by volunteering.

In *On the Banks of Plum Creek*, Laura Ingalls Wilder told about a time her father served by giving \$3.00 to help purchase a bell for his church instead of buying a much-needed pair of boots. As you can see in the photo at right, his gift is still blessing the people of Walnut Grove, Minnesota, well over a century later.



General Motors President William Knudsen signs a subpoena on December 6, 1938.



Men register for the draft c. 1918.



New Brunswick, New Jersey
President Clinton speaks at Rutgers University on March 1, 1993.



Walnut Grove, Minnesota
Charles Ingalls, father of Laura Ingalls Wilder, gave \$3.00 to help pay for this church bell.

The best list of ways to volunteer is the one given by our Savior:

For I was hungry, and you gave Me something to eat;

I was thirsty, and you gave Me something to drink;

I was a stranger, and you invited Me in;

naked, and you clothed Me;

I was sick, and you visited Me;

I was in prison, and you came to Me.

Matthew 25:35-36

Lesson Activities

Thinking Biblically — Write a paragraph in your notebook or discuss with a parent: What are some ways that a Christian can be a positive influence while serving his or her country?

Vocabulary — Copy the sentences below into your notebook, filling in each blank with one of these words: sector, aeronautics, refurbish, juror, conscientious.

1. My cousin is majoring in mechanical engineering because he wants to work in the _____ industry.
2. Alvin C. York was a _____ objector at the start of WWI, but he later changed his mind and became a national war hero.
3. Dad said there is no reason to buy a new flashlight when we can easily _____ our old one.
4. My aunt served as a _____ in a trial that made big news across our state.
5. Three of my close relatives work in the public _____; one is a mayor, one is a policeman, and one is in the Air Force.

Literature — Read “Mascot of the Marines” in *The Citizen’s Handbook*, page 12.

Creative Writing — In your notebook, copy the quote by John F. Kennedy on page 72, and underneath write ten ways that you can serve your country.

Find Out! — Has anyone in your family held a job in the public sector?

Student Workbook or Lesson Review — If you are using one of these optional books, complete the assignment for Lesson 14.

★ Remember to choose an American Holiday to study this week! ★



AMERICAN HOLIDAYS

Independence Day - July 4

National Aviation Day - August 19

Labor Day - First Monday in September

Patriot Day - September 11

Constitution Day and Citizenship Day - September 17

Leif Erikson Day - October 9

Columbus Day - October 12

Veterans Day - November 11

Thanksgiving Day - Fourth Thursday in November

Pearl Harbor Remembrance Day - December 7

Bill of Rights Day - December 15

Christmas Day - December 25

New Year's Day - January 1

The Convening of Congress - January 3

Inauguration Day - January 20

Independence Day Fireworks in New York City, 2011

Americans love to celebrate! We all have our own special memories of gathering with family and friends to have a cookout, watch a parade, listen to a speech, eat a delicious meal, see the fireworks, and remember events of the past. Have fun learning about the history behind America's holidays and what it is about each one that makes it a special day.



Top Left: National Christmas Tree in Washington, D.C.;
Top Right: Independence Day Patriotic Outfit Contest in Dallas, Texas;
Center: Tunnel to Tower Run on Patriot Day in New York City, New York;
Lower Left: Attendees at George H. W. Bush's 1989 Inauguration in Washington, D.C.;
Lower Right: Labor Day Parade in Minneapolis-St. Paul, Minnesota

INDEPENDENCE DAY

July 4

*Oh who would not join with the throng,
Who welcome our nation's birthday,
Rejoice and lift up the glad song,
Shout Freedom forever and aye.*

*Then rally o'er mountain and plain,
Our bright starry flag waves on high,
While millions awaken the strain,
Huzza! 'Tis the 4th of July.*

The song lyrics above were written in 1874 by T. Waldron Shear. They reflect the patriotism and pride that have been a part of our country since we declared our independence in 1776. On July 4, 1776, there were approximately 2.5 million people living in America. By July 4, 2011, the population of our country had grown to approximately 313.9 million people. That's a lot of voices to cry, "Huzza! 'Tis the 4th of July!"

Celebrating Independence Day was not common until after the War of 1812. Congress did not declare the Fourth an official holiday until 1941, though some individual state governments made it official before that time. Massachusetts was the first state to do so in 1791. During the 1800s, some Independence Day celebrations were especially loud as people shot off leftover cannon balls and ammunition from recent wars. People enjoyed getting together to celebrate our nation's birth. In some places where farms were spread far apart, the Fourth of July was the only area-wide celebration in the whole year.



Huntington Beach, California
Independence Day Parade Beside the Pacific Ocean, 2004

Fireworks and the Fourth

On July 4, 1777, one year after the Declaration of Independence was adopted, cities such as Philadelphia and Boston had fireworks displays for their citizens to enjoy. These displays started a Fourth of July tradition that has continued through the years. Cities and towns and private citizens across the country love to celebrate our country's birthday with fireworks.

It is estimated that around 14,000 fireworks shows take place each year across the country. Fireworks sales for private displays in 2007 reached \$930 million! That was more than twice what was spent in the year 2000.

There are many spectacular fireworks displays in cities across the country. Here is a list of some that are considered the best (in alphabetical order):

Addison, Texas
Atlantic City, New Jersey
Boston, Massachusetts
Chicago, Illinois
Lake Tahoe, California

Nashville, Tennessee
New Orleans, Louisiana
New York City, New York
San Diego, California
Washington, D.C.



Lake Tahoe, California
Fourth of July Fireworks, 2011

The show in Lake Tahoe, California, is pictured at left. Big city fireworks shows cost big money. Boston, Massachusetts, spent an astonishing \$2.5 million in 2010!

The fireworks display in New York City is put on by Macy's, the same department store that holds a famous Thanksgiving parade each year. Macy's Fourth of July Fireworks Spectacular is the biggest display in the country. An estimated two million people watch as approximately 75,000 pounds of explosives light up the sky.

It takes many government agencies to pull off an Independence Day celebration in Washington, D.C. With all those explosives and all those people, the planners work extra hard to make sure everything is safe and runs smoothly. The FBI; the Bureau of Alcohol,

Tobacco, Firearms and Explosives; the Federal Aviation Administration; the Secret Service; local fire and police departments; the National Park Service and its police department; and the Public Broadcasting Service all work together for up to a year in advance to pull off the annual event. That's a lot of people working a lot of hours for a twenty-minute show!

America's First Family of Fireworks

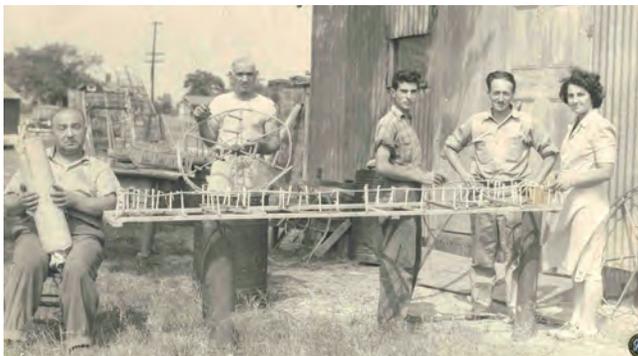
Angelo Lanzetta was an Italian pyrotechnician who immigrated to the United States through Ellis Island in 1870. A pyrotechnician is a person who specializes in explosives. After Angelo died in 1899, his son Anthony carried on the family fireworks business. Anthony's nephew Felix Grucci Sr. began working for him in 1923.

It was hard to make a living with fireworks, especially during the Great Depression, but Anthony and Felix kept going. Felix got married in 1940. He and his wife had three children, all of whom grew up to join the family business. The photos below show members of the Grucci family making fireworks at their first factory.

Over the next several years, Felix Grucci Sr. became a master fireworks artist. In addition to advances in fireworks technology, Grucci developed an atomic device simulator that the Defense Department used in training the military.

Grucci's company, now called Fireworks by Grucci, got a big break when they were hired to create a fireworks show for America's bicentennial celebration in 1976. Three years later the Gruccis won a gold medal at the annual Monte Carlo International Fireworks Competition in Europe. They were the first Americans to win the prize. This medal earned the Gruccis the title of "America's First Family of Fireworks." Today the business is operated by the fourth and fifth generations of the Grucci family.

Cities and other organizations hire Fireworks by Grucci to operate their local Fourth of July fireworks displays. In 2012 the company operated sixteen shows across the country on July 4 from Florida to Massachusetts to Hawaii. An average half-hour fireworks show costs about \$30,000.



Bellport, New York

Members of the Grucci Family Making Fireworks at the First Factory, 1940 (Photos courtesy of Fireworks by Grucci)

In addition to Independence Day celebrations, Fireworks by Grucci has operated fireworks shows at events such as the Statue of Liberty centennial celebration in 1986 and the 2008 Olympic Games in Beijing. The company has also operated the fireworks display at every presidential inauguration since Ronald Reagan became President in 1981.

Nathan's Famous Contest

For many years, Coney Island in New York has been a popular destination for tourists and for New Yorkers who want to get out of the city and enjoy the beach and other amusements. One thing Coney Island is known for is hot dogs. A hot dog company called Nathan's Famous,



New York City, New York
Nathan's Famous Hot Dogs

pictured at left, opened on the boardwalk at Coney Island in 1916. The company was started by a Polish immigrant named Nathan Handwerker. It started out as a simple hot dog stand, but it turned into a huge success. By 1920 Nathan's business was selling around 75,000 hot dogs every weekend!

The legend goes that on July 4, 1916 (the year Nathan's Famous opened), four immigrants were arguing about which of them was the most patriotic. They decided to display their patriotism by eating hot dogs—a

lot of hot dogs! They had a contest to see who could eat the most. An immigrant from Ireland named James Mullen won the contest when he downed thirteen hot dogs in twelve minutes. Whether or not that legend is true, Nathan's Famous has held a July 4 hot dog eating contest every year except two since then. An advertisement for the contest is pictured below. It has an electronic countdown to the next contest, 361 days from the time the photo was taken.

Nathan's Famous July 4 International Hot Dog Eating Contest is now the largest eating competition in the world. Tens of thousands of people watch the annual event. A separate contest for women was started in 2011. The 2012 women's champion was Sonya Thomas from Alexandria, Virginia. Ms. Thomas, who is five feet, five inches tall and weighs only



*Advertisement for
Nathan's Famous Hot Dog Eating Contest*

100 pounds, ate 45 hot dogs and buns in ten minutes! Forty-five was her goal since that was also her age. The winner of the 2012 men's competition was 28-year-old Joey Chestnut from San Jose, California. He ate a whopping 68 hot dogs and buns in ten minutes! Each of the winners won \$10,000 in prize money.

New Citizens

Each year on July 4 in Seattle, Washington, the city holds a naturalization ceremony where hundreds of people become new citizens of the United States. Seattle is just one of many places in the U.S. that holds such a ceremony on Independence Day. The photos below were taken at the ceremony in Seattle on July 4, 2011. The top image shows a Native American performing at the start of the ceremony. Look at the immigrants in the center photo proudly waving their American flags. Notice the necktie worn by the man in a turban. In the bottom photo, Mark McGinn, mayor of Seattle, hugs a group of children at the ceremony. Mr. McGinn was the Master of Ceremonies at the event.

Independence Day Festivities

In addition to fireworks displays, some communities host a parade on Independence Day. Some churches, clubs, and other groups hold a cookout or a picnic. Many cities have races. People come up with all sorts of ways to celebrate America's birthday. At Fort Bragg, a U.S. Army installation in North Carolina, men can compete in a wife-carrying competition! Citizens of Tewksbury, Massachusetts, have a tradition of holding pie and watermelon eating contests.

In Matamoras, Pennsylvania, the community holds a plastic duck race each Independence Day. Local firefighters release the numbered ducks on the Delaware River,



Seattle, Washington
Independence Day Naturalization Ceremony, 2011



Matamoras, Pennsylvania
Painting of the Bridge over the Delaware River

pictured at left. Another group of firefighters catches the first six ducks who pass under a bridge that serves as the finish line. In 2012 it cost \$5 to buy a plastic duck to compete in the race (or you could spend \$20 and buy six). The owners of the six winning ducks each received a cash prize of \$100, \$75, \$50, or \$25. Proceeds from the event were used to fund the planting of trees in Matamoras.

Freedom

Americans have a lot of freedoms that many people around the world do not have. We should be thankful for these freedoms. We should be thankful for the men and women in history who worked and fought and died to help us have the freedoms we enjoy. Independence Day is a time to celebrate our freedoms. With a lot of freedom comes a lot of opportunity. With a lot of opportunity, we have a lot of responsibility. We should look at our freedom not just as something to make our own lives better; we should look at it as an opportunity to make things better for other people.

We who are Christians have freedom in Christ. We don't have to be slaves to sin because Jesus sets us free! With that freedom, however, comes a lot of responsibility. We have a responsibility to love and serve and give like Jesus did.

It was for freedom that Christ set us free;
therefore keep standing firm and do not be subject again to a yoke of slavery.
Galatians 5:1

Family Activity

Make a "Happy Birthday, America!" poster. Instructions are on page 486.

NATIONAL AVIATION DAY

August 19

In 1939 President Franklin Roosevelt decided it was time to commemorate the advances in human flight that had taken place up until that time. He also wanted to honor aviation pioneers. August 19, the birthday of Orville Wright, was chosen as the date for National Aviation Day. Today this holiday is observed at some historic sites and schools with special crafts and programs related to aviation.

The Wright Brothers

In the late 1800s, Wilbur and Orville Wright spent many years studying aviation. The brothers are pictured at right. Wilbur and Orville studied experiments that other people had made and conducted many experiments themselves. Finally, in 1903, they had a smashing success! The six hundred pound flying machine that they had created actually flew for twelve seconds. This was the first time a powered machine had taken off from level ground, flown through the air, and made a controlled landing.



Dayton, Ohio
*Wilbur and Orville Wright
at Home, 1909*



Kill Devil Hills, North Carolina
Wright Brothers National Memorial

When this first successful flight occurred, Orville was piloting the machine. The brothers had agreed to take turns, and it was Orville's turn to try. That is why Orville is credited with the first flight and why his birthday was chosen as the date for National Aviation Day.

Pictured at left is the Wright Brothers National Memorial in Kill Devil Hills, North Carolina, the site of the historic 1903 flight. The granite monument was erected in 1932.

Airmail Service

Advances in aviation technology continued after the Wright brothers' 1903 flight. These advances brought many changes to American society. People could travel farther and faster. Mail could travel farther and faster, too. Letters were first transported by plane in the United States in 1911. Airplanes proved to be a much better method of transporting mail than what another country had tried about forty years before. The first country to transport mail by air was France in 1870. They used hot air balloons, but this turned out to be rather disastrous. The balloons could not be controlled, and some were carried by the wind many miles away from their destinations! Some went up loaded with mail and were never seen again.



Washington, D.C.
Airmail Service Airplane, 1918

Aviation technology advanced quickly during World War I. After the fighting was over, the War Department supplied planes and pilots to transport mail. The Post Office took over airmail operations in 1918 and hired forty pilots. At left is a photo of one of their first planes.

During its first year of operation, the airmail service brought in \$162,000. The cost of operation was just \$143,000. This was the first and only time in its history that the airmail service made a profit. The stamp pictured below is from 1924 and shows the kind of plane that was used to transport mail at that time.

By 1920 Post Office pilots had delivered 49 million letters. Sadly, between 1918 and 1920, at least half of the airmail pilots died in plane crashes. Despite its troubles, the Post Office Department continued to improve aviation in the United States. They established air traffic routes, tested aircraft, and trained pilots. The work of the Post Office Department helped lead the way for the development of passenger traffic across the country.



Postage Stamp, 1924

Charles Lindbergh

Charles Lindbergh was an airmail pilot who flew the route from Chicago, Illinois, to St. Louis, Missouri, beginning in 1926. Lindbergh had a long career in aviation. He is most remembered for his 1927 flight in his plane *The Spirit of St. Louis* when he became the first person to fly

nonstop by himself across the Atlantic. The flight lasted thirty-three and one half hours. Imagine flying that long without being able to take a nap! Lindbergh became an international hero overnight. Countries around the world awarded him with high honors. The United States government presented him with a Congressional Medal of Honor and the first-ever Distinguished Flying Cross. Lindbergh is pictured at right beside *The Spirit of St. Louis*.

Air Commerce Act

Congress passed the Air Commerce Act in 1926. This legislation made flying safer. It called for issuing and enforcing air traffic rules and deciding on air travel routes that pilots could take. It also required pilots to be licensed and aircraft to be certified. The law required the use of devices that would make air travel safer and easier. President Calvin Coolidge signed the Air Commerce Act. Interestingly, Calvin Coolidge was the last President who never flew in an airplane.

Amelia Earhart

Amelia Earhart, pictured below, began her flying career in 1921 when she was twenty-three years old. In 1928 she became the first woman to fly across the Atlantic. Earhart continued to break aviation records and sought to prove to the world that women could fly as well as men. In 1932 she became the first woman to receive the Distinguished Flying Cross.



Amelia Earhart, c. 1928



*Charles Lindbergh with
The Spirit of St. Louis, 1927*

In 1937 Earhart set out to break a new record as she embarked on a trip around the world. She and her navigator, Fred Noonan, left Miami on June 1. Sadly, the two never made it to their final destination. They were last heard from by radio as they flew over the Pacific, but their plane was lost and they were never seen again. The U.S. government spent \$4 million on a search and rescue mission, but no sign of the plane or the aviators was ever found. It was the most costly and intensive land and sea search that had ever been made up to that time.

Streets, schools, and airports across the country have been named in honor of Amelia Earhart as a way to commemorate the courage and determination of this brave aviation pioneer.



Tuskegee Airmen in Italy During World War II, 1945

Tuskegee Airmen

One important part of the history of aviation in America is centered in Tuskegee, Alabama. Before World War II, African Americans were not allowed to fly for the U.S. military. Many people thought that African Americans weren't smart enough or patriotic enough to be military pilots. They didn't think these men had enough courage. Finally, after feeling pressure from civil rights groups, the Army Air Corps began operating an experimental training facility for African Americans in Tuskegee. The men trained

there became known as the Tuskegee Airmen. The Tuskegee Airmen worked at a variety of jobs related to air combat from pilots and navigators to maintenance crews and instructors.

The Tuskegee Airmen became one of the most respected groups of aviators during World War II. They proved to the world that African Americans were indeed capable of flying and maintaining complex aircraft.

The airfield at Tuskegee continued to train airmen and women until 1946. The military began to integrate its units in 1947. Integration was a long process, but today people of all races are trained and serve in the military side by side. During the administration of President Bill Clinton, the Tuskegee Airmen National Historic Site was established and is now maintained by the National Park Service.

President George W. Bush awarded the Tuskegee Airmen the Congressional Gold Medal in 2007. This is the highest honor Congress gives to private citizens of the United States. Three hundred of the surviving airmen attended a ceremony to receive the medals at the U.S. Capitol in Washington, D.C.

The transportation authority in New York City renamed one of their bus depots the Tuskegee Airmen Bus Depot in 2012 to honor this brave group of American citizens. The photo at right shows two of the airmen who attended the ceremony standing with a New York City council member and three men who work for the city's transportation system.



New York City, New York
Honoring the Tuskegee Airmen, 2012

Blue Angels

After the fighting of World War II, the Chief of Naval Operations wanted to form a team of airmen who could show civilians the skill of Navy pilots. This group of pilots was named the Blue Angels. The team's first performance was in Florida in June of 1946. Over 240 men and women have flown as Blue Angel demonstration pilots since 1946. They have performed for millions of people all over the world. At right is a picture of a Blue Angels air show in Georgia.

The Air Force operates another aviation demonstration team called the Thunderbirds. The Thunderbirds and the Blue Angels never perform together, but sometimes they do perform with an Army or Navy parachute team.



Warner Robins, Georgia
Blue Angels Air Show, 2012

Private Space Travel

Throughout the twentieth century, space travel only took place in connection with a governmental agency. In 1996 a group called the X PRIZE Foundation announced that they would award a prize of \$10 million to the first team of private citizens who could build and launch a spacecraft able to carry three people into outer space twice within the time frame of two weeks.

Eight years later, in 2004, a team called Scaled Composites won the prize. SpaceShipOne, pictured below, was designed and built by a team of about twenty people, led by Burt Rutan. Paul Allen, one of the co-founders of Microsoft, donated \$20 million for the team to complete the project. On its winning flight, SpaceShipOne reached an altitude of nearly seventy miles above the earth's surface. By comparison, a typical airplane flying over the ocean is only about seven miles above the earth's surface.



Oshkosh, Wisconsin
SpaceShipOne on Display at an Air Show, 2005



Washington, D.C.
Mural at the National Air and Space Museum

SpaceShipOne is now on display at the National Air and Space Museum in Washington, D.C., in the Milestones of Flight gallery. Also on display in the gallery are the Wright brothers' flyer from 1903, Charles Lindbergh's plane *The Spirit of St. Louis* that took him across the Atlantic Ocean, a plane flown by Amelia Earhart, the first spacecraft that operated on Mars, and many other examples of historic aircraft and spacecraft. A mural at the museum is shown at left.

The achievement of private citizens reaching outer space opens up a whole new world of possibilities. Maybe one day private citizens will be able to take a weekend trip to the moon, or maybe even beyond. Maybe you will be the one to design the spacecraft that will take us there.

The Love of God

When we look up at the nighttime sky and see the stars, we are only seeing a tiny portion of what God has placed in the universe. If we take a trip into the clouds and go up into outer space, we are still only seeing a fraction of what God made. His creation is bigger and more grand and glorious than anything we can comprehend. Isn't it amazing that a God who could create such a universe loves each one of us? Isn't it amazing that His love for us is even bigger than the universe He created?

For as high as the heavens are above the earth,
So great is His lovingkindness toward those who fear Him.

Psalm 103:11

Family Activity

Make a model of your very own private spacecraft. Instructions are on page 487.

LABOR DAY

First Monday in September

On the first Monday in September of 1882, the sidewalks of lower Manhattan in New York City were lined with spectators young and old who were ready to watch what would come to be known as the first Labor Day parade. The parade that took place on that day began a long-standing tradition in America of celebrating our country's workers and giving them a day of rest and relaxation. In the picture at right, spectators line the streets of New York City for a Labor Day parade in 1908.

The First Labor Day

There is debate about who had the idea for the first Labor Day celebration. Some believe it was Peter J. McGuire, who was general secretary of the Brotherhood of Carpenters and Joiners. Mr. McGuire was also the co-founder



New York City, New York
Spectators Line the Streets for a Labor Day Parade, 1908

of the American Federation of Labor. Others believe the holiday was begun by a machinist named Matthew Maguire, secretary of the Central Labor Union in New York. Whoever the originator was, the celebration happened. It was planned as a way to honor working men and women and to recognize their labor.

When the day for the celebration came, flags were flying and excitement was in the air. The New York City Police Department was concerned that a riot might start, so policemen were positioned around city hall with clubs in hand, ready to take action in case force was needed to maintain order. The time came for the parade to begin, but there were few marchers present and something was missing. There was no music! There was no band to accompany the parade. People wondered how a parade could start without tubas and trumpets and drums.

Some thought the parade should be canceled, but the grand marshal of the parade wouldn't hear of that. He wanted the celebration to go on no matter what. Just in time, around two

hundred members of a jewelers union from nearby Newark, New Jersey, arrived on a ferry to join the parade—and they had a band! The parade started with the band playing “When I First



New York City, New York
Members of the Russian Labor Association Marching in a Labor Day Parade, 1909



New York City, New York
Bakers Carrying a Large Loaf of Bread in a Labor Day Parade, 1929

Put This Uniform On,” a song from an opera by Gilbert and Sullivan. Spectators watched from windows and rooftops. Some climbed up lampposts and sat on awnings to get a better view. Some of the spectators joined in the march themselves. By the time the parade reached its destination of Reservoir Park, between 10,000 and 20,000 men and women were marching along. More people joined the gathering after the parade was over and enjoyed speeches and a picnic. By the end of the day, an estimated 25,000 working men and women and their families had participated. The first Labor Day celebration had been a big success.

Labor Day Becomes Official

News of the celebration in New York spread across the country, and other cities decided to have their own festivities. In 1887 the state of Oregon became the first state to pass a law making Labor Day an official holiday. Colorado, Massachusetts, New Jersey, and New York passed similar resolutions later that year. Other states soon followed. Look at the photos above showing two groups of people marching in parades in New York City in 1909 and 1929.

In May of 1894, while President Grover Cleveland was in office, workers for the Pullman Palace Car Company went on strike in Chicago. At right is a picture of Pullman employees making upholstered chairs for the railroad cars that the company manufactured. In the strike of 1894, Pullman employees were striking against wage cuts and the firing of



Chicago, Illinois
Employees of the Pullman Palace Car Company Making Chairs, date unknown

union representatives. The next month, the American Railroad Union began a boycott of all Pullman cars, which caused major upsets in railroad traffic across the country.

Federal troops were sent to Chicago in an attempt to maintain order. This triggered rioting across the city. Historical accounts vary, but between twelve and thirty-four people were killed in the riots. After this disaster, the United States government wanted to make peace with American workers. Congress passed and President Cleveland signed into law legislation that established the first Monday in September as the official Federal holiday of Labor Day. In 1909 the American Federation of Labor declared the Sunday preceding Labor Day as Labor Sunday, a day to recognize the spiritual and educational aspects of labor.

Labor Day Proclamations

President Cleveland began a tradition that continues to this day of Presidents issuing Labor Day proclamations. Governors and other government leaders also issue Labor Day proclamations and give Labor Day speeches. Look at the pictures below of working Americans and read the portion of the Labor Day speech given by Massachusetts Governor Calvin Coolidge on September 1, 1919.

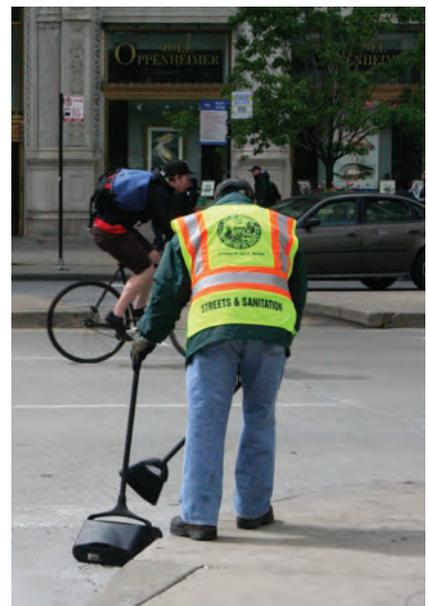
I cannot think of anything characteristically American that was not produced by toil. I cannot think of any American man or woman preeminent in the history of our Nation who did not reach their place through toil. I cannot think of anything that represents the American people as a whole so adequately as honest work. We perform different tasks, but the spirit is the same. We are proud of work and ashamed of idleness. With us there is no task which is menial, no service which is degrading. All work is ennobling and all workers are ennobled.



Seattle, Washington
Cooks Working in a Restaurant, 1952



Houston, Texas
Construction Workers, 2006



Chicago, Illinois
Streets and Sanitation Worker, 2012



Ridgway, Colorado
Boys in a Labor Day Potato Sack Race, 1940

Labor Day and School

Until fairly recently, most American schools began their fall semester after Labor Day. Many years ago, families needed their children to help work on the farm during the summer, so schools did not start until September after most crops had been harvested. Another reason for starting in

September was that there was no air conditioning. It was better to wait to start classes until the weather was cooler. Look at the school boys pictured above in a Labor Day potato sack race.

Today most schools start before Labor Day, but many people want to go back to waiting until after the September holiday. Schools in some places can save hundreds of thousands of dollars on utility costs by waiting until cooler weather comes so they don't have to run their air conditioners during the hot weeks of August. The tourism industry also likes schools to wait to open until after Labor Day so that families will have more time to take vacations and spend money at hotels and resorts and other recreational places.

Labor Day Traditions

Today many establishments such as post offices, government offices, private offices, factories, and schools close in observance of Labor Day. Many retail shops remain open. Shop owners like to benefit from people having more time to shop since they are off work or out of school for the day.

Labor Day parades are not as common as they used to be, but many cities still have them, as pictured below. Many Americans choose to spend Labor Day relaxing with family or friends, perhaps at someone's home or at a park. Some take the opportunity of time off from work to go on one more getaway before the summer ends.



Kansas City, Missouri
Labor Day Parade Float, 2008



Pittsburgh, Pennsylvania
A Labor Union Leader and U.S. Senator Walk with Others in a Labor Day Parade, 2008

Many communities across the United States have special Labor Day traditions. An annual Sonoita Labor Day Rodeo has been held in Santa Cruz County, Arizona, since 1916. Participants entertain their audiences with a ladies' barrel race, bareback riding, steer wrestling, wild cow milking, and much more.

Each year since 1938, residents of Nauvoo, Illinois, have held their Grape Festival over Labor Day weekend, celebrating the grape harvest in their part of the country.

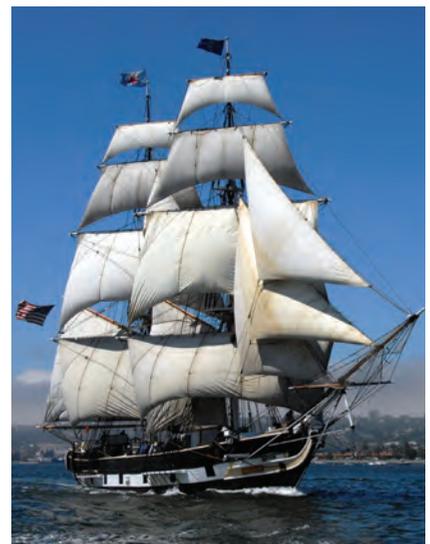
Independence, Missouri, hosts an annual Labor Day festival that honors that city's role as the starting point for many Americans who headed west in the 1800s along the Santa Fe, California, and Oregon Trails. People who attend can participate in a watermelon seed spitting contest, an ice cream eating contest, and a root beer chugging contest.

In 1958 a Labor Day tradition began in Michigan that continues to this day. Each year tens of thousands of walkers participate in the Mackinac Bridge Walk. Mackinac Bridge is five miles long and spans the water where Lake Huron and Lake Michigan come together. The bridge connects Michigan's Upper and Lower Peninsulas. Labor Day is the only day each year when the bridge is open to pedestrians.

Look at the pictures at right that show Labor Day festivals in Colorado and California. The image below shows U.S. soldiers playing a game of tug of war during Labor Day festivities on their base in Afghanistan.



Colorado Springs, Colorado
Colorado Balloon Classic, 2009



San Diego, California
Festival of Sail, 2011

Labor in the Bible

God's plan from the beginning was for mankind to work. When He made Adam, God intended for him to cultivate the ground (Genesis 2:5-7). God made Eve to be Adam's helper (Genesis 2:18). God wants us to work diligently and honestly. He wants us to be fair and trustworthy in all we do.



U.S. Army Soldiers Playing Tug of War in Afghanistan, 2010

When workers do their jobs well, they deserve to be paid or compensated in some way. When Jesus sent out his twelve apostles with a special work to do, He told them not to take anything with them. He knew the people with whom the apostles stayed while they were away would take care of the apostles' needs because "the worker is worthy of his support" (Matthew 10:10).

People who are lazy and do not want to work should not expect to have what they need. Paul wrote that "if anyone is not willing to work, then he is not to eat, either" (2 Thessalonians 3:10). Paul went on to tell the Thessalonians that he had heard there were people in their midst who were "leading an undisciplined life, doing no work at all, but acting like busybodies" (3:11). To these people, Paul commanded and exhorted in the Lord Jesus Christ to work in a quiet way so they could earn their own bread (see 3:12).

Just as God created people to work, He also created them to rest. God doesn't want people to work all the time. When God created the world, He worked for six days and then rested on the seventh day. When God gave laws to the Israelite people, He told them about the special days and special years in which they were not supposed to work. He wanted them to have time to rest. God wants us to have time to rest, too. It is good and healthy for us to take time off from our routine, everyday work.

Whatever work we do, whether it is washing dishes, performing a medical operation, doing laundry, or building a house, we should do our work with a good attitude. Paul wrote to the Christians in Colossae about how slaves should view their work. We should all follow this principle in whatever work we have to do:

Whatever you do, do your work heartily, as for the Lord rather than for men,
knowing that from the Lord you will receive the reward of the inheritance.

It is the Lord Christ whom you serve.

Colossians 3:23-24

Family Activity

Play Labor Charades. Instructions are on page 488.

PATRIOT DAY

September 11

Some special days are reminders of happy things, like Mother's Day and the Fourth of July. Some special days, however, remind us of sad things.

September 11 has been designated as Patriot Day to help Americans remember the horrible acts of terrorism that happened on that day in 2001. Many people died on 9/11, when planes crashed into the two World Trade Center towers in New York City. More people died in Washington, D.C., when a plane hit the Pentagon, and in Pennsylvania when a plane crashed in a field. Terrorists took control of these planes because they wanted to do something that would hurt the United States. Even though they were successful in hurting our country and killing many, the people of the United States showed themselves strong. They united together and overcame the heartache and fear brought on by these acts of terrorism.

The pictures on this page show some of the first responders who were at the scene in New York City soon after the terrorist attacks happened.



New York City, New York
First Responders at the World Trade Center
Soon After the 9/11 Attacks

A Sad Remembrance

Three months after the terrorist attacks, the U.S. Senate and House of Representatives passed a law designating September 11 as Patriot Day. Congress wanted to honor the Americans who died as a result of 9/11. They also wanted to recognize that “in the aftermath of the attacks the people of the United States stood united in providing support for those in need.” The law requests each President to issue a Patriot Day proclamation every year to ask the American people to observe the day with appropriate programs and activities, to fly flags at half-staff, and to observe a moment of silence in honor of the people who died

A Proclamation

The first presidential proclamation for Patriot Day was issued by George W. Bush in September of 2002. It began:

On this first observance of Patriot Day, we remember and honor those who perished in the terrorist attacks of September 11, 2001. We will not forget the events of that terrible morning nor will we forget how Americans responded in New York City, at the Pentagon, and in the skies over Pennsylvania—with heroism and selflessness; with compassion and courage; and with prayer and hope. We will always remember our collective obligation to ensure that justice is done, that freedom prevails, and that the principles upon which our Nation was founded endure.



Members of the U.S. Air Force Observing Patriot Day at Kunsan Air Base in South Korea, 2009

Observing Patriot Day

Patriot Day has been observed every year since 2002. Some cities and towns have held special ceremonies to honor the victims of the attacks. The photo at right was taken during a memorial service in Sacramento, California. Some cities have memorial concerts. Since many of the 9/11 victims were firemen and other emergency responders, some communities take the opportunity on Patriot Day to honor their own emergency response workers.

In September of 2011, more than 200 bicyclers commemorated 9/11 by riding over 500 miles on an eight-day trip from New York City to the District of Columbia. On their way they passed through the scene of the 9/11 crash in Pennsylvania. The riders included people in the military, veterans, first responders who were in New York City during 9/11, and family members of people who lost their lives that day.

The picture on the previous page shows members of the U.S. Air Force stationed at Kunsan Air Base in South Korea observing Patriot Day in 2009. They held a ceremony to honor the firefighters, police officers, and emergency responders who risked their lives to serve their fellow Americans on 9/11. The ceremony also honored members of the U.S. Armed Forces who have served since September 11, 2001.



Sacramento, California
Member of the U.S. Military Reads the Names of the 9/11 Victims at a Tenth Anniversary Memorial Ceremony at the California State Capitol, 2011



Washington, D.C.
Freedom Walk Participants, 2008

Freedom Walks

In September of 2005, some Department of Defense employees who worked at the Pentagon in Washington, D.C., decided to do something that would honor the memory of their coworkers who died when the plane crashed into the Pentagon on 9/11. They did something simple and took a walk. The idea of a memorial walk quickly spread across the country, and now there are hundreds of Freedom Walks held each September. The walk in Washington, D.C., has thousands of participants every year. Some of the participants from the 2008 walk are pictured at left.

Like other memorials that take place on or around September 11, Freedom Walks are a way to remember the lives that were lost on 9/11, to remember the first responders who were at the scenes of the crashes, and to honor military veterans past and present.

Freedom Walks have taken place in all fifty states and in several foreign countries. When American citizens participate in one of these walks, it shows men and women in the military that we support them and appreciate what they are doing for each of us by defending our country.

The first Freedom Walk in Sebring, Ohio, was organized by a nine-year-old boy in 2006. Colton Lockner had an uncle serving in Iraq at the time. Colton talked to the mayor of his town who supported his idea. Colton's mom helped him plan the event. They expected around 75 people to show up, but they ended up with over 2,000 participants!

A Human Flag

The 2006 Freedom Walk in Hampton Roads, Virginia, started in a special way. Around 1,200 servicemen and women, civic leaders, and civilians from the area gathered on a hillside to create a human flag. Each participant held a piece of painted cardboard over his or her head, as pictured below.



Hampton Roads, Virginia
Freedom Walk Participants Create a Human Flag on September 11, 2006

Tunnel to Tower Run

One Patriot Day tradition in New York City is the Tunnel to Tower Run, which honors Stephen Siller and the 342 other New York City firefighters who gave their lives to save others in the attack on the World Trade Center. The pictures below are from the run that took place in 2010. The runners shown are cadets from the United States Military Academy at West Point.

The Tunnel to Tower Run begins in a tunnel in Brooklyn and follows the route that Stephen Siller took on the morning of 9/11. Just after the attacks occurred, Siller was in the tunnel in his truck on his way home from a night on duty. He heard on his radio what was happening at the World Trade Center. As soon as he heard the news, he got out of his truck, put on his firefighter gear, and headed to the scene to help. The annual Tunnel to Tower Run ends where Siller was last seen that morning. In 2011, the run had nearly 30,000 participants. The course is just over three miles long.



New York City, New York
Participants in the Tunnel to Tower Run, 2010

National Day of Service and Remembrance

In 2009 the name of the 9/11 commemoration was officially changed to Patriot Day and National Day of Service and Remembrance. Families of 9/11 victims had been working to establish the day of service for seven years. The act that made it official was signed into law by President Barack Obama in April of 2009. American citizens are encouraged to commemorate 9/11 by serving others as they take part in projects such as painting houses, collecting food for needy families, renovating schools, and honoring veterans and first responders.

Special projects were organized in all fifty states in 2009 in honor of the new official observance. Citizens of Anchorage, Alaska, gathered in a parking lot to collect non-perishable food for hungry men, women, and children. A group in Hattiesburg, Mississippi, renovated an old boarding house that was being transformed into a housing center for volunteer groups. Hispanic students at a high school in Oklahoma City worked together to pull weeds, plant



Phoenix, Arizona
Wesley Bolin Plaza 9/11 Memorial



Wellington, Florida
Patriot Memorial

flowers, and paint benches at their school. They also planted a tree in remembrance of 9/11. Hundreds of people gathered at the Wesley Bolin Plaza 9/11 Memorial in downtown Phoenix, Arizona, and held an Interfaith Prayer Circle. The Phoenix memorial is pictured at left.

Another 9/11 memorial is pictured at left below. It was erected in 2011 in Wellington, Florida, in honor of the tenth anniversary of the attacks. A section of steel from the World Trade Center was used in creating the memorial.

Remembering Our History

It is good to remember important things that have happened in our own lives, in our families and churches, in our communities,

and in our country. These things have shaped us into who we are today. We can learn from them. When we learn about how situations were handled well, or how they were handled poorly, we can learn how to handle situations that we will face in our own lives.

When Moses spoke to the Israelites in Deuteronomy, he reminded them of things that had happened to them in their past. He wanted them to know their history and pass on their memories to their children. Moses told them:

Only give heed to yourself and keep your soul diligently,
so that you do not forget the things which your eyes have seen
and they do not depart from your heart all the days of your life;
but make them known to your sons and your grandsons.

Deuteronomy 4:9

Family Activity

Give a special thanks to first responders in your community. Instructions are on page 490.



FAMILY ACTIVITIES

Each of these activities goes with one of the lessons on American holidays. Have fun creating, eating, laughing, talking, and making memories together as a family. Please keep in mind that children should be supervised when using scissors or knives, using the stove or oven, looking up information online, and visiting public places or the homes of others.

INDEPENDENCE DAY

“HAPPY BIRTHDAY, AMERICA” POSTER

Create a nighttime scene of Washington, D.C., lit up by glittery fireworks!

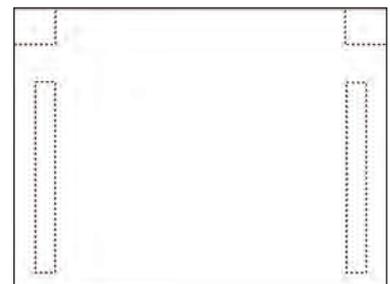
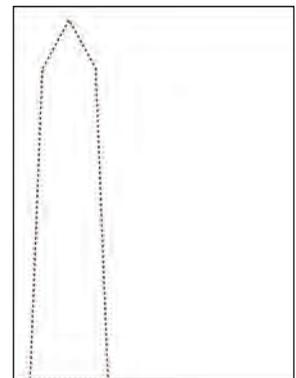
Supplies:

- black poster board
- white construction paper
- pencil
- scissors
- glue stick
- liquid glue
- glitter
- white crayon or colored pencil



Instructions:

- ★ Use a pencil to draw simple outlines of the Washington Monument and the Lincoln Memorial on white construction paper as shown at right.
- ★ Cut out the buildings.
- ★ Glue the buildings on the black poster board as shown above. The bottom of the Washington Monument should be glued just under the top of the Lincoln Memorial so that it goes almost to the top of the poster board.
- ★ Squeeze liquid glue onto the poster board in the shape of fireworks. Sprinkle glitter over the wet glue. After the glue is completely dry (don't be impatient!), hold the poster board over a trash can and shake off the excess glitter.
- ★ Write "Happy Birthday, America!" across the top of the poster using a white crayon or colored pencil.



NATIONAL AVIATION DAY

PRIVATE SPACECRAFT MODEL

Make a 3-D model of a private spacecraft designed by you!

Supplies:

empty cardboard and plastic containers
scissors
glue
tape
wrapping paper and/or other types of paper
aluminum foil
markers, crayons, colored pencils, and/or paint

Instructions:

- ★ Let your imagination run wild as you create a spacecraft model. Look at the picture below to help get your creative juices flowing. Cut, glue, tape, and color to your heart's content. You can paint the empty containers or cover them with aluminum foil or wrapping paper. Everybody in the family can make one alone, or you might like to make one together. If there are young children in your family, you could make a model big enough for them to play in. You might be able to obtain a large box from an appliance store to use as part of your creation.



LABOR DAY

LABOR CHARADES

Give everyone in the family a turn to play this lively game!

Supplies:

small slips of paper
two empty baskets or bowls
pen or pencil
timer

Instructions:

- ★ Divide the members of your family into two teams. Have one person from Team A write each of the occupations from Occupation List B (on the next page) on a separate slip of paper. Cover up List A while this is being done so that the player will not see what is on that list. Fold the papers and drop them in an empty basket or bowl. Have one person from Team B do the same thing with Occupation List A. (The writers are making slips that the other team will use, so be sure they do not see them ahead of time.)
- ★ To play Labor Charades, set the timer for one minute. The first player on Team A draws a piece of paper out of his team's container and acts out the occupation written on it. The other members of Team A try to guess what the occupation is. The actor may not use any sounds. He may not point to or pick up anything in the room to help his team guess. He may only mime the actions of the occupation. If his team guesses correctly, the actor draws another piece of paper and acts out that occupation. If the team guesses correctly again, he may draw a third piece of paper, but three is the limit for his turn. After one minute, his team receives one point for each occupation he was able to get his team to guess (from 0 to 3 points). The first player from Team B then has a turn. Play continues until one team has used all of their papers, as long as both teams have had the same number of turns. The team with the most points at the end of the game wins.

Occupation List A

plumber
artist
taxi driver
landscaper
electrician
engineer
lawyer
preacher
construction worker
ballet dancer
fireman
doctor
veterinarian
coach
chef
mechanic
dentist
farmer
astronaut
animal trainer
mail carrier
bus driver
photographer
chiropractor
computer programmer
laundry worker
secretary
miner
musician
optometrist
tour guide

Occupation List B

teacher
reporter
writer
factory worker
truck driver
soldier
judge
waiter
janitor
clown
actor
police officer
nurse
football player
carpenter
cashier
archaeologist
real estate agent
accountant
pilot
scientist
barber
babysitter
fisherman
fashion designer
librarian
locksmith
maid
detective
security guard
carpet cleaner

PATRIOT DAY

A SPECIAL THANKS

Show the first responders in your community that you appreciate what they do.

Supplies:

patriotic stationery (bought or homemade)
pen or pencil
homemade treat such as cookies or brownies
red or blue paper plates
plastic wrap

Instructions:

- ★ Make or buy some patriotic stationery. If you chose to make it, you might create it on the computer and print it out, or you might draw your own design. Write a note of thanks to the police department, fire department, rescue squad, and ambulance service center in your community. Handwritten notes are usually even more appreciated than typed ones, so use your best handwriting and write your notes by hand. Thank the workers for all they do for your community. Tell them how much you appreciate the way they risk their own safety so that you can feel safe. You might want to include a Bible verse.
- ★ Make some cookies or brownies. You might like to use a star-shaped cookie cutter. When the cookies are done and cool, put some on four paper plates and wrap them in plastic wrap.
- ★ Make it a family outing to deliver the notes and cookies to the offices of the first responders in your area. When you make your deliveries, smile, look the workers in the eye, and tell them you appreciate the work they do. If your family likes to sing together, you could choose a patriotic song such as “America the Beautiful” or “God Bless America” to sing for the workers.

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University of Iowa Department of Computer Science, Voting
and Elections web pages, Douglas W. Jones
University of New Hampshire
University of Virginia, American Studies: The Capitol
Project, The City Beautiful Movement
University of Virginia, George Washington Papers
University of Virginia, Miller Center for Public Affairs,
"American President: A Reference Resource," Warren
Gamaliel Harding

Videos

American Experience: Theodore Roosevelt, PBS
Becoming American: The Chinese Experience, PBS/Bill Moyers
special
Destination America, PBS
The Duel, PBS
God in America: Frontline/American Experience, PBS

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Notgrass Family

Charlene Notgrass, 2 (all except *t*), 4, 5*m*, 6*t*, 7, 11*tr*, 16*t*, 20*bl*, 27, 42, 48, 50, 57*tl*/*tm*, 58*tl*/*bm*, 62*br*, 63, 64*r*, 66, 77*b*, 82*b*, 83*b*, 89*r*, 90*b*, 99*t*, 100, 102, 156, 168, 193, 197*b*, 199*t*, 295 (Carter marker), 310*br*

Mev McCurdy, front cover (bottom five portraits), 54, 409*r*, 485*b*, 488, 501, 504

Notgrass Family Archive, 3, 495

Library of Congress

Carol M. Highsmith's America, Library of Congress, 5*t*/*b*, 6*b*, 8, 9, 11*br*, 12, 14, 15, 16*b*, 17, 20*m*/*br*, 23, 24, 26, 30, 31 (top three), 33*t*, 34, 44*b*, 47, 55 (Capitol, Hoover Building, Lighthouse), 56 (OH, FL, WI), 57*br*, 58*tm*/*br*, 61*t*, 62*mr*, 76*b*, 89*tl*, 95, 121*t*/*m*, 123*tl*, 127*ml*, 136, 157, 177, 178*b*, 180*tl*, 181, 182, 217*br*, 230*b*, 237*t*, 238*b*, 242*t*, 249 (top three), 250*b*, 251*t*/*m*, 252*m*, 256*b*, 258 (top five), 259*tr*/*bl*/*br*, 260, 261 (top three), 267 (top four), 276*t*, 298*m*, 301*b*, 310*bl*, 316, 320*t*, 329, 341, 347*m*, 348*b*, 354*tr*, 358*t*, 361*tr*/*bl*/*br*, 362, 363, 364, 365, 366*t*, 370*m*, 387, 388 (all except *bl*), 389, 390, 391 (all except bottom three), 394*tl*/*bl*, 401*b*, 406, 433*b*, 483*bl*

Library of Congress, 18, 38 (top three), 44*t*, 45, 51, 67, 68*m*, 70, 72, 74*m*/*b*, 75 (Halterman, Kennedy), 76*m*, 77 (Knudsen, draft), 83 (GA flag), 84, 86*t*, 88, 90*t*, 94, 97, 103*br*, 106*b*, 109*t*, 113*tr*, 116*tr*, 120*ml*, 125*t*/*m*, 133*t*, 134, 135, 137, 138, 140, 141*t*/*m*, 142, 145, 146, 147*t*/*m*, 148, 155*b*, 167, 171, 178*t*, 180*tr*/*mr*/*br*, 184, 185*t*, 186*tr*, 189, 190, 191*ml*/*mr*, 197*t*, 199 (all Carter Campaign), 200, 201, 202, 204, 205, 208*t*, 212*tl*, 223*tl*, 224, 229, 232, 247, 248, 249*b* (Jack E. Boucher), 250*t*, 251*b*, 264, 265*tl*, 271*b*, 282, 298*t*/*b*, 300*tr*/*br*, 324*t*/*b*, 331*b*, 336*t*, 339, 355, 360, 388*bl*, 391 (bottom three), 401*t*, 402*t*, 403, 404*t*, 407, 408, 410*t*, 419, 420, 425, 429, 431, 432, 437, 438, 439 (top four), 441*tl*, 443, 444, 445, 449, 450, 454, 455, 456, 457*t*, 464*bl*, 467*t*, 470, 475, 479, 481

Other Libraries

Bush 41 Library (Flickr, CC BY 2.0), 126 (party/cake), 295 (Bush ladies)

Bush Library, 128*t*, 272*t*, 274*m* (Bush), 276*bl*/*bm*/*br*, 277 (top three), 278 (three George H. W. Bush), 279 (George H. W.

Bush), 280*t*/*b*, 281, 291 (Bush), 293*t*, 295 (Bush reading, Johnson/Bush, Bush/Robb), 300 (Shari Lewis), 303, 304 (Christmas *m*), 305*tl*, 307, 330*tr*, 462*t*

Clinton Library, 279 (Clinton), 463*t*

Cornell University Library, *ii*

Jimmy Carter Library, 291 (Carter)

John F. Kennedy Presidential Library and Museum, Boston, 302*t* (Robert Knudsen/White House Photographs), 464*t*/*m* (Abbie Rowe/White House Photographs)

National Archives, 29, 30*bl*/*br*, 32*t*/*b*, 33*m*/*b*, 36, 37, 38*bl*/*br*, 39, 40, 42*t*, 46, 62*tr*, 73*l*, 77 (Clinton), 92*tm*, 103*tr*, 160*t*, 263, 265*tm*/*tr*/*br*, 267*b*, 268*b*, 269, 270*m*/*tr*, 271*tr*/*ml*, 272*ml*, 273, 274*b*, 277*b*, 278*b*, 279*t*/*b*, 284*t*/*b*, 285*t*, 287, 291 (Kennedy, Clinton, Ford, Reagan), 292 (Girl Scouts/Mother Teresa), 293 (Clintons/Carters), 294 (bottom three), 295 (Bess Truman, Johnson/Trumans), 299, 301*t*, 302 (Reagan, Ford), 305*ml*, 309, 310 (Truman in office)/(Carter photo by David Valdez), 330*tl*/*tm*, 357, 358*m*/*b*, 359*t*, 369, 422

Reagan Library, 292 (King Fahd), 295 (home of Senator Kennedy, Bushes/Reagans), 300 (Dave Brubeck Quartet), 304 (Christmas *t*/*b*)

Seattle Municipal Archives (Flickr, CC BY 2.0), 409*l*

U.S. Military

The California National Guard (Flickr, CC BY 2.0), 415*t* (Spc. Eddie Siguenza)

Chairman of the Joints Chiefs of Staff (Flickr, CC BY 2.0), 107, 127*t*, 441*tr*

DVIDSHUB (Flickr, CC BY 2.0), 79, 93*br*, 109*b* (Mass Communications Specialist 2nd Class Julia A. Casper), 114*tl* (Tech. Sgt. Jerry Morrison, Navy Visual News Service), 411*b* (Pfc. Donald Watkins)

Georgia National Guard (Flickr, CC BY 2.0), 295 (Carter/National Guard)

isafmedia (Flickr, CC BY 2.0), 150*t* (Sgt. April Campbell), 333*bl*

The National Guard (Flickr, CC BY 2.0), 280 (soldier salute), 286*b*, 380

NYCMarines (Flickr, CC BY 2.0), 80*b* (Sgt. Randall A. Clinton)

Official U.S. Navy Imagery (Flickr, CC BY 2.0), 127mr (Mass Communication Specialist 3rd Class Joshua D. Sheppard), 283br, 452tl (Mass Communication Specialist 2nd Class Ben A. Gonzales), 452tr (Mass Communication Specialist 3rd Class Michael A. Lantron), 375
 RDECOM (Flickr, CC BY 2.0), 343 (military leaders meet with staffers)
 Secretary of Defense (Flickr, CC BY 2.0), 236b
 U.S. Air Force, 414 (Senior Airman Jonathan Steffan)
 U.S. Army (Flickr, CC BY 2.0), 126m (Sgt. 1st Class Kevin McDaniel), 147b (Jay Mann), 150b (Mollie Miller, 1st Infantry Division Public Affairs), 212tr/bl, 268t/m, 270l, 415b (Leslie Benito), 466b (Van Williams, USACE), 343t (D. Myles Cullen), 359br (Senior Airman Andrew Lee), 378b
 U.S. Army Africa (Flickr, CC BY 2.0), 271mr
 U.S. Army Corps of Engineers (Flickr, CC BY 2.0), 413, 468t (Chris Gardner, New York District)
 U.S. Army, 32b (Staff Sgt. Teddy Wade), 447t (Spc. Edward A. Garibay)/m (Spc. Karah Cohen), 464br (Samantha L. Quigley), 465tr (SPC Angel Turner), 465 (carolers/Spc. Kristina L. Gupton)
 U.S. Department of Defense (Flickr, CC BY 2.0), 452bl/br, 453, 480, 482t/b (Mass Communication Specialist 1st Class Chad J. McNeeley), 483br (Mass Communication Specialist 1st Class Mark O'Donald, U.S. Navy), 484 (Tech. Sgt. Suzanne Day, U.S. Air Force)
 U.S. Marine Corps, 447b (Lance Cpl. Patricia D. Lockhart), 465 (men in boxes/Lance Cpl. Jody Lee Smith), 465br (Cpl. Colby W. Brown), 471t (Sgt. Christopher M. Tirado)/b (Cpl. Erin A Kirk), 503 (Cpl. Erin A. Kirk-Cuomo)
 U.S. Navy, 112m, 416 (Seaman Christopher Hall)
 UNC - CFC - USFK (Flickr, CC BY 2.0), 422br
 USACEpublicaffairs (Flickr, CC BY 2.0), 359mr
 USACE-Sacramento District (Flickr, CC BY 2.0), 326t
 West Point Public Affairs (Flickr, CC BY 2.0), 165 (Giuliani), 394m, 417

Government Agencies

Architect of the Capitol, 35, 139, 315, 317, 318 (all except 2nd), 319, 320 (bottom four), 321, 323, 326 (bottom four), 327, 328, 330bl/bm/br, 331t, 332, 333tr/mr, 334, 335, 338, 342, 343bl/br, 344bl/br, 345bl/br, 346, 347t, 350, 351, 352, 353, 354 (all except tr), 356, 359bl, 361bm, 473
 Collection of the U.S. House of Representatives, 476b
 Grand Canyon NPS (Flickr, CC BY 2.0), 20t, 424
 Idaho National Laboratory (Flickr, CC BY 2.0), 286t
 Metropolitan Transit Authority of the State of New York (Flickr, CC BY 2.0), 404b
 Montana Legislative Services Division/Montana State Library, 153b
 NASA Goddard Photo and Video (Flickr, CC BY 2.0), 451
 NASA, 55tr, 74t
 National Atlas, 151, 152
 National Park Service (Flickr, CC BY 2.0), 255tm/tr
 National Park Service, 11tl (John F. Mitchell), 55 (Craters), 120t (Betty Agati), 120mr, 122t, 123tr, 244t/m, 253tm
 nigeria.usembassy.gov, 75b
 Oregon DOT (Flickr, CC BY 2.0), 57bl
 U.S. Department of Agriculture, 55 (Owl/Bear), 257t (Lance Cheung)
 U.S. Department of State, 295 (Clinton/Krishna), 367, 370t/b, 371 (all except astronauts), 372, 381, 382, 383, 384 (all except Ireland), 385, 392
 U.S. Fish and Wildlife Service, 55 (Wildlife Refuge, Fish Hatchery), 89bl (Roy Lowe)

U.S. Mission Geneva (Flickr, CC BY 2.0), 285m
 U.S. Senate Collection, 114bl, 483t
 U.S. Senate Photo Studio, 324, 474
 USDA (Flickr, CC BY 2.0), 62bl (Lance Cheung), 64l
 USDA Forest Service, 82 (MT)
 USDAgov (Flickr, CC BY 2.0), 284m, 293b
 USFWS Pacific Southwest Region (Flickr, CC BY 2.0), 62ml (Bigger),
 White House Photo, 198t (Pete Souza), 280 (Obama with advisors), 292t (Chuck Kennedy), 300t (Pete Souza), 304t (Eric Draper)

Other Sources

~MVI~ (goes mirror-less!) (Flickr, CC BY 2.0), 238bl
 adactio (Flickr, CC BY 2.0), 220t
 adamantmeat (Flickr, CC BY 2.0), 99b
 aflcio (Flickr, CC BY 2.0), 187bl, 188tl/tr
 akasped (Flickr, CC BY 2.0), 91 (AR)
 Alex E. Proimos (Flickr, CC BY 2.0), 306
 alvesfamily (Flickr, CC BY 2.0), 262
 American Federation of Government Employees (Flickr, CC BY 2.0), 439b, 440b
 AmericanSolutions (Flickr, CC BY 2.0), 165 (Gingrich)
 amslerPIX (Flickr, CC BY 2.0), 195b
 Ann Kite (Flickr, CC BY 2.0), 221b, 418b
 Anthony Quintano (Flickr, CC BY 2.0), 393
 Arden (Flickr, CC BY 2.0), 461bl
 arianravan (Flickr, CC BY 2.0), 141b
 Austen Hufford (Flickr, CC BY 2.0), 274t
 Balalities (Flickr, CC BY 2.0), 457b
 Ben Novakovic (Flickr, CC BY 2.0), 467b
 Bernard Pollack (Flickr, CC BY 2.0), 394br, 410bl
 Beth Rankin (Flickr, CC BY 2.0), 187tr
 Bethany Poore, 119 (map)
 Beverly & Pack (Flickr, CC BY 2.0), 411t
 big mike – DC (Flickr, CC BY 2.0), 349 (motorcycle)
 Bill Jacobus (Flickr, CC BY 2.0), 409m
 Bob Mical (Flickr, CC BY 2.0), 459
 bosc d'anjou (Flickr, CC BY 2.0), 58bl
 Boston Public Library (Flickr, CC BY 2.0), 400
 bradleygee (Flickr, CC BY 2.0), 81 (CO)
 braveheartsports (Flickr, CC BY 2.0), 82 (soccer)
 Bryan Alexander (Flickr, CC BY 2.0), 217tl, 219mr (no people)/br
 bsabarnowl (Flickr, CC BY 2.0), 240bl
 BU Interactive News (Flickr, CC BY 2.0), 164 (Romney/Sarah Mongeau-Birkett), 175t (Sarah Mongeau-Birkett), 186bl, 191bl, 192t
 Cam Vilay (Flickr, CC BY 2.0), 49
 Celso Flores (Flickr, CC BY 2.0), 93mr
 ChadoeKyll (Flickr, CC BY 2.0), 56 (NE)
 Charles Atkeison (Flickr, CC BY 2.0), 405t
 Charleston's TheDigital (Flickr, CC BY 2.0), 217tr
 Chas Redmond (Flickr, CC BY 2.0), 428
 chefranden (Flickr, CC BY 2.0), 98t
 chmeredith (Flickr, CC BY 2.0), 91 (MS)
 Christopher Macsurak (Flickr, CC BY 2.0), 62tl
 cliff1066™ (Flickr, CC BY 2.0), 92br, 113bm/br, 114bm, 115, 116bl/bm/br, 118bm/br, 119bl/bm/br, 120bl/bm/br, 121bl/br, 122bl/bm/br, 124bl/bm/br, 125bl/br, 126bl/bm/br, 127bl/bm/br, 128bl, 158tl/ml, 185bl/br, 188br, 222b, 225tr, 252b, 254, 255tl, 256t, 261ml, 278m, 333br
 cloud2013 (Flickr, CC BY 2.0), 441mr
 cogdogblog (Flickr, CC BY 2.0), 106t, 311, 312tr/bl/bm/br, 313, 314t/br, 366b

ColoradoSenateGOP (Flickr, CC BY 2.0), 53, 153t
 Coolstock (Flickr, CC BY 2.0), 92tl
 Craighton Miller (Flickr, CC BY 2.0), 452mr
 crschmidt (Flickr, CC BY 2.0), 217 (people with signs)
 CSPAN_LCV (Flickr, CC BY 2.0), 172t
 Curtis Palmer (Flickr, CC BY 2.0), 103tl
 D.H. Parks (Flickr, CC BY 2.0), 175b
 Dagney Mol (Flickr, CC BY 2.0), 497mr
 Dan4th Nicholas (Flickr, CC BY 2.0), 426
 Dave Conner (Flickr, CC BY 2.0), 422bl
 Dave Proffer (Flickr, CC BY 2.0), 472
 daveynin (Flickr, CC BY 2.0), 255ml
 David McSpadden (Flickr, CC BY 2.0), 91 (CA)
 david_shane (Flickr, CC BY 2.0), 101
 Defense Imagery, 290, 469b (TSgt Dave McLeod)
 Donald Lee Pardue (Flickr, CC BY 2.0), 158b
 DrivingtheNortheast (Flickr, CC BY 2.0), 448b
 dsb nola (Flickr, CC BY 2.0), 154b, 164 (McCain)
 dsltravel.com (Flickr, CC BY 2.0), 376t
 Ed Kennedy (Flickr, CC BY 2.0), 441ml
 Elvert Barnes (Flickr, CC BY 2.0), 238t, 238br, 244bl/br, 259
 (hands), 349b
 Emmanuel Dyan (Flickr, CC BY 2.0), 377l
 EndelmanAirShow (Flickr, CC BY 2.0), 285b
 Eric Beato (Flickr, CC BY 2.0), 81 (NY, MA), 83 (MA)
 Ethan Russell, 2t
 expertinfantry (Flickr, CC BY 2.0), 80t
 Fibonnacci Blue (Flickr, CC BY 2.0), 164 (Bachmann), 170
 Fireworks by Gucci, 397
 Francisco Diez (Flickr, CC BY 2.0), 82 (NY)
 Frank Kovalchek (Flickr, CC BY 2.0), 429
 Fristle (Flickr, CC BY 2.0), 235
 functoruser (Flickr, CC BY 2.0), 166tl, 213mr/bl/br
 Gagarin Cosmonaut Training Center, 371 (astronauts)
 Gavin St. Ours (Flickr, CC BY 2.0), 213ml
 gongus (Flickr, CC BY 2.0), 108t, 172 (sign with star), 187br
 GOPVOTE.com (Flickr, CC BY 2.0), 61b
 Governor Gary Johnson (Flickr, CC BY 2.0), 164 (Johnson)
 Greg and Annie (Flickr, CC BY 2.0), 405bl/br
 Greg Palmer (Flickr, CC BY 2.0), 344t, 347b, 348t/m
 H.L.I.T. (Flickr, CC BY 2.0), 91 (OK)
 hannah.rosen (Flickr, CC BY 2.0), 272mr/br
 harbortrees (Flickr, CC BY 2.0), 82 (OH), 93tl, 98m
 HarshLight (Flickr, CC BY 2.0), 256m, 446b
 Hermés (Flickr, CC BY 2.0), 242b
 hjl ho john lee (Flickr, CC BY 2.0), 214t
 House GOP Leader (Flickr, CC BY 2.0), 336b
 http2007 (Flickr, CC BY 2.0), 198b
 IanJMatchett (Flickr, CC BY 2.0), 133b
 ImagineCup (Flickr, CC BY 2.0), 423m/b
 Jan-Erik Finnberg (Flickr, CC BY 2.0), 398b
 jaqian (Flickr, CC BY 2.0), 384 (Ireland)
 jay galvin (Flickr, CC BY 2.0), 261mr
 Jay Tamboli (Flickr, CC BY 2.0), 305bl, 463b
 JBrazito (Flickr, CC BY 2.0), 421
 Jeff Kubina (Flickr, CC BY 2.0), 261b
 Jennie Faber (Flickr, CC BY 2.0), 212br
 jennlyndesign (Flickr, CC BY 2.0), 349 (bicycles)
 Jim Linwood (Flickr, CC BY 2.0), 497br
 jim.greenhill (Flickr, CC BY 2.0), 164 (Pawlenty), 286
 (Shinseki)
 jimbowen0306 (Flickr, CC BY 2.0), 56 (RI, NY, MT, OK), 161,
 310tl
 jimcintosh (Flickr, CC BY 2.0), 349t
 Jo Naylor (Flickr, CC BY 2.0), 502
 joebeone (Flickr, CC BY 2.0), 210, 211 (New York City, San
 Mateo County, stickers), 214b, 220m, 226, 227
 Joek75 (Flickr, CC BY 2.0), 217bl
 John of Lebanon (Flickr, CC BY 2.0), 220b
 johntainer (Flickr, CC BY 2.0), 165 (Huckabee)
 JorgeBRAZIL (Flickr, CC BY 2.0), 242m
 JoshBerglund19 (Flickr, CC BY 2.0), 430
 JulieLG (Flickr, CC BY 2.0), 461br
 JupiterImages, 41, 60, 68b, 75t, 86b, 90m, 192b, 223tr/bl, 344tr
 jurveston (Flickr, CC BY 2.0), 270br
 JvL (Flickr, CC BY 2.0), 468b
 kakissel (Flickr, CC BY 2.0), 295 (Clinton)
 kalexnova (Flickr, CC BY 2.0), 108b
 karmakazesal (Flickr, CC BY 2.0), 448t
 KG4CHW (Flickr, CC BY 2.0), 165 (Kerry/Edwards)
 kkmarais (Flickr, CC BY 2.0), 83 (MN)
 Knights of Columbus, 433t (John Whitman via the Knights of
 Columbus of New Haven, CT)
 KOMUnews (Flickr, CC BY 2.0), 165 (Paul), 176
 krossbow (Flickr, CC BY 2.0), 57bm, 255mr
 Kyle Taylor, Dream It. Do It. World Tour (Flickr, CC BY 2.0),
 289
 LadyDragonflyCC (Flickr, CC BY 2.0), 93tr
 laffy4k (Flickr, CC BY 2.0), 240tl
 LancerE (Flickr, CC BY 2.0), 240 (Washington Metro bus)
 lavocado@sbcglobal.net (Flickr, CC BY 2.0), 466t
 Lee Yount (Flickr, CC BY 2.0), 218b
 leoncillo sabino (Flickr, CC BY 2.0), 258b
 Lisa Andres (Flickr, CC BY 2.0), 243
 Lisa Lewis (Flickr, CC BY 2.0), 56 (AZ)
 LisaW123 (Flickr, CC BY 2.0), 58tr
 lowjumpingfrog (Flickr, CC BY 2.0), 219t
 Luigi Crespo Photography (Flickr, CC BY 2.0), 297, 300b,
 301m, 302b, 305tr/br
 LukeGordon1 (Flickr, CC BY 2.0), 173 (all except St. Anselm
 and sign with star), 174
 Magic Madzick (Flickr, CC BY 2.0), 422mr
 makelessnoise (Flickr, CC BY 2.0), 216t
 Marc Nozell (Flickr, CC BY 2.0), 165 (Dodd, Biden, Santorum,
 Clinton), 173tr, 191bm/br (Dodd, Romney), 194m
 Mark Dayton (Flickr, CC BY 2.0), 446t
 markn3tel (Flickr, CC BY 2.0), 165 (Cain, Perry), 169
 masonvotes (Flickr, CC BY 2.0), 76t, 155m, 163t, 208b
 mckaysavage (Flickr, CC BY 2.0), 379
 MD GovPics (Flickr, CC BY 2.0), 131, 175m, 441br (Tom
 Nappi)
 Medill DC (Flickr, CC BY 2.0), 283t, 286m (Duncan), 343
 (staffers learn about bill), 344 (Liebermans)
 MelvinSchlubman (Flickr, CC BY 2.0), 349 (horse)
 Michael Hicks (Flickr, CC BY 2.0), 427
 milan.boers (Flickr, CC BY 2.0), 376b
 MilitaryHealth (Flickr, CC BY 2.0), 283bm
 Miller_Center (Flickr, CC BY 2.0), 203, 283bl
 Molly Theobald (Flickr, CC BY 2.0), 410br
 moonShadows7 (Flickr, CC BY 2.0), 213tl, 216b
 Mosman Council (Flickr, CC BY 2.0), 422tr
 muffet (Flickr, CC BY 2.0), 218 (#3), 219mr (people)/bl
 Mulad Michael Hicks (Flickr, CC BY 2.0), 56 (MN)
 Nancy Pelosi (Flickr, CC BY 2.0), 477
 nancyscola (Flickr, CC BY 2.0), 191tr, 194b
 natalie419 (Flickr, CC BY 2.0), 257ml, 423t
 NatalieMaynor (Flickr, CC BY 2.0), 143, 207
 nate steiner (Flickr, CC BY 2.0), 195t
 nathanborror (Flickr, CC BY 2.0), 113bl
 OakleyOriginals (Flickr, CC BY 2.0), 238tr

Office of Congressman Diane Black, 476t
 Office of Mayor McGinn (Flickr, CC BY 2.0), 399 (Jen Nance)
 orcmid (Flickr, CC BY 2.0), 274m (Obama)
 paragon (Flickr, CC BY 2.0), 185ml/m/mr (balloons)
 Pat Hawks (Flickr, CC BY 2.0), 186br
 Paul J Everett (Flickr, CC BY 2.0), 81 (IN)
 Payton Chung (Flickr, CC BY 2.0), 344 (2nd)
 petcoffer (Flickr, CC BY 2.0), 240 (man with cap)
 Peter Long (Flickr, CC BY 2.0), 441bl
 Phil Roeder (Flickr, CC BY 2.0), 255br
 pocketwiley (Flickr, CC BY 2.0), iv
 Port of San Diego (Flickr, CC BY 2.0), 411m
 ProgressOhio (Flickr, CC BY 2.0), 166tr/br
 public.resource.org (Flickr, CC BY 2.0), 56 (ND)
 purotorico (Flickr, CC BY 2.0), 85
 ra_hurd (Flickr, CC BY 2.0), 165 (Stein)
 Randy Pertiet (Flickr, CC BY 2.0), 237b
 Randy Robertson (Flickr, CC BY 2.0), 395
 rapidtravelchai (Flickr, CC BY 2.0), 377r
 RBerteig (Flickr, CC BY 2.0), 163m/b, 185bm, 208m, 222t
 Reynolds (Flickr, CC BY 2.0), 422ml
 RichardBH (Flickr, CC BY 2.0), 497tr
 rittyrats Kathy (Flickr, CC BY 2.0), 98b
 Robert and Cathy (Flickr, CC BY 2.0), 394tr
 Rochelle, just rochelle (Flickr, CC BY 2.0), 160b, 185tl, 218 (#2)
 Roler Coaster Philosophy (Flickr, CC BY 2.0), 237m
 Ron Cogswell (Flickr, CC BY 2.0), 183
 Sam Howzit (Flickr, CC BY 2.0), 91 (OH)
 Sarah B Brooks (Flickr, CC BY 2.0), 185mr (several tables)
 schindler_project (Flickr, CC BY 2.0), 61m
 Sean Sebastian (Flickr, CC BY 2.0), 28
 Senator Mark Warner (Flickr, CC BY 2.0), 236t, 345tr
 sfmission.com (Flickr, CC BY 2.0), 434b, 435
 Sharon Clark, 252t
 shawnzlea (Flickr, CC BY 2.0), 92bl
 SLO County Bicycle Coalition (Flickr, CC BY 2.0), 92ml
 sobyrne99 (Flickr, CC BY 2.0), 162t, 209, 231
 SodexoUSA (Flickr, CC BY 2.0), 294t
 Son of Groucho (Flickr, CC BY 2.0), 458t
 Southern Foodways Alliance (Flickr, CC BY 2.0), 312tl, 314bl
 St.John'sFlowerGuild (Flickr, CC BY 2.0), 238bm
 Stacey Huggins (Flickr, CC BY 2.0), 225bl/bm/br, 230t
 StatueLibrtyNPS (Flickr, CC BY 2.0), 1
 Stephen Cummings (Flickr, CC BY 2.0), 172b
 Steve Dunleavy (Flickr, CC BY 2.0), 396
 Steve Wilson (Flickr, CC BY 2.0), 57tr
 stevebott (Flickr, CC BY 2.0), 240mr/br
 stevendepolo (Flickr, CC BY 2.0), 110, 211bl
 StuSeeger (Flickr, CC BY 2.0), 105
 Supermac 1961 (Flickr, CC BY 2.0), 257mr
 sushib0x (Flickr, CC BY 2.0), 155t
 takomabilelot (Flickr, CC BY 2.0), 458b
 The Cleveland Kid (Flickr, CC BY 2.0), 434t
 The Obama-Biden Transition Project (CC BY 3.0), 128br
 Theresa Thompson (Flickr, CC BY 2.0), 132
 Tidewater Muse (Flickr, CC BY 2.0), 304t
 TimShoesUntied (Flickr, CC BY 2.0), 215b
 Tom Prete (Flickr, CC BY 2.0), 217 (sign on tree)
 Tony Fischer Photography (Flickr, CC BY 2.0), 56 (VT), 69,
 398t, 440t
 twinkletoez (Flickr, CC BY 2.0), 187tl
 twodolla (Flickr, CC BY 2.0), 221t
 V Smoothe (Flickr, CC BY 2.0), 497bl
 valentinapowers (Flickr, CC BY 2.0), 215t
 Vox Efx (Flickr, CC BY 2.0), 241tr
 watchsmart (Flickr, CC BY 2.0), 378t
 Wendy Janzen, 418t
 wharman (Flickr, CC BY 2.0), 238tl
 Wikimedia Commons, 68t, 112bl/br, 114br, 118bl, 121bm,
 125bm, 164 (Goode), 402b, 421
 William Warby (Flickr, CC BY 2.0), 80m
 wka (Flickr, CC BY 2.0), 211tr, 218t
 wmrice (Flickr, CC BY 2.0), 196
 Wonderlane (Flickr, CC BY 2.0), 194t
 WorldIslandInfo (Flickr, CC BY 2.0), 240tr, 257b
 wrightbrosfan (Flickr, CC BY 2.0), title page

States and CAPITALS

| State | Capital | Date Admitted | Order of Admission |
|---------------|----------------|-------------------|--------------------|
| Alabama | Montgomery | December 14, 1819 | 22 |
| Alaska | Juneau | January 3, 1959 | 49 |
| Arizona | Phoenix | February 14, 1912 | 48 |
| Arkansas | Little Rock | June 15, 1836 | 25 |
| California | Sacramento | September 9, 1850 | 31 |
| Colorado | Denver | August 1, 1876 | 38 |
| Connecticut | Hartford | January 9, 1788 | 5 |
| Delaware | Dover | December 7, 1787 | 1 |
| Florida | Tallahassee | March 3, 1845 | 27 |
| Georgia | Atlanta | January 2, 1788 | 4 |
| Hawaii | Honolulu | August 21, 1959 | 50 |
| Idaho | Boise | July 3, 1890 | 43 |
| Illinois | Springfield | December 3, 1818 | 21 |
| Indiana | Indianapolis | December 11, 1816 | 19 |
| Iowa | Des Moines | December 28, 1846 | 29 |
| Kansas | Topeka | January 29, 1861 | 34 |
| Kentucky | Frankfort | June 1, 1792 | 15 |
| Louisiana | Baton Rouge | April 30, 1812 | 18 |
| Maine | Augusta | March 15, 1820 | 23 |
| Maryland | Annapolis | April 28, 1788 | 7 |
| Massachusetts | Boston | February 6, 1788 | 6 |
| Michigan | Lansing | January 26, 1837 | 26 |
| Minnesota | St. Paul | May 11, 1858 | 32 |
| Mississippi | Jackson | December 10, 1817 | 20 |
| Missouri | Jefferson City | August 10, 1821 | 24 |
| Montana | Helena | November 8, 1889 | 41 |
| Nebraska | Lincoln | March 1, 1867 | 37 |
| Nevada | Carson City | October 31, 1864 | 36 |

| State | Capital | Date Admitted | Order of Admission |
|----------------|----------------|-------------------|--------------------|
| New Hampshire | Concord | June 21, 1788 | 9 |
| New Jersey | Trenton | December 18, 1787 | 3 |
| New Mexico | Santa Fe | January 6, 1912 | 47 |
| New York | Albany | July 26, 1788 | 11 |
| North Carolina | Raleigh | November 21, 1789 | 12 |
| North Dakota | Bismarck | November 2, 1889 | 39 |
| Ohio | Columbus | March 1, 1803 | 17 |
| Oklahoma | Oklahoma City | November 16, 1907 | 46 |
| Oregon | Salem | February 14, 1859 | 33 |
| Pennsylvania | Harrisburg | December 12, 1787 | 2 |
| Rhode Island | Providence | May 29, 1790 | 13 |
| South Carolina | Columbia | May 23, 1788 | 8 |
| South Dakota | Pierre | November 2, 1889 | 40 |
| Tennessee | Nashville | June 1, 1796 | 16 |
| Texas | Austin | December 29, 1845 | 28 |
| Utah | Salt Lake City | January 4, 1896 | 45 |
| Vermont | Montpelier | March 4, 1791 | 14 |
| Virginia | Richmond | June 25, 1788 | 10 |
| Washington | Olympia | November 11, 1889 | 42 |
| West Virginia | Charleston | June 20, 1863 | 35 |
| Wisconsin | Madison | May 29, 1848 | 30 |
| Wyoming | Cheyenne | July 10, 1890 | 44 |



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International Mother's Day Shrine Foundation
Joe Foss Institute

The Jimmy Stewart Museum
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Legacy Project
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Grand Canyon National Park
National Weather Service
Navajo Nation
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Homeschooling Families

Abby Bedsaul, 574b, 731 (North Carolina)
Amanda Gosline, 571t, 690tr/br, 730bm/br, 783bl
Ann Kite, 730 (utility payments), 787 (Florida)
Annette Wilson, 570 (West Virginia), 731 (West Virginia)
Ashton Thompson, 570b, 730tr
Caleb Beasley, 722bm
Ethan Russell, 579t
Faith Free, 654tl, 787 (Georgia)
Lynn Riedel, 843bl
Nancy Goff, 572b
Rachel Gaffney, 574tl, 576b, 653, 657 (Arkansas)
Ruth Pell, 541br
Sam Schlagel, 727
Torie Pendleton, 785 (Alaska)
Wendy Janzen, 541 (Phoenix), 728br

Notgrass Family

Bethany Poore, 604
Charlene Notgrass, 539, 540m, 541t, 546, 547, 548bl/br, 549, 550, 551, 555t, 563b, 566, 569m/b, 570 (except t), 572tl/tr/mr, 573b, 574tm, 575, 576 (except b), 578, 580, 581, 582bl/m/tr, 585t, 607, 616, 634 (museum, Galveston), 643, 646, 648, 650 (inset), 652t/m, 653tr/bl, 655, 656, 657 (except Arkansas), 658br, 659tl/bl/br, 660 (Waco), 670b, 672t, 674 (except bm), 675, 677br, 679b, 680 (second), 681, 683, 684, 686b, 691, 692, 704 (North Dakota, Texas, Minnesota, Georgia, Tennessee), 705, 706, 709, 713t, 714t, 716b, 718 (Gold Medal, Pillsbury), 721, 724, 728mr/bl, 729t/b, 730bl, 731b, 733b, 734 (bottom three), 737b, 741, 742, 743b, 744l, 747b, 748 (Tennessee), 750 (sign), 751b, 754b, 760, 767, 770t, 772b, 774b, 783 (top six), 784tr, 785 (Virginia, Wisconsin, Kentucky, Texas), 786 (Georgia, Wisconsin, Tennessee, South Dakota, Louisiana, Kansas), 787 (New York, South Dakota, Tennessee, North Carolina, Kentucky), 788tm/tr/ml/br, 796m, 810r, 819br, 823bl/br, 826, 828, 833, 834, 841tl, 842m, 843 (except bl),

846t/m, 848m/bm, 856b, 859, 860tl/tr, 862, 867t/b, 869m, 878tm, 883, 884b, 885b, 888
Mary Evelyn McCurdy, 526, 541 (Little Rock), 569t, 570m, 572m, 582br, 657bl, 674bm, 680t, 730tm, 731 (Wyoming), 768 (Wyoming), 776, 777b, 784bl, 785 (California), 786 (California), 787bl, 806, 870t, 928b, 946b, 948, 962, 968l/r, 969m, 1004, 1005, 1006, 1009, 1010, 1016, 1017, 1018, 1020tl, 1026l
Notgrass Family Collection, 1020tr/b, 1026tr/b
Ray Notgrass, 744r

Library of Congress

Prints & Photographs Division, 516t, 542t, 545tl, 592, 593, 594, 595, 611, 624b, 625, 626, 627, 644, 645t, 659bm, 668bl, 694b, 757t, 762t, 763t, 765t, 769 (except t), 797, 798ml/m/mr, 799l, 812, 815, 817, 819tr, 841tr, 845, 850b, 851t, 861, 868b, 890t, 891, 892, 893, 894, 908, 910 (posters), 914, 915b, 916t, 922, 923, 929, 930, 932, 935, 942, 944, 945, 947m, 949 (William Hole), 952t (Harris & Ewing), 953t/b, 954 (Harris & Ewing), 956, 958t, 963t, 965, 968m (Ralph Amdursky), 971 (Charles Currier), 976, 980 (Harris & Ewing), 981 (Harris & Ewing), 986, 987t/b (John Collier), 989t, 990tl, 994b, 996 (Frances Benjamin Johnson), 997, 1000m, 1001
Carol M. Highsmith's America, 523tl, 542 (Clarkson S. Fisher Building), 543br, 631, 637b, 673, 676m, 677tr/m, 678, 680 (bottom two), 695, 697, 699t, 702, 728tr/ml, 738, 754t, 755t, 758t, 765b, 784m, 785 (Alabama), 788bl, 836tl, 836 (hotel, high school), 837mr, 848tl/bl, 851 (except t), 860b, 864, 865, 868t, 887b, 890b, 899t, 909, 915t, 947t

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Anders Sandberg/Arenamontanus (Flickr, CC BY 2.0), 896b
Angel Tree, 827
Angie Garrett/smooenburg (Flickr, CC BY 2.0), 1003
Anna Guthermurth (Flickr, CC BY 2.0), 969l
Anna/bcmom (Flickr, CC BY 2.0), 975b
Antti T. Nissinen/V31S70 (Flickr, CC BY 2.0), 863
apium (Flickr, CC BY 2.0), 752
Appalachian Encounters (Flickr, CC BY 2.0), 572ml
babsteve (Flickr, CC BY 2.0), 999tm
Barbara Eckstein/beckstei (Flickr, CC BY 2.0), 785 (Rhode Island yacht)
Bart Everson/Editor B (Flickr, CC BY 2.0), 577t
Beatrice Murch/blmurch (Flickr, CC BY 2.0), 667br
Ben Pecka/Ben Josephs (Flickr, CC BY 2.0), 661t
Beverly & Pack (Flickr, CC BY 2.0), 667tl
Bill Bradford/mrbill (Flickr, CC BY 2.0), 748b
Bill Morrow/bill85704 (Flickr, CC BY 2.0), 952b
Bill Rand/randwill (Flickr, CC BY 2.0), 836br
Billy Hathorn (CC BY-SA 3.0), 737t
Bob Dass (Flickr, CC BY 2.0), 988bl
Bob Vonderau/vonderauvisuals (Flickr, CC BY 2.0), 650t, 669bm
Bob With/D.C.Atty (Flickr, CC BY 2.0), 904m
bombust (Flickr, CC BY 2.0), 998m
Brad Holt/brad_holt (Flickr, CC BY 2.0), 872, 875 (wash house)
Bradley Gordon/bradleygee (Flickr, CC BY 2.0), 782
Brett Neilson/brettnilson (Flickr, CC BY 2.0), 647, 998t
Brian Fitzgerald/Brianfit (Flickr, CC BY 2.0), 606
Brian Pennington/Penningtron (Flickr, CC BY 2.0), 704 (West Virginia)
Bruce Fingerhood/Slideshow Bruce (Flickr, CC BY 2.0), 789
Bunches and Bits {Karina} (Flickr, CC BY 2.0), 1014
Carissa Rogers/GoodNCrazy (Flickr, CC BY 2.0), 974m
Carl Lender (Flickr, CC BY 2.0), 787 (Maine)
Carl Wycoff/cwwoycoff1 (Flickr, CC BY 2.0), 586 (Tulip Time tower, boy with broom, girl in black dress and white

headcovering, and windmill), 587tr/b, 716m
Carlos "Chacho" Pacheco (Flickr, CC BY 2.0), 974b
Casey Fleser/somegeekintn (Flickr, CC BY 2.0), 967
Casey Helbling/caseyhelbling (Flickr, CC BY 2.0), 837bl
Central United Methodist Church, Spokane Washington, 1000t
Chanel Beck/TheChanel (Flickr, CC BY 2.0), 782
Charles Knowles/The Knowles Gallery (Flickr, CC BY 2.0), 715b, 716t
Chris Waits/waitscm (Flickr, CC BY 2.0), 719, 1022
Chuck Abbe/ChuckthePhotographer (Flickr, CC BY 2.0), 972r
Civitan International Archives, 830t
Claire Gribbin/gribbly (Flickr, CC BY 2.0), 842t
Clark Gregor/clgregor (Flickr, CC BY 2.0), 952m
Clarkston SCAMP (Flickr, CC BY 2.0), 810l
cliff1066™ (Flickr, CC BY 2.0), 557bl, 629t/b, 660tr, 712b, 779t
ClintJCL, 771
Clinton Little (Flickr, CC BY 2.0), 561tr
Colin Grey/www.cgpgrey.com (Flickr, CC BY 2.0), 782
ColoradoSenateGOP (Flickr, CC BY 2.0), 541bl, 835
curimedia (Flickr, CC BY 2.0), 634 (seaplane)
Cyndy Sims Parr/cyanocorax (Flickr, CC BY 2.0), 750 (sorghum)
Cyril Bèle/kanjiroushi (Flickr, CC BY 2.0), 978bl
Dan Dawson (Flickr, CC BY 2.0), 654bl
Daniel Hartwig/dwhartwig (Flickr, CC BY 2.0), 548 (2nd and 3rd), 552
Daniel Lobo/Daquella manera (Flickr, CC BY 2.0), 661b, 770b
Dave Conner/conner395 (Flickr, CC BY 2.0), 602t, 659 (patch), 660 (patches), 662t, 663, 664, 665, 722 (patch), 735
Dave Williss (Flickr, CC BY 2.0), 540b, 558r, 957
David Becker/loyaldefender2004 (Flickr, CC BY 2.0), 561br, 589tr, 958
David Brodbeck/gull@cyberspace.org (Flickr, CC BY 2.0), 777t
David DeHetre/davedehetre (Flickr, CC BY 2.0), 596t
David Friedel (Flickr, CC BY 2.0), 846b
David Herrera/dherrera_96 (Flickr, CC BY 2.0), 633 (top two), 751t
David Schott/dave_mcmt (Flickr, CC BY 2.0), 903tr
Davidwhitewolf of Random Nuclear Strikes blog/ davidwhitewolf (Flickr, CC BY 2.0), 747t
DaVonte Johnson/Davontee (Flickr, CC BY 2.0), 773b
dbking (Flickr, CC BY 2.0), 601t, 758b, 940b
DC Central Kitchen (Flickr, CC BY 2.0), 955m/b
Derek Kaczmarczyk/dkaz (Flickr, CC BY 2.0), 649, 960t
diaper (Flickr, CC BY 2.0), 887t
diosthenese (Flickr, CC BY 2.0), 896t
Doc Searls/dsearls (Flickr, CC BY 2.0), 563t
D'oh Boy (Mark Holloway) (Flickr, CC BY 2.0), 650b, 651, 653tl/m
Don Hankins (Flickr, CC BY 2.0), 988tr
Donald Hobern/dhobern (Flickr, CC BY 2.0), 562bl
Donald Lee Pardue (Flickr, CC BY 2.0), 868m
Donovan Shortey/dshortey (Flickr, CC BY 2.0), 598
Doug Wertman/doug_wertman (Flickr, CC BY 2.0), 585 (Arkansas)
DualD FlipFlop/dualdflipflop (Flickr, CC BY 2.0), 645b
Dwight Sipler/photofarmer (Flickr, CC BY 2.0), 736t
Dylan/Dylerpillar (Flickr, CC BY 2.0), 938
Edd Prince/princedd (Flickr, CC BY 2.0), 961
Eddie~S (Flickr, CC BY 2.0), 927, 928t
edenpictures (Flickr, CC BY 2.0), 975bm, 999br
Edi Hargett/EdiSellsTulsa (Flickr, CC BY 2.0), 829b
Edward Stojakovic/akasped (Flickr, CC BY 2.0), 724tl

Edwin Martinez1 (Flickr, CC BY 2.0), 903br
 Einar Einarsson Kvaran (CC BY-SA 3.0), 840tl
 Elias Gayles/elias_daniel (Flickr, CC BY 2.0), 715t
 Elvert Barnes (Flickr, CC BY 2.0), 628b
 emilyaugust (Flickr, CC BY 2.0), 704t
 EmilyJoyElliott (Flickr, CC BY 2.0), 975tm
 Emmett Tulos/ravensong75 (Flickr, CC BY 2.0), 784br
 Enrique Dans/edans (Flickr, CC BY 2.0), 634 (middle boat
 with spray)
 Fibonacci Blue (Flickr, CC BY 2.0), 825mr, 972l
 Frank Kovalchek/Alaskan Dude (Flickr, CC BY 2.0), 978br
 futureatlas.com (Flickr, CC BY 2.0), 704bl
 George Washington Birthday Celebration Committee, 934t
 Giorgio Tomassetti (Flickr, CC BY 2.0), 557tr
 Greg Gjerdingen/DVS1mn (Flickr, CC BY 2.0), 959t
 Greg Schechter/GregTheBusker (Flickr, CC BY 2.0), 589bl
 Gregory Moine (Flickr, CC BY 2.0), 577b
 H.C. Williams (Flickr, CC BY 2.0), 749 (garden)
 Homini: (Flickr, CC BY 2.0), 951tl
 Ian Munroe/ianmunroe (Flickr, CC BY 2.0), 704 (Kansas)
 Ian Sane (Flickr, CC BY 2.0), 837 (Portland)
 IFI-MO (Flickr, CC BY 2.0), 688
 In Paris Texas (Flickr, CC BY 2.0), 832b
 InAweofGod'sCreation (Flickr, CC BY 2.0), 652b, 867m
 Infrogmation of New Orleans (Flickr, CC BY 2.0), 570
 (Louisiana),
 Ivanna Avalos/avalos632 (Flickr, CC BY 2.0), 811br
 J R Gordon (Flickr, CC BY 2.0), 557m
 J. Edward Ferguson (Flickr, CC BY 2.0), 736t
 Jackie Guthrie/WisGuard Pics (Flickr, CC BY 2.0), 628t
 Jacob Enos/JacobEnos (Flickr, CC BY 2.0), 877t
 James Wade/jcwadeaz (Flickr, CC BY 2.0), 745
 Jan-Erik Finnberg/wheany (Flickr, CC BY 2.0), 926
 Jarrett Campbell/wjarrettc (Flickr, CC BY 2.0), 970
 Jasmine Rockwell/nolajazz (Flickr, CC BY 2.0), 545br
 Jason Lawrence/JLaw45 (Flickr, CC BY 2.0), 658bl
 Jason Sturner 72 (Flickr, CC BY 2.0), 786 (California)
 Jeff Kopp (Flickr, CC BY 2.0), 568t
 Jeff Meade/Irish Philadelphia Photo Essays (Flickr, CC BY
 2.0), 814b
 Jeff Turner/JefferyTurner (Flickr, CC BY 2.0), 561tl
 Jeff Weese/jeffweese (Flickr, CC BY 2.0), 714b
 Jeff White/jeffjsea30 (Flickr, CC BY 2.0), 568b
 jen_rab (Flickr, CC BY 2.0), 955tl
 Jenni C/jenni from the block (Flickr, CC BY 2.0), 881 (3rd and
 4th on left)
 Jerry Swiatek/swiatekj (Flickr, CC BY 2.0), 774tl
 Jessica Reeder/jessicareeder (Flickr, CC BY 2.0), 798b
 Jill M/surlygirl (Flickr, CC BY 2.0), 999bl
 Jim Bowen/jimb Bowen0306 (Flickr, CC BY 2.0), 534tr, 545tr,
 837 (Mt. Rushmore), 966
 Jim Greenhill/jim.greenhill (Flickr, CC BY 2.0), 619bl, 620t
 Jim Legans, Jr. (Flickr, CC BY 2.0), 659t, 682
 Jitze Couperus/jitze (Flickr, CC BY 2.0), 577m, 768 (Alaska)
 Joel Kramer/Joelk75 (Flickr, CC BY 2.0), 886t
 John Athayde/boboroshi (Flickr, CC BY 2.0), 875t
 John Fowler/snowpeak (Flickr, CC BY 2.0), 603b
 John Lemieux (Flickr, CC BY 2.0), 796b
 John Martinez Pavliga/Monica's Dad (Flickr, CC BY 2.0), 904b
 John Phelan (CC BY 3.0), 852tl
 John Picken (Flickr, CC BY 2.0), 768b, 799 (Illinois)
 Jonathan James (Flickr, CC BY 2.0), 635
 Julian Diamond/Juliancolton2 (Flickr, CC BY 2.0), 785bm
 JulieAndSteve (Flickr, CC BY 2.0), 796t
 JupiterImages, 579 (except t)
 Katherine Johnson/aka Kath (Flickr, CC BY 2.0), 554t
 Kathryn Decker/Waponi (Flickr, CC BY 2.0), 703 (third)
 katsrcool (Flickr, CC BY 2.0), 585b
 kelsey_lovefusionphoto (Flickr, CC BY 2.0), 969r
 Kevin/kschlot1 (Flickr, CC BY 2.0), 677tl
 Kimberly Vardeman/kimberlykv (Flickr, CC BY 2.0), 959bl
 Kirby Urner/thekirbster (Flickr, CC BY 2.0), 650m
 KOMUnews (Flickr, CC BY 2.0), 790, 807t, 901b
 kretyn (Flickr, CC BY 2.0), 916b
 Kristen Taylor/kthread (Flickr, CC BY 2.0), 801t
 kthompsonstudios (Flickr, CC BY 2.0), 974t
 Lane 4 Imaging (Flickr, CC BY 2.0), 562br
 larryc (Flickr, CC BY 2.0), 988bl
 Laurie Avocado/lavocado@sbcglobal.net (Flickr, CC BY 2.0),
 818b
 Lee Coursey (Flickr, CC BY 2.0), 799 (Georgia)
 Lee Yount (Flickr, CC BY 2.0), 857
 Lig Ynnnek/SrLigYnnnek (Flickr, CC BY 2.0), 658t
 lindsey gee (Flickr, CC BY 2.0), 732
 littlemoresunshine (Flickr, CC BY 2.0), 584t
 Liz West/Muffet (Flickr, CC BY 2.0), 718tl, 747m, 786 (Maine)
 LollyKnit (Flickr, CC BY 2.0), 840tr, 880m
 Louis/L. N. Batides (Flickr, CC BY 2.0), 811bl
 Luke H. Gordon/LukeGordon1 (Flickr, CC BY 2.0), 878tl
 Luxembourg American Cultural Society, Inc., 993
 Mackinac Cowgirl (Flickr, CC BY 2.0), 878tr
 Marcin Wichary (Flickr, CC BY 2.0), 769t
 Marco Fedele (Flickr, CC BY 2.0), 798t
 Marilyn Sourgose/Mrs.Mamarazzi (Flickr, CC BY 2.0), 589br
 Mark Dayton/GovernorDayton (Flickr, CC BY 2.0), 556t,
 729m
 Mark Mathosian/MarkGregory007 (Flickr, CC BY 2.0), 762
 (#1, #3, #4), 763 (#5, #6, b)
 Marta Sand/Martupelis (Flickr, CC BY 2.0), 939
 Martin Kalfatovic (Flickr, CC BY 2.0), 839 (Smithsonian)
 Matt Howry/mhowry (Flickr, CC BY 2.0), 558l, 561m/bl, 875
 (slave cabin, barn), 876tr
 MeRyan (Flickr, CC BY 2.0), 784mr
 Michael Jolley/Michael.Jolley (Flickr, CC BY 2.0), 556b
 Michael Quinn/M Quinn GRCA (Flickr, CC BY 2.0), 951ml
 Michaela Hackner/Kalabird (Flickr, CC BY 2.0), 907
 Michelle Rikken-Ransom/mriggen (Flickr, CC BY 2.0), 717b
 Michelle Schaffer (Flickr, CC BY 2.0), 877b
 Mick Wright/fishkite (Flickr, CC BY 2.0), 676t
 Mickey Thurman (Flickr, CC BY 2.0), 903tl
 Mike Baird/mikebaird (Flickr, CC BY 2.0), 589tm, 590, 634
 (helicopter, motor lifeboat)
 MoneyBlogNewz (Flickr, CC BY 2.0), 724tr
 NatalieMaynor (Flickr, CC BY 2.0), 603t
 Nate Grigg/nateOne (Flickr, CC BY 2.0), 959br
 Nate Steiner (Flickr, CC BY 2.0), 918t
 Nathan Beier/nagobe (Flickr, CC BY 2.0), 703 (except third)
 Nathan Borrer/nathanborrer (Flickr, CC BY 2.0), 870b
 National Freedom Day Association, 920t, 921, 924, 1008
 Nicholas A. Tonelli/Nicholas_T (Flickr, CC BY 2.0), 869b
 Noël Zia Lee (Flickr, CC BY 2.0), 736b
 normanack (Flickr, CC BY 2.0), 902b
 Northern New England Chapter of the American Planning
 Association/nneccapa (Flickr, CC BY 2.0), 573t/m, 764
 Ollie Jones/joebackward (Flickr, CC BY 2.0), 831b
 OWENthatsmyname (Flickr, CC BY 2.0), 880t
 Pablo Sanchez/pablo.sanchez (Flickr, CC BY 2.0), 542b
 Pat (Cletch) Williams/cletch (Flickr, CC BY 2.0), 567
 Paul Sableman/pasa47 (Flickr, CC BY 2.0), 800t
 Paul VanDerWerf/PAVDW (Flickr, CC BY 2.0), 586 (except

Tulip Time tower, boy with broom, girl in black dress and white headcovering, and windmill), 587 (except tr and b), 743t
 Paul Weimer/Jvstin (Flickr, CC BY 2.0), 836 (monument)
 Paulo Ordoveza/brownpau (Flickr, CC BY 2.0), 873, 875 (carriage), 876tl
 peasap (Flickr, CC BY 2.0), 905
 Peggy2012CREATIVELENZ (Flickr, CC BY 2.0), 599
 Peter Dutton/Joe Shlabotnik (Flickr, CC BY 2.0), 568m
 Peter Haywood/akabyam (Flickr, CC BY 2.0), 934b
 petercastleton (Flickr, CC BY 2.0), 990b
 Phil Roeder (Flickr, CC BY 2.0), 548t, 881 (butterfly)
 prayitno (Flickr, CC BY 2.0), 799 (California)
 Prince Roy (Flickr, CC BY 2.0), 875 (gristmill)
 Prison Fellowship, 811m
 ProgressOhio (Flickr, CC BY 2.0), 825tl/bl
 Punxsutawney Groundhog Club, 927t
 pwbaker (Flickr, CC BY 2.0), 780
 rachaelvoorhees (Flickr, CC BY 2.0), 768 (New Jersey), 787 (All May Park sign)
 RailBrad (Flickr, CC BY 2.0), 736b
 Randy Son of Robert (Flickr, CC BY 2.0), 975t
 Rebecca Siegel/grongar (Flickr, CC BY 2.0), 717t, 718tr
 Rennett Stowe (Flickr, CC BY 2.0), 634 (patrol boat), 998br
 Rev Stan (Flickr, CC BY 2.0), 910tm
 Rick Gutleber/ConceptJunkie (Flickr, CC BY 2.0), 933
 Rob n Renee (Flickr, CC BY 2.0), 951
 Robert Cutts/pandrcutts (Flickr, CC BY 2.0), 570t, 1028
 Rochelle Hartman/Rochelle, just rochelle (Flickr, CC BY 2.0), 584m
 Roger H. Gunn/sskennel (Flickr, CC BY 2.0), 748 (sheep)
 Ron Cogswell (Flickr, CC BY 2.0), title page
 Ron Reiring/kla4067 (Flickr, CC BY 2.0), 788mr
 Ronnie Meijer/sweetron1982 (Flickr, CC BY 2.0), 999tr
 RTLlibrary (Flickr, CC BY 2.0), 918b
 San Francisco Ballet in Tomasson's Nutcracker (© Erik Tomasson), 861
 Sandy Horvath-Dori/sandyhd (Flickr, CC BY 2.0), 965
 scazon (Flickr, CC BY 2.0), 992
 Scott Robinson/Clearly Ambiguous (Flickr, CC BY 2.0), 896m
 Scott Schram (Flickr, CC BY 2.0), 856t
 Sean Hayford O'Leary/Seansie (Flickr, CC BY 2.0), 693m, 885t
 Shane Vaughn/shanevaughn (Flickr, CC BY 2.0), 589bm
 Sharon Clark, 522t
 SheltieBoy (Flickr, CC BY 2.0), 588
 Shiny Things (Flickr, CC BY 2.0), 836tr
 Smudge 9000 (Flickr, CC BY 2.0), 799 (South Carolina)
 somewhereintheworldtoday (Flickr, CC BY 2.0), 940t
 Son of Groucho (Flickr, CC BY 2.0), 950
 South Dakota Museum of Art, 850tl/tr
 Spokane Regional Convention & Visitors Bureau, 1000b, 1002
 Stéphane Batigne (CC BY 3.0), 800b
 Steve Snodgrass (Flickr, CC BY 2.0), 638, 881t
 Steve Wilson/Loco Steve (Flickr, CC BY 2.0), 619tr
 Steven Newton/SN#1 (Flickr, CC BY 2.0), 667tr
 Steven Polunsky (Flickr, CC BY 2.0), iv
 Stuart Seeger/StuSeeger (Flickr, CC BY 2.0), 782, 898b
 Taber Andrew Bain/taberandrew (Flickr, CC BY 2.0), 557br, 582tl, 690tm
 Talk Radio News Service (Flickr, CC BY 2.0), 642
 Ted Hodges/Teddy23901 (Flickr, CC BY 2.0), 784ml
 Ted Lipien (Flickr, CC BY 2.0), 778
 terren in Virginia (Flickr, CC BY 2.0), 842b
 Terry Ballard/terryballard (Flickr, CC BY 2.0), 689t, 910mr
 Terry Ross/qnr (Flickr, CC BY 2.0), 722br
 The National Guard (Flickr, CC BY 2.0), 553
 The Tire Zoo (Flickr, CC BY 2.0), 686t
 Thom Quine (Flickr, CC BY 2.0), 998bl
 Tim Pierce/qwrtrty (Flickr, CC BY 2.0), 770m, 825tr, 988tl
 Tim/TimothyJ (Flickr, CC BY 2.0), 781
 Tom Pratt/wordcat57 (Flickr, CC BY 2.0), 853
 Tony Alter/Tobyotter (Flickr, CC BY 2.0), 825br
 Tony Fischer Photography (Flickr, CC BY 2.0), 543tl, 659 (New York City)
 Travis K. Witt (CC BY-SA 3.0), 852tr
 ttarasiuk (Flickr, CC BY 2.0), 875 (kitchen)
 twig73010 (Flickr, CC BY 2.0), 668t
 Vas Kat/Kathera (Flickr, CC BY 2.0), 689b
 Vince/uvw916a (Flickr, CC BY 2.0), 690l
 vlasta2 (Flickr, CC BY 2.0), 759
 wck (Flickr, CC BY 2.0), 718 (cooking school)
 Wikimedia Commons, 786 (Ohio), 822, 839 (horses), 855, 920b (Absolon, CC BY-SA 3.0), 964b, 978t (Brian M. Powell, CC BY-SA 3.0), 979
 Will O'Neill/will1ill (Flickr, CC BY 2.0), 825ml
 William Hawkins/hawkwild (Flickr, CC BY 2.0), 953m
 William Nakai (CC BY-SA 3.0), 601ml
 William Ross/TheDarkThing (Flickr, CC BY 2.0), 669bl
 William Ward/wwward0 (Flickr, CC BY 2.0), 803t
 Wolfgang Staudt (Flickr, CC BY 2.0), 600, 602br
 woodleywonderworks (Flickr, CC BY 2.0), 712t, 713b
 Woody Hibbard/Woody H1 (Flickr, CC BY 2.0), 601bl/mr
 Wzystan (Flickr, CC BY 2.0), 886b
 xersti (Flickr, CC BY 2.0), 910bm
 Zyada (Flickr, CC BY 2.0), 903bl

INDEX

Page numbers 1-512 are in Part 1. Page numbers 513-1026 are in Part 2. CH refers to The Citizen's Handbook. Bold numbers indicate a photo or illustration related to that topic.

- Adams, Abigail, 246-247, 292, 298, *see also* CH 77
Adams, Ansel, **730**, 852
Adams, John, 34, 39, 44, 67-69, 87, 94, **112-113**, 115, 119-**120**, 125, **127-130**, 159, 246-247, 298, 355, 356-357, **361-363**, 392, 470, 527, 752, 847, 891, *see also* CH 77-79
Adams, John Quincy, 39, **113**, 117, 119-**120**, 125, **127-130**, 159-160, 233, 238, 320, 349
Afghanistan, 22, **150**, **268**, 280, 379-**380**, **411**, **447**, **465**, **514**, **517-520**, **523**, **534**, **536**, **555**, **640**, 779, 793, **951**, **982**
Air Force One, 116, **198**, 201, 272, **273**, 276, **280**, **628**
Alabama, 5, 12-**15**, **23**, **47**, **74**, **147**, 175, **202**, 323, 404, 521, **570**, 604, **646**, **663**, 694, **722**, **730**, **784-785**, 829, **848**, **856**, **867**, **915**
Alaska Natives, 5, 148, 214, 592-596, 599, 605, **614**, 816
Alaska, 5, 9, 18-19, 33, 57, 140, 148, 151, 175, 198, 214, 225, 326, **359**, 417, 427, **518**, 542, 567, **573**, 592-596, 598-599, 604-605, 610, **614**, **654**, **663**, **667**, **672**, **738**, **758**, **784-785**, 816, 845, **863**, 958, 992
Ambassadors, 37, **75**, 238, 256-257, 268, 279, 287, 311, 334, **370**, 372, **378**, **381-392**, 698, **893**, 898, 940, *see also* CH 36, 54, 59, 75, 78, 80-81, 125, 159
"America" (song), 96, *see also* CH 1
American Indians, *see* Native Americans
American Samoa, 22, 85, 175
Anderson, Marian, *see* CH **162-166**
Arizona (battleship), *see* USS *Arizona*
Arizona (state), 12-13, 18-19, **56**, **73**, **106**, 140, 175, 206, 214, 228, **320**, **365**, 411, **418**, **424**, **514**, **541**, 584, **598**, **600-603-606**, **615**, **630-631**, **663**, **666**, **723**, 729-**730**, **836**, **898-899**, **951-952**
Arkansas, 12-13, 15, **91**, 119, 140, 176, 311, **326**, 540-**541**, 557, 569, **576**, **582**, **585**, 604, **653**, **657**, **663**, 700, **733-734**, **750**, **919**, 1001
Arlington National Cemetery, **249**, **439-440**, **952**, 986, **989-990**, *see also* CH 129
Arthur, Chester A., 115, **119**, 121, 125, 128, 130, **155**, 161, 291, 359
Articles of Confederation, 10, **40**, 43, 67-68, 88, 243
Australia, 22, **305**, 377-378, **384**, **442**, 691
Austria, 21-22, 377, 437, 668
Bill of Rights, 28, 31, 38, **46-51**, 421-422, 455-460, 683, 686, 695
Brady, John, 815-816
Buchanan, James, **116-119**, 125, 129-130, 160, 238, 291-292, 320, 515, 864, 874
Bush, Barbara, **126**, **263**, 277-278, **290-291**, **293-295**, **300**, **303**, **309**, **357**
Bush, George H. W., 119, 121, 125-130, 161, 167, 173, 186, **195**, 203, 205-206, **252-253**, **263**, **272**, **274**, 276-**281**, **287**, **295**, **309**, 311, 355-**357**, 377-379, **388**, **394**, 446, **469**, **483**, 515, **523**, 612, 662, 735, 858
Bush, George W., 95, **114**, 119, 121, 125, **127-130**, 161, **163**, 167, 173, 186, 192, **193**, 198, 225, 230, **244**, **265**, **267-268**, **270**, **273**, **277-279**, **299**, **301**, **304**, 310-311, **330**, 375, 377-378, **380**, 404, 414, **464**, **482**, 515, 557, 612, 619, 628, 735, 859, **897**, 941, *see also* CH 18-19, 28
Bush, Laura, **263**, 292-293, **295**, **330**, **380**, 463-**464**, **482**, 628, 859
California, 9, 12-15, 33, **57**, **76**, **91-92**, 119, **121**, 140, 148, 152, 154-**155**, **163**, 175-176, 179, 200, 206, **208**, **210-211**, **214-215**, **222**, 225-**227**, 229, **290**, 311, **319-321**, **395-396**, 399, **411**, **415**, **434**, **446**, **450**, **466**, 471-**472**, 518, **535**, **541**, 557, 561, 567, 585, **589-590**, 598, 604-605, **619**, **634**, 639, 641, **645**, **663**, **667**, **671**, **690**, **785-786**, **796-799**, **812**, **814**, **818**, **829**, **861**, 888, 917, **935**, **951**, **972**, **988**, **992**
Campaigning, **106-111**, **164-208**, **217**, 222, **225**, **274**, **295**, 309, 331, *see also* CH **32-37**, **57-58**, 79, 116, 128
Canada, 10, 18, 21-22, 368, 375, **388**, 425, **579**, 630-**633**, 691, 702, 732, 888
Carter, Jimmy, 3, 6, 119, 125, **126**, 129-130, 161, 167, **171**, 173, **184**, 186, **190**, 192-**193**, 195, 198-**199**, 201, 204-**205**, 225, 275, **293**, **309-310**, 378-379, 469, 483, 515, 557, 752, **819**, 831, *see also* CH 63
Carter, Rosalynn, 6, **290-291**, **293-295**, **309-310**, 463, 469, **819**, 831
China, 21-**24**, 148, 159, **294**, 373, **378**, **391**, **556**, 641, 893, 898, 917
City government, 58, 64, 107, 154, 252-253, 459, 541-544, 568, **572-577**, 794, 799, 887, 901-903, *see also* CH 99-**103**
Civil Air Patrol, 521-**522**
Cleveland, Grover, 93, 119, **120-121**, 125, 128, 130, 161, **191**, **223**, 230, 275, 291, 408-409, 462, 481, 626, 665, 700, 847, 893, 944, 957, *see also* CH 16, **23**, 112
Clinton, Hillary, **165**, **263**, **283**, **291**, **293-295**, **303**, **371-372**, **381**, **383**, *see also* CH 72
Clinton, William (Bill), 77, 117, 119, 125, **127**, 129-130, 161, 167, 173, **177**, **187**, 195, 206, 259, **263**, **265**, **270**, **274**, **278-279**, **293**, **299**, 303, 309-311, 333, **369**, 375-380, 451, 463, 484, **519**, 557, 612, 700, 847, 916, 985
Colorado, 13, 18-19, 33, **53**, **58**, **81**, 96, 140, **153**, 175, **177**, 179, 206, 214, 408, **410-411**, 432, 461, 527, **541**, **593**, 604-605, **663**, **737**, **751**, **769**, **805**, **811**, 823-**824**, **830**, **835**
Columbia (representation of the United States), **94-95**, **142**
Congressional Gold Medal, 404, 518

Connecticut, 9-10, **35**, 43, 67-69, 119, 176, 206, 214, **439**, **555**, 567, 604, **663**, 754, 762, 857, **867**, **909**, 930, **997**

Constitution of the United States, 10, 14, 25, 28, **31**, 37-38, **40-51**, 54, 60, 66-70, 101, 107-108, 114, 118, 124, 138-139, 141, 150, 228-230, 243-244, 252-253, 264-269, 273, 282, 287, 325-327, 332-335, 344, 355, **419-424**, 460, 473, 475, 479-480, 567, 592, 638, 641, 676, 683, 696-698, 817, 866, 894, 896, 921, 924, 936, 944-945, 963, 971, *see also* CH 9, 10, 23, 44, 55, 66-67, 114-117, 133

Constitution Party, 162, **164**, **219**

Continental Congress, 34-36, 40, 66, 68, 70, 80-81, 87-89, 516, 522, 592, 594, 769, 992, *see also* CH 8

Convention (political), 157, 171, 174-182, 184, 199-200, **205**, 358, **658**, **661**

Coolidge, Calvin, **38**, 116-117, 119, 121-122, 124-125, 129-130, **147**, 161, **189**, 192, 224, 299, **331**, 358, 375, 403, 409, **441**, 461, **699**, 830, 837, 864, **1001**, *see also* CH 21, 75-76, **102-103**

Coolidge, Grace, **38**, 116, **189**, **212**, *see also* CH 21

County government, 57-58, 64, 107, 154, 166-167, 542-543, 560, **566-571**, 576, 579-581, 660, 677, 725, 790-794, 823, 867, 901-902

Cuba, 21-22, 375, 766

D.C., *see* Washington, D.C.

Dance, 429, **602-603**, **614-615**, 856, 861-862, 934, **954**, 982, 1015

Danny Thomas, *see* CH 154-157

Debates, 201, 203-208

Declaration of Independence, 10, 27-28, **31**, 34-39, 42, 66-68, 70, 81, 87, 95, 99, 102-103, 118, 256, 258, **319**, 364, 396, **422**

Delaware, 8, 10, 43, **58**, 151, 176, **326**, **555**, 604, **663**, 667, **784**, 850, **878-882**

Democratic Party, **131**, 148, 159-165, **171-174**, **177-182**, **188**, **193**, 205, **219**, **222**, **225**, **229**, 327, 689, 893

Democratic-Republican Party, 159, 890

District of Columbia, *see* Washington, D.C.

Drama, 432, 855-860

Edison, Thomas, 364, 737, **755**, 757-758, 766, 830

Egypt, 22, 136, 312, 379-380, **385**, **390**, 442, **525**, 642, 675, 695, 950

Eisenhower, Dwight D., 41, 109, 115, 119, 121, **125**, 130, 161, **178**, 186, 192-194, 238, 272-273, **310**, **321**, 358, 365, 375-380, 422, 460, 482-483, 515, 528, 710, 766, 940, 963, 965-967, 997, *see also* CH 36-37, 117, 166

Eisenhower, Mamie, **178**, **310**, *see also* CH 36-37

Elections, *see* Campaigning, Voting

Electoral College, 43-44, 180, 228-233, 253, 355, 476, 479, *see also* CH 46

Embassy, 90, **367**, **370**, **385**, **387-392**

EMTs, **650-651**, 653, 655, 904

FBI, *see* Federal Bureau of Investigation

Federal Bureau of Investigation, 237, 284, 396-397, 625, 652, **661-662**, *see also* CH **121-122**

Federalist Papers, The, 43-44, 158

Federalist Party, 159, 890

Fillmore, Millard, **116**, 118-119, 125, 128, 130, 160, 318, 320, 515, 726, 847, 864

Firefighting, 57, 543, 623, 646, **650-657**, 722, **889**, **909-910**, *see also* CH **119-120**

First Lady, **121**, 195, **212**, 256-257, **260**, 266, 277-280, **290-296**, **299-304**, **308-309**, 457, 462-464, 469, 482, **484**, **550**, 628, **819-820**, 940

Flag of the United States, 2-3, **15**, **80**, **83-84**, **331**, 351, **416**, **456**, **639**, **962**, **986**, **992-997**, *see also* CH 13, 174-175

Florida, 8-10, 12-13, 15, **17**, **56**, 153, 175, **200**, 206, 214, 272, **355**, **359**, 397, 405, **418**, **441**, **545**, 563, 577, 585, 604-605, **619**, 641, **663**, **680**, **730**, **755**, **774**, **784**, **787**, **797**, **807**, **886**, **888**

Ford, Betty, 195, **202**, **290-291**, **302**, **309**, 311, 463-464, 628

Ford, Gerald R., **110**, 115, 119, 121, 125-126, 130, 161, 171, 173, 195, 200-202, 204-205, 275, **309**, 311, **321**, **365**, 377-378, 515, 612, 970, *see also* CH 55-56

Ford's Theater, **257**, 625

France, 2, 9, 11-13, 22, 25, 37, 47, 60, 93-94, 96, 159, 245, **278**, 282, 311, 330, 369, 373, 377, **390**, 392, 402, 437, 609, 630, 695, 777, 841, 844, 849, 893, 896, 990-991, *see also*, 14-15, 36, 79, 83-85, 89, 132, 159

Garfield, James A., 115, 118, **119**, 125, 129-130, 161, 177, 194, **321**, 359, 515, 847

Georgia, 2-3, 6, 10, 15, 17, 33, 43, **83**, 115, 119, 132, **157**, 175, **199-200**, 206, 212, 256, **295**, 310, **323**, 332, **405**, **456**, 557, **565**, 604, 632, **654**, **657**, **660-661**, 694, **704**, **706**, 752, **781**, **783-784**, **786-787**, **799**, **819**, 837, 846, **848**, 874, 878, **888**, 892, 908, **914**, 916, **920**, 939, 991

Germany, 2, 21-22, 94, **212**, 363, **370**, 376, 377, **384**, **392**, 437, 449-450, **520**, 525, 642, **776-778**, 888, 898, 926, 953, 963, *see also* CH 63

Gore, Al, 206, 227, 230, 355-356, **358**, **482**

Grand Canyon, 20, 59, **424**, **583**, **602**, **607**, **666**, **723**, 877, **951**

Grant, Ulysses S., 37, **118-119**, 121, 125, 130, 161, 194, 445, 515, 528, 668, **757**, 864, **986**, *see also* CH 80, 86-88, 90-91

Great Seal of the United States, 86-91, 710

Green Party, 162, **165**, **219**, 229

Guam, 85, 175, **814**

Hamer, Fannie Lou, *see* CH 26-28

Harding, Warren G., 38, 66, 116-117, 119, **122**, 124-125, 130, 142, 161, **186**, 188-189, 224, **232-233**, **331**, 358, 375, **470**, 484, 627, **694**, 864, 980, **989**

Harper's Ferry, **16**

Harper's Weekly, **109**, 144, **146-147**, 160, **594-595**, 850, **908**

Harrison, Benjamin (President), 70, 119-121, 125, 127-128, 130, 161, 223, 230, 238, 431, 462, 515, 700, 996, *see also* CH **20**

Harrison, Benjamin, V (signer of Declaration), 70, *see also* CH 94-95

Harrison, William Henry, 70, **114-115**, 119, 121, 125, 127-130, 160, 192, 238, 515

Hawaii, 8, 18-19, **80**, 103, 119, 175, 198, 214, 225, **321**, 397, **449-453**, **465**, 470, **515**, **534**, 545, **557**, 604, **663**, **677**, **788**, **805**, 845, 873, 888, **897**, 992, 994

Hayes, Rutherford B., 69, 113, **119**, 125, 130, 161, 230, 299, 515, 610, 700, 954, *see also* CH 34

Hoban, James, 245-246, 252, 297-298, *see also* CH 50-53

Hoover, Herbert, 29, 33, **55**, 83, 118-120, **124-125**, 130, 161, 192-194, 224, 256, 275, 299, 358, 374, **469-470**, **481**, 726, **730**

Hoover, J. Edgar, 662

Hungary, 21-22, 377, 437

Idaho, 18-19, **55**, 140, 147, 175, 225, **286**, **326-327**, 562, **577**, 587, 604, **654**, **663**, 711, 755, **900**, **963**

Illinois, 12-13, **17**, **26**, 33, **58**, **62**, 69, 119, 121-122, 139-140, **142**, **171**, 175, **197**, **199**, 203-204, 214, **324**, **327**, 332, 396, 402, **408-409**, 411, **432**, 451, 515, 533, **554**, **576**, 584, 587, **589**, 598, 604-605, 612, 646, **649-650**, **663**, **669**, **730**, **743**, 772, **799**, **802**, **817**, **861**, **885**, 900, **913**, **939**, 959-960

Immigration, 4, 21-26, 93-94, 97, 102-103, **147-148**, 187, 250, 286, 298, 316, 377, 397-399, 424, 428-429, 466, 518, 556, 619-621, 630, 635, **637-642**, 743, 754, 778, 788, 797, 831, 898, 938, 941, 953, 962, 993, *see also* CH 3-4, 51, 109-110, 114-118, 154-156, 162

Impeachment, 269, 333, 699, 891, *see also* CH 66-69

India, 21-22, **295**, **379**, **384**, **388**, 641

Indiana, 12-13, 70-71, **81**, 121-122, 140, 150-151, **157**, **168**, 176, 256, **336**, **534**, 541, **570-572**, **582**, 604, 646, **653**, **663**, **674**, 700, **705**, **727**, 816, **823**, **884**

Iowa, 2, 13, 55, 64, 119-120, 140, 172, 175, 327, 547-552, 586-587, 604, 663, 742-743, 836

Iraq, 22, 268, 284, 359, 380, 416, 447, 465-466, 516, 519-520, 524, 630, 640, 831, 951

Ireland, 21-22, 66, 74, 376-377, 383-384, 398, 938-941

Italy, 21-22, 24, 277, 320, 376-377, 390, 404, 433-434, 437, 449, 550, 695, 776, 978

Jackson, Andrew, 11, 105, 114, 118-119, 121-122, 125, 129-130, 159-160, 177, 192, 194, 197, 238, 298, 311, 321, 463, 480-481, 515, 700, 752, 775, 870

Jackson, Michael, 271

Jackson, Shirley Ann, *see* CH 145-147

Japan, 2, 22, 256-257, 261, 357, 368, 372, 378, 390, 447, 449-450, 465, 522, 524, 585, 601, 776, 888, 943, 978, *see also* CH 75-76, 132, 166

Jefferson, Thomas, 12, 16, 34-39, 43, 67-69, 87, 112, 119, 125, 129-130, 136, 159, 233, 244-247, 256, 261, 282, 292, 298-299, 311-314, 330, 355, 361-363, 365, 470, 479, 481, 515, 527, 595, 667, 670, 752, 775, 786, 837, 858, 890, *see also* CH 7, 62, 74, 79, 117

Johnson, Andrew, 115, 118-119, 121-122, 125, 129-130, 161, 238, 320, 333, 515, 891, 936, *see also* CH 66-69, 71

Johnson, Lady Bird, 257-258, 290, 293, 295, 300, 309, 311, 820, 847

Johnson, Lyndon B., 116, 119, 125, 130, 161, 192-193, 195, 204, 257-258, 295, 300, 310, 311, 331, 359, 375-378, 425-426, 515, 820, 987, 1001

Kansas, 15, 17, 33, 54, 140, 150, 175, 192-193, 214, 321, 327, 596, 604, 663, 704, 714-716, 724, 786, 966, 968, *see also* CH 70

Kennedy, Jacqueline, 291, 293, 295, 300, 306, 462, 627

Kennedy, John F., 32, 72, 83, 109, 116, 119, 122-125, 129-130, 161, 192, 195, 198, 204, 272, 278, 302, 306-307, 375-377, 460, 515, 627, 830, 970

Kennedy, Joseph, 75

Kennedy, Robert, 32, 306

Kentucky, 8-11, 81, 119, 121-122, 160, 176, 206, 260, 328-329, 531, 540, 582, 604, 657, 663, 674-675, 692, 769, 785, 787, 797, 848, 892, 967, 992, *see also* CH 92-93

King, Martin Luther, Jr., 262, 307, 778, *see also* CH 118, 146-147

Korea, 21-22, 259, 358, 371, 377-378, 414-415, 440, 442, 525, 733, 773, 779, 964

Lafayette, Marquis de, 331

Libertarian Party, 162, 164, 219, 229

Liberty Bell, 94-95, 98, 243, 551, 921, 924

Library of Congress, 38, 44, 89, 136, 313, 317, 341, 350, 361-366, 453, 693, 846

Lincoln, Abraham, 15, 57, 115, 118-119, 121-122, 125, 130, 161-162, 188, 190-192, 197, 203-204, 223, 235, 238, 250, 255, 257, 264, 284, 320, 359, 365, 444, 470, 481, 483, 515, 595, 624-625, 757, 837, 864, 891, 920-921, 933, *see also* CH 30-31, 45, 54, 60, 66, 111-112, 117, 158

Lincoln, Mary Todd, 122, *see also*, CH 60

Lincoln Memorial, 28, 235, 250, 255, *see also* CH 128, 164-166

Louisiana, 11-13, 15, 57, 121, 154, 157, 175, 328, 396, 562, 567, 570, 577, 604, 663, 786, 910, 961

Louisiana Purchase, 12, 16, 256

Mackinac Island, 567, 740, 878

Madison Square Garden, 223, *see also* CH 16

Madison, Dolley, 292, 298, 484, *see also* CH 61

Madison, James, 40-41, 43-44, 46, 67, 113, 119, 125, 127-130, 158-159, 238, 244, 248, 298, 361-362, 483-484, 515, 866, 971, *see also* CH 61-62, 117

Maine, 12-13, 55, 140, 147, 154, 175, 230, 281, 356, 441, 540, 560-561, 604, 630, 660, 663, 722, 729, 786-787, 800-801, 959, 987

Marine One, 272-273, 280, 293

Marshall, John, 695-696, 866, 890-891, *see also* CH 172-173

Marshall, Thurgood, 350, 459, 563

Maryland, 10, 17, 29, 32-33, 36, 40, 81, 83-84, 131, 156, 175, 214, 236-237, 243-245, 249, 255, 328, 343, 387, 420, 441, 527, 554, 562-563, 604-605, 645, 663, 714, 748, 823, 898, 917, 919, 947, 984

Mass Transit, 285, 620, 660, 796-801

Massachusetts, 8-10, 33-34, 41, 67, 69, 81, 83, 87, 119-121, 123, 127, 140, 155, 160, 175, 206, 212, 214, 218-219, 247, 258, 324, 395-396, 399, 408-409, 426, 522, 566, 604, 660, 663, 717, 736, 747, 755, 792, 798, 831, 844-845, 855, 857, 868-869, 873, 893, 929, 988, *see also* CH 99-103

McKinley, William, 109, 115, 117, 119, 121, 125, 129-130, 161, 190, 192, 194, 223, 359, 515, 626, 700, 816

Medal of Honor, 403, 519, 524, 897

Mexico, 12-13, 21-22, 368, 371, 375, 388, 518, 579, 631-633, 641, 662, 888, 935

Michigan, 12-13, 24, 57, 110, 121, 140, 154, 175, 198, 201, 206, 214, 251, 274, 311, 321, 328, 332, 411, 472, 541, 567, 569, 604-605, 663, 677, 810, 878, 886, 896, 956, 982

Military, *see* National Guard, U.S. Air Force, U.S. Army, U.S. Coast Guard, U.S. Marine Corps, U.S. Navy

Minnesota, 14-15, 56, 77, 83, 140, 157, 164, 170, 175, 177-178, 187, 204, 256, 338, 394, 427, 429-430, 453-454, 456, 556, 582, 603-605, 630, 634, 661, 663, 674, 704, 718, 729, 737, 744, 760, 972

Mississippi River, 9-12, 14, 118, 139, 202, 343, 593, 784

Mississippi, 9, 12-13, 15, 17, 91, 143, 147, 158, 175, 183, 202, 206-207, 214, 329, 338, 417, 557, 603-604, 662-663, 677, 845, 892-893, 987, *see also* CH 26-28

Missouri River, 11, 544

Missouri, 5, 12-13, 32-33, 101, 119, 140-141, 175, 193, 197, 206, 218, 310, 604, 338, 402, 410-411, 566, 568, 604, 622, 663, 729, 752, 762, 790, 807, 820, 870, 874, 878, 900, 939

Monroe, James, 37, 81, 113, 119, 125, 129-130, 159, 194, 238, 249, 296, 379, 515

Montana, 18-19, 56, 64, 82, 140, 151, 176, 254, 323, 545, 588, 599, 604, 664, 722-723, 732, 747, 785, 836, 869

Music, 9, 83, 94-97, 140, 363, 428, 434, 461, 607, 761, 778, 806, 828-829, 855-861, 898, 933, 942, 984 *see also* CH 1, , 81, 84, 132, 151, 162-166

"My Country 'Tis of Thee" (song) , 96, *see also* CH 1

NASA (National Aeronautics and Space Administration), 55, 73-74, 451, 668-669, 755, 775, 919

National Aeronautics and Space Administration, *see* NASA

National Archives, 28-33, 36-39, 62-63, 93, 230-231, 256, 259, 276, 422, 695, *see also* CH 5-6

National Cathedral, 239, 263

National Guard, 107, 216, 286, 295, 380, 514-515, 517, 520, 525, 555, 619-620, 628, 640, 831

Native Alaskans, *see* Alaska Natives

Native Americans, 5, 9, 20-21, 24, 102, 147-149, 214, 259, 399, 436, 562, 591-616, 662, 667, 736, 837, 844, 851, 906, 1002, *see also* CH 104-107

Nebraska, 8, 18-19, 56, 63, 70, 107, 109, 119, 140, 153, 176, 206, 214, 223, 230, 438-439, 540, 558, 585, 604, 664, 671, 930-931, 936, 956-960

Nevada, 13, 17, 62, 140, 175, 209, 214, 223, 225, 231, 338, 542, 545, 585, 603-604, 609, 650-651, 664, 719, 729-730, 888, 899, *see also* CH 96-98

New Hampshire, 8, 10, 43, 119, 160, 172, 173-175, 187, 329, 338, 554, 585, 604, 664, 743, 748, 891

New Jersey, 10, 42-43, 58, 77, 81, 84, 87-88, 94, 119, 121, 139, 176, 191, 214, 243, 311, 324, 396, 408, 479, 524, 542-544, 604, 641, 660, 664, 704, 772, 797, 799-800, 850, 878, 887, 918, 953, 970, 988, 994

New Mexico, 12-13, 18-19, 147, 176, 214, **338**, **517**, **584**, **596**, 598, 600-601, 604-605, **608**, **620**, **659**, **664**, **668**, 732-733, **852-853**, 968

New York, 1-2, 4, 10, **20-21**, **23-24**, **26**, 31, 33, 37, 40-41, 43-44, **46-47**, **56**, **62**, 69, **74**, **80-82**, 87, 89, 92-93, 97, 102-103, 115, 119, 121, **125**, **140**, **158**, 176-177, 179, **181**, **199**, **204-206**, **211-212**, 214-215, **218**, **223**, 225, 243, **244**, 265, 278, 311, **324**, 326, 370, 380, **393-394**, **396-398**, **404**, **407-408**, **413-415**, **417**, **419**, **421**, **423**, **431**, 432, **447-448**, **457**, **467-468**, 470-471, 478-479, 484, 515, 527-532, 549-550, 598, 604-606, 611, **626**, **641**, **644**, 653, **659-660**, **664-665**, **674**, 693, 700, 709, 726, 737, 744, 753-754, **764**, 776, **783**, **787**, **796-799**, **803**, **811**, **815-816**, 825, 828, 832, **836-840**, **846-847**, 849, 852, 857-859, 866, 869, 874, **877-878**, **888-889**, 894, 898-899, **909-911**, 917, 929, 938, **953**, 962-963, 983, 987, 994-996, 1002, *see also* CH 14-16, **151-153**

New Zealand, 22, 378, 691

Nixon, Pat, **120**, **290**, **309**, 311

Nixon, Richard, 62-63, 109, 115, 119-**120**, 125-**126**, 130, 161, 173, **192-193**, 195, 198, 200-201, 204, 238, 307, **309**, 311, 333, 355-356, 377-380, 515, 628, 688-689, 778, 985, **1001**, *see also* CH 55-56

North Carolina, 10, 15, **20-21**, 44, 119, 122, **157**, 176, 206, **218**, **338**, **368**, 399, **401**, 520, 545, **571**, **574**, 604-605, **648**, **658-659**, **664**, **690**, **730-731**, **734**, **751**, 755, **787**, **812**, **857**, **868**, 909, *see also* CH 37, **40-43**, 129

North Dakota, 19, **56**, 140, 147, 151, 175, 245, 544, **561**, **574**, **589**, 604, **608-609**, **664**, **667**, **704**, **716**, 731-732, **831**, **837**, **839**, **959**

Northern Mariana Islands, 88, 175

Norway, 21-22, 377, **391**, 427-430

O'Connor, Sandra Day, **268**, **676-677**

O'Keeffe, Georgia, **852-853**

Obama, Barack, 75, **108-109**, 119, 121, 125, **128**, 130, 161, 167, 172-173, **180**, **182**, 184-**186**, **188**, 192-**193**, 195-196, **198**, **244**, **268**, **270-272**, **274**, **280**, **292-293**, **300**, 308, 375-376, 381, 417, 446, **465**, 470, **483-484**, 612-613, **624**, **628**, **637**, **639**, 824, 847, 917, 925, **941**, **955**, **989**, *see also* CH 63

Obama, Michelle, **182**, 196, **292-294**, **300**, 463, 470, **484**, **819**, **940**, **955**

Ohio River, **195**, 248, 784, 797

Ohio, 10-11, 33, **56**, 66, 70, **74**, **76**, **82**, **91**, **93**, **98**, **106**, 119, 121, **140**, **166**, 175, **188-189**, 199, 206, **229**, 294, **321**, **324**, 332, **338**, **401**, 416, 421, **433-434**, **438**, **456**, 584, 604, **664**, **680**, 700, **779**, **786**, 797, **847-848**, 891, 911, 939, 994

Oklahoma, 13, 18-19, **56**, **91**, **133**, 140, 175, **180**, 277, 417, **561**, **585**, **593**, 598, 604-605, **608**, **610**, **664**, **668**, 671, 748, **798**, **819**, **829**

Oregon, **15**, **57**, **89**, 140, **157**, **166**, 176, 204, **213**, 225, **320**, **408**, **559-560**, **589**, 604-605, **635**, **650**, **664**, **669**, 671, **703**, **707**, 729, **733**, **736**, **783**, **786-787**, **791-794**, **803**, **837**, 867, **878**, 879, **964-965**, **988**

Passport, 90, 208, 353, 385-386, 631, 642

Paul, Ron, **165**, **175**, **193**

Pearl Harbor, 2, **80**, **449-454**, 457, 521, 776, **897**

Pennsylvania, **6**, 8, **10**, **17**, **23**, 27, 33-**34**, **42-43**, **57**, **66-67**, 84, 94-**95**, 98, **100-102**, 119, **162**, 176, **180**, **199**, **201**, **205**, **208**, 214, 224, **243**, **270**, **310-311**, 368, 399-**400**, **410**, 413-415, **423**, **445**, 521, **539**, **541**, 542, **546-547**, 555, 585, 598, 604, **657**, **664**, **672**, **704**, **737**, **752**, **754-755**, **760**, **764**, **797**, **814**, **826**, **842**, **849**, **869**, 879, 914, 920, **924**, **926-928**

Pentagon, 265, **269**, 283, 380, 413-414

Philippines, 21-22, 377-378, **534**, **640-641**, *see also* CH 36, 126-**127**

Pierce, Franklin, **116**, 119, 125, 128-130, 160, 238, 320, 515, 752, 864

Pledge of Allegiance, 17, 80, 85, 477, 606, 639, 794, 921, 995-**997**

Poland, 22, 377, **442**, 527, **641-642**, 778

Police, 64, 73-74, **147**, 198, 237, **252**, 254-**255**, **259**, 272, **349-350**, 397, 407, 415, 541, 543, 567, 573, 577, 581, 602, 618, 623, 627-628, **644-648**, 650, **658-665**, 671, **682-683**, 688, 722, 764, 794, **803**, 836, 883, 904

Polk, James K., 12, **115**, 117, 119, 121-122, 124, 125, 129-130, 160, 191, 238, 320, 515

Prayer, 7, 47, 70, 200, 253, **263**, 302, 374, 414, 418, 438, 455, 474, 477, 481-482, 606, 794, 838, 900, **968-973**, 986, *see also* CH 8, 20, 45, 55, 82, 89, 95, 132, 151

President, 43, 60-61, 75, 90, 107-109, 112-117, 233-234, **263-314**, 333-334, 339, 374-384, 481-482, 514, 517, 624-629, 639, 725, 822, 989, *see also the listings for individual Presidents*

Puerto Rico, 85, 175, 670

Reagan, Nancy, **271**, **290-292**, **294-295**, **302**, **304**, 308-**309**, 311, 463

Reagan, Ronald, 95, 109, 115, 119, **121**, 125, **127**, 130, **135**, 161, **163**, 167, 173, 192, 195, 200, 205, 225, **240**, **268-269**, **271**, 274-275, **287**, **292**, **295**, 308-**309**, 311, **321**, 375-377, 398, 460, **480**, 515, 557, 584, 612, **788**, 894, 914, 927, **940-941**, 970, 985, *see also* CH 17, 84-**85**, 156

Referendum, 133, 573

Republican Party, 156-**158**, 160-**165**, **168**, 171-**182**, **193**, 205, **209**, **219**, **222**, 229, 327, 329, 688, **891**

Rhode Island, 8-10, 44, **56**, 140, 176, 214, 320, 445, 567, 604, **664**, **749**, **785**, **817**, 857, 917

Road construction, 57, 555, 570, 581, **790-795**, **803-804**

Romney, Mitt, **164**, **175**, **186**, **192-193**, 196, 198

Roosevelt, Eleanor, **260**, 293-294, 305, 457, 469, 481, *see also* CH **164-166**

Roosevelt, Franklin D., 33, 115-116, 118-119, **124-125**, 128-130, 134, 161, 192, 194, 197, **260-261**, 272, 293, 299, 302, 307, 355, 357, 359, 375-380, 401, 432, 444-445, 450, 454-457, 469, 480-**481**, 523, 635, 748, 830, 877, 892, 894, 971, 981, *see also* CH **82**, 117

Roosevelt, Theodore (President), 114-115, 119, **121**, 124-125, 128, 130, 161, 192, 194, **257**, 271, 274, 297, 299, 358-359, 363, 368, 374-375, 432, **444**, 463, 515, 522-523, 625-**626**, 665, 735, 752, 775, 815-816, **836-842**, 859, 980, *see also* CH **29**, **59**, 111, 126-128, 153, 158-**159**

Roosevelt, Theodore, Sr., 815-816, 837-842, 847, *see also*, CH **153**

Russia, 21-22, 25, 97, 275, **369**, **371**, 373, 376-377, **391**, **408**, 437, 469, 638, 766, 893, 963, **965**

Salvation Army, The, **828-829**

Scotland, 9, 66, **442**, 630, 844

South Carolina, 10, **15**, 88, 96, 119, 121, 175, **217**, 245, **324**, **338**, **356**, 523, 533-534, **574**, 604, **664**, **714**, **784**, **799**, 872, 874, 894, **908**, 911

South Dakota, 18-19, **85**, 140, 147, 151, 176, 524-525, 540, 544-**545**, **555**, **561**, **594**, 603-604, 612-**613**, **664**, **786**, **787**, **837**, **850-851**, **878**, **896**

Sports, 96, **127**, 240, 271-272, 368, 371, 430, 445, **447**, **472**, 525, 528, 530, 568, **659**, **708**, **711-712**, **842**, 854, **886**, **942**, 952

"Star-Spangled Banner, The," 81-84, 94, 419, 422, 639, 794, 872

State government, 54, **56-59**, 63, 90, 106, 133, 159, 166, 169, 395, **539-564**, 566-567, 573, 646, 722-723, 725, 734, 745, 791, 800, 821, 824, 845, 869, *see also* CH 2, 10-11, 167

Statue of Liberty, **1**, 3-4, **93**, 398, 551, 638, **641**, **851**, 878, 928, *see also* CH **14-16**, 118

Supreme Court, 44, 60-**61**, 63, 67, 88, 116, 148, 237-238, 242, 246, 248, 255, **268**, 317, 333, 350, 366, 459, 480, 482, **673**, **676-677**, 679, **693-700**, **758**, 830, 890-894, 898, 944, 989, *see also*, 115, 124, 126-**133**

Sweden, 21-22, 377, 428-429, 667

Taft, Helen "Nellie," **74**, 256, *see also* CH 125-129

Taft, William Howard, **74**, **113-114**, 119, **121**, 125, 129-130, **138-139**, 161, 194, 255, **271-272**, 299, 307, 358, 360, 375, 523, **694-695**, **699-700**, 726, 847, 864, 992, *see also* CH 35, **124-129**, 168

Taylor, Zachary, **115**, 119, 121, 125, 127-128, 130, 160, 292, 515, 726, 864

Tennessee, **2**, 6, 9-11, 15, **17**, **24**, **48**, **58**, **82**, **105**, 121-122, 140-142, 175, 206, 256, 311, **321**, 396, 475-476, 515, **540**, **563**, **569**, **571-573**, **578**, **580**, **585**, 604, 608, **640**, **643**, **655-657**, **660**, **664**, **674**, **676-677**, **679**, 700, **704**, **722**, **729-730**, **734**, **741**, **747-748**, **765**, **783**, **786-788**, **810**, 829, **833-834**, **860**, **867**, **869-870**, 916, 936

Texas, 6-7, 9, **12-13**, 15, 33, **49-50**, **57-58**, **62**, **92**, **99**, 116, 119, 121, **126-127**, 140, **150**, **157**, 176, **180**, 214, 258, **276**, **295**, **310-311**, **332**, **338**, **344**, 375, **394**, 396, **409**, **444-445**, 515, **522**, 541, 557, 567, **587**, **589**, **598**, 604-605, 632, **634**, 641, **659-660**, **662**, **664**, **691**, **704-705**, 708-709, 729, 732, 744-745, **783-785**, **809**, **811**, **832**, 847, 852, **858**, **868**, 899, **919**, 931, 968

Third Parties, 162, 205-206

Tomb of the Unknowns, **249**, 439-441, 989

Treaties, 10, 13, 51, 334, 371, 437, 585, 592, 594, 633

Truman, Bess, **5**, **130**, **272**, **292**, **295**, 300, **310**, **820**, *see also* CH **58**

Truman, Harry S., **5**, 38, 115, 117, 119, **124-125**, 130, 161, 194, **197**, **265**, **272**, 275, **295**, 300, 307, **310**, 357-359, 365, **369**, 376-377, 421, 446, 478, 484, 515, 710, 752, **820**, 830, 892-894, **921**, 924, 940, 968, 970, 982, 983, 994, *see also* CH **5**, **57-58**, **63**

Tyler, John, **115**, 118-119, 125, 129-130, 160, 291, 320, 515

U.S. Air Force, **49**, 61, **73**, 97, 201, 259, 272, 280, 283, **326**, **357-359**, **404-405**, **414-415**, **424**, 514-515, **517-518**, **520-522**, 525, 527, **613**, 773, **943**, **960**, 982-983

U.S. Army Corps of Engineers, **466**, **468**, **574**, **614**, **622**, 833

U.S. Army, 2-3, 15-16, 32, 36, 61, 67, 84, 96-97, **147**, **212**, **259-260**, 272, 283, **343**, **358**, **378**, 399, 405, **411**, 420, **466**, **468**, **483**, 514-519, 525, **527-532**, 542, 593, 609, **614**, **640**, **773**, 850, 890, 892, **898-899**, 908, 920, **942**, **947**, 952, **981**, **983-984**, 986

U.S. Capitol, 9, 28, 35, **54-55**, **60-61**, 115, 132, 237-238, **242**, 245-**250**, 297, **315-322**, 324, 329-332, **334**, **341**, 343-344, **349-354**, 358-360, 404, **473**, 476, 479-483, 693, 754, **763**, **769**, 900, **941**, 954, **970**, **981**, **994**, *see also* CH 64-65

U.S. Coast Guard, **55**, 286, **371**, 525, 619, **621**, 633-636, 773, 880, 982-983

U.S. Congress, 37, 43-44, 47, 60-61, 69, 77, 81, 107-108, **132**, 150-152, 167, 219, 222, 228, **232-233**, 237, 242-244, 246, 252-253, 264, 269, 274, 282, **315-366**, **473-478**, 592, 699, 725, 758, 954

U.S. House of Representatives, 43-44, 60-61, 68-69, 132-**133**, 200, **232-233**, 236, 316, 323-348, 353, 473-478, 892-893, 941, *see also* CH 66-67, **73**, 114-115

U.S. Marine Corps, 32, 61, 73, **93**, **97**, 237, **249**, 256, 259, 273, 283, 308, **447**, 451, 461, **465**, 470-471, 479, **514**, **524-525**, **533-538**, 598, **601**, **641**, 688, **773**, **943**, **982-983**, *see also* CH 12, 14, 121-122

U.S. Navy, 61, 81, 96, **107**, 259, 264, 267, 272, 283, 358, **405**, **449-453**, 514-515, **522-525**, 527, **534**, 598, 635, 773, **805**, **814**, 872, **980**, 983, 992

U.S. Senate, 43-44, 60-61, 68, 232-233, 236-237, 246, 265, 268, 316, 323-324, 326-348, 350, 352, 355, 359, 384, 473-476, 521, 676, 694, 699, 891, 893-894, **936**, *see also* CH 66-69, **71-72**, 114-115, 128-129

United Kingdom (includes Great Britain and England), 2, 9-10, 13, 21-22, 34-35, 40, 47, 66, 70, 87, 90, 94, 96, 139, 159, **242-243**, 258, **260**, **369**, 373, 376-377, 388-389, 437, **442**, 521, 542, 566, 645, 691, 695, 797, 812, 828, 832, 844, 851, 888, 893, 929, 932, 938, **950**, *see also* CH **63**

USS *Arizona*, **449-453**, 937

Utah, 13, 18-19, 140, 147, 154, 176, 214, **326**, 368, **517**, 545, **556**, 562, **572**, 600, 604, **647**, 653, **664**, **667**, **670**, **755**, **959**

Van Buren, Martin, **114**, 118-119, 130, 160, 229, 291, 355-356, 700

Vermont, 10-11, **56**, 81, **107**, 116, 119, **134-135**, 138, 151, 175, **217**, **219**, 256, **456**, 461, 540, 554, **568**, 598, 604-605, **664**, 694, 717-718, 743, 754, **764**, 847, 874, **893**, 992, *see also*, CH **21**, **136**, 167-168

Vice President, 43, 94, 109, 115-116, 167, 233-234, 282, 287, 292, 328, 333, **355-360**, 389, 474-476, 481-482, 627-628, 899, 989

Virgin Islands, 22, 85, 175, 670, **759**

Virginia, 8, 10, 15, **17**, 34, 37, 41, 43, 70, 97, **114**, 118-121, **155**, **163**, 175, **188**, 192, **203**, 206, **208**, 214, **222**, **225**, 236-237, 244-245, **249**, 256, 261, **283**, **311-314**, 317, **321**, **345**, 363, 398, **416**, 446, **459**, 515, **557**, 567, **576**, **582**, 604, 632, **639**, **660**, 662, **664**, 667, **709**, 712, **771**, **785**, **797-798**, **819**, 852, 858, **871-876**, 890, 932-934, 936, **947**, **952**, 989, 994

Volunteering, 20, 72, 77, 161, **168**, **185**, **188**, **215**, 255, 258-259, 417, 527, 543, 589, 622-623, 633, 635, 650-**651**, **653**, **657**, 667, 670-671, 689-690, **805-806**, **810-811**, **814**, **826-832**, 856-857, 866-868, 882, **907**, **918**

Voting, 75-76, 101-102, 106-111, **131-156**, 166-167, 171-176, 188, **209-232**, 567, 574, 641-642, 722, 758, 829, *see also* CH **24-29**, **38-39**, 40-44

Washington (state), 18-19, 33, **79**, 140, 147, 175, 213-214, 225, **320-321**, **399**, **409**, **427-429**, **449**, 545, **568**, **594**, 604-605, **633**, **664**, **678**, **836**, **919**, **951**, **1000-1001**, *see also* CH 170-171

Washington Monument, **252**, **255**, **258**, 424, 486, 866

Washington, D.C., **6**, **24**, **28-32**, 37-38, **44-45**, **54-55**, **61-62**, **75**, 80, 85, 95, **103**, 115, **133**, **136**, **147**, **169**, 171, 174-175, **212**, **225**, 228-232, **235-263**, 317, **349-354**, **387-392**, 394, 396, **402**, 404, **406**, **415**, **420**, **422**, **432-433**, **439**, 863, 445, **458**, **461**, **470-471**, **479-484**, 595, 611, **628**, **659-660**, **668**, 708, **711-712**, **757-758**, **769**, **778-779**, **788**, **822**, **830**, **836**, **842**, **864-866**, 892, 894, **896-897**, **915-916**, **919**, **921**, 927, **941** 946, **954**, **958**, **970**, **980**, **983**, **986**, **994**, *see also* CH 7, 47-54, 117

Washington, George, 16, 35, 37, 40-**42**, 44, 46, **62**, 67, 80, 89, 94, **112-113**, 115, 119, 124-125, 129-130, 158-159, 190, 222, 244-246, **282-283**, 297-298, 311, 317-**319**, **321**, **330**, **335**, **358**, **365**, 443, 454, 470, **479**, 484, 515-516, 522, 527, 542, 635, 667, 709, 752, 774-775, **837**, **871-876**, 890, **932-937**, **970-971**, 992, 1011, *see also* CH **94-95**

West Point, 417, **513**, **527-532**, 866

West Virginia, **16-17**, 176, **270**, **338**, **441**, **557**, **561**, 562, **570**, **572**, 584, 604, 662, **664**, **676**, **690**, 704, 711, 731, **783**, **788**, 800, **976**, **978**

Wheatley, Phillis, 94

Whig Party, 159-161

White House, 60-**61**, 113-115, **128**, **147**, **201**, **212**, 245-246, 248, **264-267**, 271-**272**, 276-280, **290-309**, 356, 445-446, **461-464**, 469-470, **481-483**, **595**, 627-628, **637**, 755, **897**, 899, **940**, **954-955**, **1001**, *see also* CH **17**, 48, **52-53**, 61, 63, 80-81, 111-112, 125, 156, 158-159, 164

Wilson, Edith, 291, 356

Wilson, Ellen, 291, 299

Wilson, Woodrow, 83, **86**, **113-114**, 118-119, **120-122**, 125, 128-130, **140**, 161, 254, **265**, 275, 291, 356, 358, 360, 376-377, **438-439**, 483, 611, **769**, 847, 850, 864, 976-**977**, 994, 1001, *see also* CH **3**, 84, 117, 128

Winnemucca Hopkins, Sarah, **609-610**, *see also* CH **107**

Wisconsin, **2**, 14, **20-21**, **23**, **41**, **48**, **56-57**, **63**, **98**, 132-133, 140, **161**, 166-167, 175, **188**, 214, **321**, **338**, **405**, 545, **547**, **553**, **584**, 595, 604, **606-607**, **613**, **616**, **628**, 652, **664**, **702**, **729**, **734**, **742**, **785-786**, **788**, **796**, 852, **863**, **885**, 962, 993

World Trade Center, 265, 380, **413**, 417-418, **909-911**

Wyoming, **8**, 13, 18-19, 70, 139-140, 151, **152**, 175, 230, **556**, **558**, 560, **570**, 587, 604, **609**, **664**, 729, **731**, **806**, 896

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