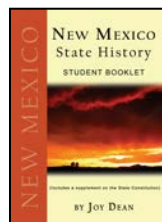
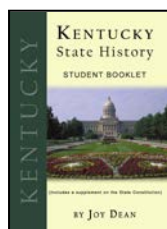
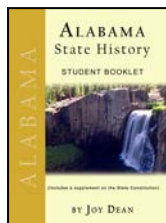
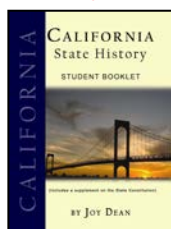


STATE HISTORY *from a Christian perspective* is a 30-lesson course on the history of your state, easily expandable to your desired course length.

Your student will make a personalized project notebook about his state using text and state symbol pictures from our Student Booklet!



**ALL 50 STATES
AVAILABLE!**

Our course is
interesting
and **fun!**

Our **Student Booklet** covers:

- State Symbols
- History (with a Time Line and map activities)
- Important People and Events
- Geography
- Weather
- Industry & Agriculture
- Map Skills
- Major Cities
- Citizenship
- State and Local Government

Lesson 1 – Interesting Facts
Be able to list any two of these facts on a quiz or test.

Death Valley, California, can boast the highest temperature ever recorded in the United States. On July 10, 1913, the temperature in Death Valley reached 134 degrees!

The tallest tree in the world grows in the Redwood National Park. The tree is 368 feet tall.

California is the third largest state of the United States. Only Alaska and Texas are larger. The smallest state of the United States is Rhode Island. You could fit Rhode Island 129 times inside the state of California and still have some room left!

San Francisco had the first cable car system.

Walt Disney's "Steamboat Willie" was the first synchronized sound cartoon. It was produced in Hollywood in 1928. It featured Mickey Mouse.

California has more people than any other state.

Catesby Jones, a commander in the American navy, won a battle when there was no war. The eastern part of the U.S. was settled before the West. Settlers in the East believed in what they called "manifest destiny," which meant that the United States of America MUST spread all the way to the Pacific Ocean. In the 1840's, even though Mexico claimed Texas and California and Britain claimed Oregon, American pioneers began moving to the West. In 1842, Jones got a little carried away with the desire to make California part of the United States. Thinking that war had already broken out between the U.S. and Mexico, Jones seized Monterey, the capital of Mexican California. He raised the American flag over Monterey. Then he found out that the United States had NOT declared war on Mexico. He gracefully apologized to Mexican officials, got back into his ship, and sailed away!

California is the only state associated with the fulfillment of dreams. California was named for a fabled treasure island in early Spanish literature. When gold was discovered in 1848, thousands of fortune-seekers followed the dream of quick riches. During the Depression of the 1930's, so many people moved to California in hopes of finding work that California actually closed its borders to poor people. However, the United States Supreme Court ruled that this was unconstitutional, and California re-opened its borders.

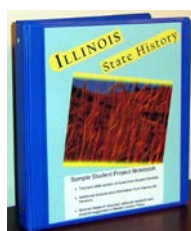
Find a fact of your own:

Draw your own picture:

Choose between **TWO project notebook options:**

Use **My State Notebook**, a pre-formatted scrapbook by A Beka Book (recommended for grades 3-8),

or make an **original notebook** in a 3-ring binder (recommended for grades 9-12).



Our Lesson Plans give simple, complete instructions for both options so you can teach either option . . . or BOTH OPTIONS at the same time. Expansion Suggestions at the end of each lesson allow you to easily adjust the course length and difficulty level, even on an individual basis. Our Lesson Plans also correlate our *My State History Funbook* in case you have younger children (age 3 through grade 2) that you would like to include.

For the teacher,
nothing could be
simpler!

Lesson 1 - Interesting Facts (If correlating with A Beka, this is Lesson 86)

My State History Funbook (Age 3 – Grade 2)

1. Help your student do Funbook page 3. You will need **Cutout Lesson 1** from **Cutout Page1**.
2. Have your student color the Funbook page(s), including the words at the top.

State History from a Christian Perspective (Grades 3-12)

1. Give the student the Lesson 1 handout material (from the Student Booklet). Read and discuss the material together. Have the student color the sketches.
2. Have the student trim the page (or 3-hole punch it for the binder). If you choose to do the Optional Trivia Question below, be sure your student keeps the bottom section. If you choose not to do this activity, you may have the student cut the bottom section off.

MSN: Have the student glue the page onto MSN page 82. (Note: even numbered pages are the blank back sides of the previous odd numbered pages. If you intend at a later date to tear out the *My State Notebook* pages and put them into a binder, you may wish to use blank sheets of paper instead of the back sides of the odd pages). Have the student pick three or four of the interesting facts and copy them (headings only) onto MSN page 83 to help him remember them.

BINDER: Have the student label 10 section dividers (in order): State Symbols, Geography & Weather, History, Cities, Economy, Government, Wildlife and Plant Life, Entertainment and Attractions, Review, and Appendix. Have the student insert them into the binder. Then have him add the Lesson 1 page IN FRONT OF the first divider, in what will be the Introduction section. Have the student create a second page entitled "Interesting Facts" and add it to the notebook behind the Lesson 1 page. If you will be assigning research, you may want to have your student start a Bibliography page and insert it into the Appendix section. He can use this page to list all the resources he uses during this course. If you prefer, you may require a bibliography page with each project.

3. The student will need to be able to list two facts on future quizzes/tests. During the course of this study, the student will no doubt run across many interesting things about his state. Interesting facts may be added to MSN page 83 or the 2nd binder page throughout the course.
4. Have the student close his book and list as many interesting facts as he can remember.

NOTE: If you will be assigning the daily trivia questions, you may want to have your student begin a Trivia page on which to record all Trivia answers (adding additional pages as needed). This page (or pages) may be inserted after the second Interesting Facts page at the front of the BINDER or top-stapled inside the front or back cover of MSN.

Expansion Suggestions: (You may need more than one day to complete some projects.)

- Trivia Question (to teach the use of different types of resources)--Using an encyclopedia article, book, or the internet, find one interesting fact about your state that is not listed on Handout Lesson 1. Write it on the lines at the bottom of the Lesson 1 handout. Mount or draw a picture if desired.
- Write to your city Chamber of Commerce for literature about your city.
- Write to the Chamber of Commerce of your capital city for literature about your capital city.
- Visit a travel agency or welcome center to get literature about your state.
- Invite a travel agent to present the highlights of your state.
- Watch a travel film or video about your state (available from the library).
- Visit your state's website (see Appendix 10) and make a list of the type of information that can be obtained from this site. Be sure to check out sections related to education or to students.
- Look up your state in an encyclopedia and in a current almanac. Write a comparison of the types of information that can be found in each of these resources. Look in the Index volume of the encyclopedia and find out how you can quickly locate articles with pictures. Include this information in your report.

Lesson 13—History

Mexico saw Fremont's presence in California as a threat and ordered him to leave. Encourage by Fremont, American settlers took control of Sonoma in June of 1846. They declared their independence from Mexico, called themselves the Bear Flag Republic, and raised a homemade flag on which was a star, a grizzly bear, and the words "California Republic." Although these settlers did not know it yet, the United States was already at war with Mexico because Mexico had invaded Texas. Mexico was defeated at an important battle in February of 1847. The United States offered to end the war and pay Mexico for all the land west of Texas. But Mexico refused, so the fighting continued. When the war ended in 1848, Mexico agreed that Texas owned all the land north of the Rio Grande. The United States paid Mexico fifteen million dollars for the land west of Texas all the way to the California coast. The treaty which described this settlement and ended the war was called the Treaty of Guadalupe Hidalgo. The land the United States bought was called the Mexican Cession. On the map, color the area inside the heavy lines brown. Label this area "Mexican Cession." This land later became the states of California, Nevada, and Utah, as well as parts of New Mexico, Arizona, Colorado, and Wyoming.



One of the men who had received land from the Mexican government was an American settler named John Sutter. In 1848, just a few days before the treaty with Mexico was signed, gold was discovered on Sutter's property at a sawmill he was building. Find the X on the map and label it "Sutter's Mill." Although Sutter tried to keep it a secret, the news spread quickly and the "Gold Rush" began. Thousands of Americans, called "forty-niners," moved West to California to search for gold. The population of California increased so rapidly that on September 9, 1850, California was admitted into the Union as the 31st state. Because of the length of time it took for news to reach the West, Californians did not hear about their admission as a state until almost two months later! California's first governor was Peter Burnett. The first capital city was San Jose, but the capital was soon moved to Vallejo, then to Benicia, and then to Sacramento in 1854. Find San Jose and Sacramento on the map. The new state chose to use the Bear Flag which had been raised over Sonoma.

The problem of communication was partially solved by the Pony Express, a horse-and-rider relay that carried mail from Missouri to California in only ten days. In 1861, when the telegraph came into use, news could be sent much more quickly. To make travel easier, four California businessmen decided to build a railroad from California to join with the railroads being built in the East. They formed the Central Pacific Railroad Company. They brought in 10,000 Chinese workers to help lay the tracks. In 1869, in Promontory Point, Utah, the Central Pacific Railroad tracks were joined to the tracks from the East by a spike made of California gold. By railroad, Americans could travel across the continent in only seven days! The four businessmen who had built the railroad became so wealthy and influential that they controlled California politics for some time. They became known as the Big Four.

Although the Chinese laborers were a great help in building the railroad, problems developed after the railroad was completed. Since the Chinese would work for very low wages, many Californians could not find jobs. Some Californians became so angry that they attacked the Chinese sections of Los Angeles and San Francisco. But gradually the agriculture and industry of California grew prosperous. One important event in the growth of California's economy was the discovery of oil in Los Angeles in 1892. These oil fields were so rich that by 1900 California had become the top oil-producing state.

Copyright—DO NOT REPRODUCE.

You simply **read** the text with your student.

Your student will follow the **map activity instructions** given in the text, establishing a geographical frame of reference for historical events.

Your student will **cut out** the boxed text from the Student Booklet and **mount it** directly into his project notebook (either *My State Notebook* or a 3-ring binder).

Timeline page from Minnesota Student Booklet

Lesson 14—Time Line

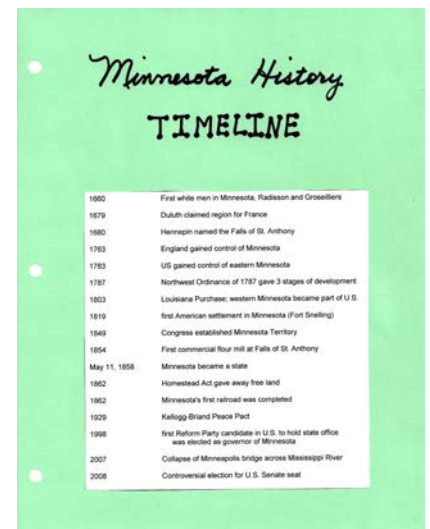
1660	First white men in Minnesota, Radisson and Groseilliers
1679	Duluth claimed region for France
1680	Henriepin named the Falls of St. Anthony
1763	England gained control of Minnesota
1783	US gained control of eastern Minnesota
1787	Northwest Ordinance of 1787 gave 3 stages of development
1803	Louisiana Purchase; western Minnesota became part of U.S.
1819	first American settlement in Minnesota (Fort Snelling)
1849	Congress established Minnesota Territory
1854	First commercial flour mill at Falls of St. Anthony
May 11, 1858	Minnesota became a state
1862	Homestead Act gave away free land
1862	Minnesota's first railroad was completed
1929	Kellogg-Brand Peace Pact
1998	first Reform Party candidate in U.S. to hold state office was elected as governor of Minnesota
2007	Collapse of Minneapolis bridge across Mississippi River
2008	Controversial election for U.S. Senate seat

Copyright—Do Not Reproduce

My State Notebook option



Binder option
(original page created by student)



Sample A Beka *My State Notebook* page used by permission.

Our Student Booklet provides
color pictures
and informative descriptions
of your state symbols!


The pictures will be cut from the
Student Booklet and pasted into the
project notebook. This example
shows My State Notebook.
Students making the binder will
create their own page on which to
paste the pictures and information.

Lesson 6

Colorado's state tree is the Colorado blue spruce. Young blue spruce trees are silvery-blue and have so many branches that the trunk is often not visible. The trees are pyramid-shaped and have inch-long curved needles. Ripened cones are 2 to 4 inches long and hang downward. The scales, which have jagged tips, contain winged seeds which are released at the end of the cone's first growing season. Empty cones generally stay on the tree through the winter. Blue spruce trees may grow to be as tall as 150 feet but are usually between 80 and 100 feet tall. Colorado chose the Colorado blue spruce to be the unofficial state tree in 1939.

The Colorado flag has three equal stripes. The center one is white, and the top and bottom stripes are the same shade of blue as the blue in the American flag. The blue bars represent blue skies. The white bar represents mountain snows and silver ore. In the center of the flag is a "C," for "Colorado," in the same shade of red as the red in the American flag. The circle inside the letter "C" is a golden ball, representing Colorado's abundance of sunshine and its valuable gold ore.


Copyright—Do not duplicate!



SEAL




TREE




FLAG



STATE CAPITOL



BIRD




FLOWER


Colorado's state tree is the Colorado blue spruce. Young blue spruce trees are silvery-blue and have so many branches that the trunk is often not visible. The trees are pyramid-shaped and have inch-long curved needles. Ripened cones are 2 to 4 inches long and hang downward. The scales, which have jagged tips, contain winged seeds which are released at the end of the cone's first growing season. Empty cones generally stay on the tree through the winter. Blue spruce trees may grow to be as tall as 150 feet but are usually between 80 and 100 feet tall. Colorado chose the Colorado blue spruce to be the unofficial state tree in 1939.

The Colorado flag has three equal stripes. The center one is white, and the top and bottom stripes are the same shade of blue as the blue in the American flag. The blue bars represent blue skies. The white bar represents mountain snows and silver ore. In the center of the flag is a "C," for "Colorado," in the same shade of red as the red in the American flag. The circle inside the letter "C" is a golden ball, representing Colorado's abundance of sunshine and its valuable gold ore.


Tree



Blue spruce trees may grow to be as tall as 150 feet, but are usually between 80 and 100 feet tall.



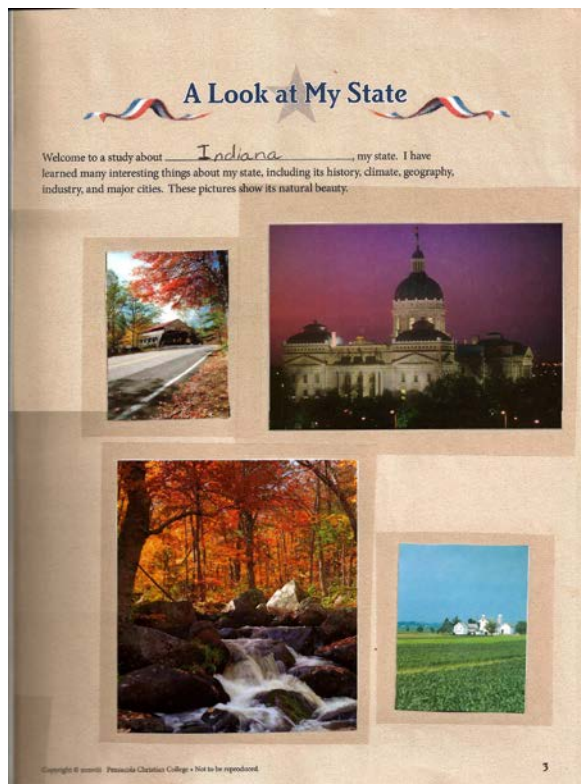
Flag



Draw in the special features of your flag and color it.

Copyright © 2000 by Peninsula Christian College • Not to be reproduced.

Sample A Beka My State Notebook page used by permission.



Sample A Beka *My State Notebook* page used by permission.

In addition to the text from our Student Booklet, your student adds **pictures** from **free** tourist literature.

(We tell you where to get it!)

Your student also adds information about **his own city and county**.

(We tell you where to get it!)

Your student adds information about **people, places, and events of personal interest to him**.

(We tell you where to get it!)

In other words, **your student creates his very own personalized state history textbook!**

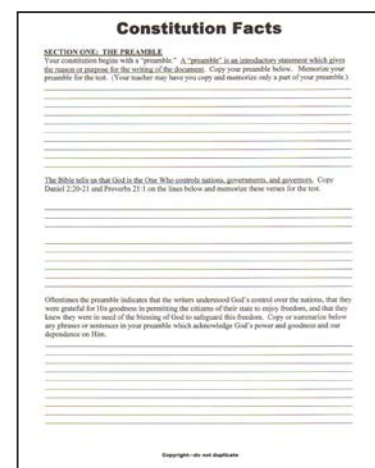
The **difficulty level is adjustable**, even on an individual basis in a combined-grade-level classroom!

For a **simple** course, have the student paste a tourist brochure or a picture from a tourist brochure into the notebook. For a more **challenging** course, have the student do internet or library research, composition work, field trips, art or craft projects, interviews, etc., **according to your expectations!**

Our Student Booklet includes a **FREE bonus**:
a 5-lesson study guide on your STATE CONSTITUTION!
This supplement includes text, lesson plans, test, answer key

NOTES FOR USING OUR STATE HISTORY COURSE FOR SECONDARY-LEVEL:

The front section of our Master Lesson Plan is a teacher-directed, 30-lesson plan that can be easily adjusted to your desired course length and difficulty level by using the Expansion Suggestions in each lesson. **In the Appendix are Independent Study Guides for a 6-week program and a one-semester program.** These are written to the student and are the only part of our entire program that may be photocopied **within one class or family only**. The Student Booklet may not be copied, you will need one book per student. **For a high school level, you will want to have the students make the project notebook in a 3-ring binder (binder is provided by the student).** This option teaches organizational skills and allows flexibility for adding additional research projects. **In any setting with more than one student,** students can divide a list of topics for each research project, then share their research through oral and written reports that can be added to each student's notebook. **Our Student Booklet includes a study guide on your state constitution** (assigned in the one-semester course or can be added to the six-week course). It is an interesting and enlightening study on the Biblical concept of delegated authority and responsibility as well as inter-personal relationships. You may obtain a copy of your state constitution online or from your library. Students read through the constitution, answer the study guide questions, then take a test. **Another project that is included is a career study** to be done during the economy section.



50