

Challenge Cards



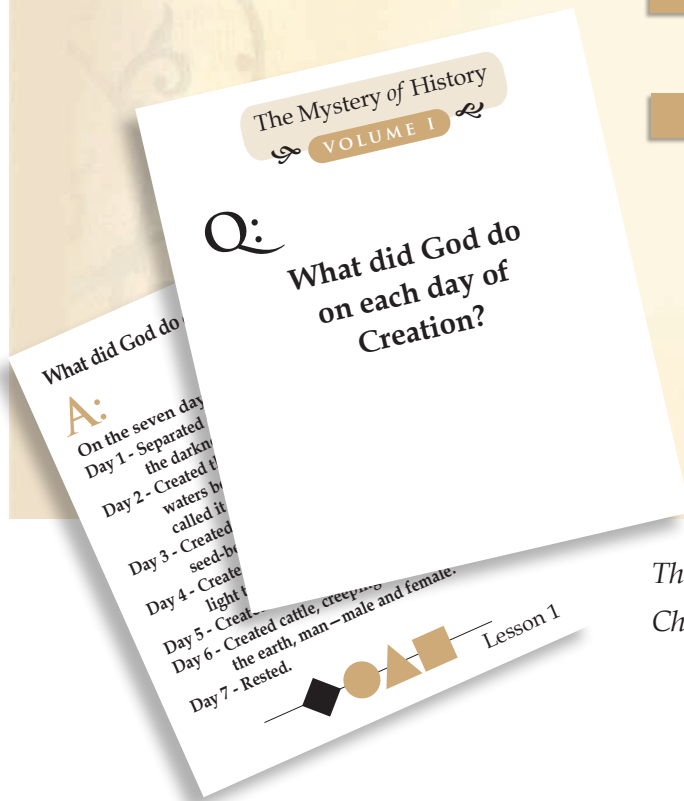
The Mystery of History



VOLUME I



- A great tool for memorization
- Questions directly related to each lesson
- Customizable – as a game, flashcards, and more



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Mystery of History

∞ VOLUME I

Challenge Cards

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Challenge Cards



DIRECTIONS

Challenge Cards are a tool that takes advantage of the amazing ability of children to memorize large quantities of information before their minds get all cluttered up like adult minds! There are multiple creative ways to use this tool, so feel free to try different techniques to see what works for your family. Remember that as young children grow and mature, they will have more “hooks” in their brain on which to hang these facts. Don’t be overly concerned that they do not understand everything at a young age.

Each lesson has three (sometimes four) questions that give the highlights of “who, what, when, where, and how.” These questions, when memorized over the course of the school year give a framework and chronology of history that will eventually work into the long-term memory. It’s highly recommended that you review them regularly as you move through the study of history. You will notice that the answer to each question is (usually) a complete sentence. For example, “Who was Otto I?” is answered as: “Otto I (sometimes called ‘Otto the Great’) became king of Germany in 936 and expanded his empire through war and marriage.” rather than just “He was king of Germany in 936.” This is to enable the children to have context and not just “shortcut” the information.

GAME SUGGESTIONS

HIDE IN PLAIN SIGHT

Take a few of the Challenge Cards and hide them around the house; some cards with the answer side up, some with the question side up. The cards have to be visible without moving anything to see them. When a card is spotted, the student must provide the information from the side not seen. For example, if the card is found “question side up,” the student must provide the answer. If the card is found “answer side up,” the student must provide the question.

SHINE A LIGHT ON HISTORY

This is played like “Hide in Plain Sight,” except it is played in one very dark room and students have to find the cards using flashlights.

GO FISH

Use the Challenge Cards to play the traditional children’s card game “Go Fish.” In this version, a “match” is composed of a Challenge Card question and its corresponding answer card.

CHALLENGE CARD FOOTBALL

Draw a small football field on paper or on a dry-erase board or a table marked with painter tape. Mark off the yard lines. Each team should pick a name and choose their end zone. Place a football (fold one out of paper or draw one and cut it out; make it no more than 2 inches long) on the 50-yard line. Place the stack of cards next to the field. The team that is up must correctly answer the question on the card in order to move 10 yards. If correct, they go again. If incorrect, the other team gets an “interception” and then must give the correct answer to that question to move 10 yards. However, if the second team also answers incorrectly, they “fumble” and the correct answer is read aloud. The play goes back to the first team with a new question card. Reward seven points for each touchdown.

“MOTHER, MAY I?”

Have students stand on a line while the “Mother” stands on a parallel line some distance away. When it is their turn, the student says “Mother, May I take two steps forward?” Then “Mother” says, “Only if you can answer this question.” If they answer correctly, they may move forward the number of steps (or jumps, hops, somersaults, etc.) that they asked for. If they don’t know the answer, they must stay where they are. If the student asks to take a lot of steps, give them a difficult question, but if the student only asks to move forward a little, give them an easier question. (If they ask to take way too many steps forward, just reply “No, you may not.”) The first student to reach the line “Mother” is standing on wins.

Challenge Cards



TRUE OR FALSE

Give each student an index card with “True” written on it and another index card with “False” written on it. Place a cup in front of each student. Grab a bag of M&Ms or other small candy. Now ask true or false questions based on Challenge Card answer cards. For example, if a Challenge Card answer says “Antony and Cleopatra made an escape at the Battle of Actium,” the teacher can say “true or false” and read that statement word for word. OR the statement can be altered to make it false: “True or False: Antony and Cleopatra were taken prisoner at the Battle of Actium.” After a question is read, each student must hold up one card (True or False). Reward an M&M for each correct answer. Place the M&M in the cup, to be eaten at the end of the game.

CHALLENGE CARD BINGO

Make your own generic bingo cards or find some online to print out. Make sure each student has a unique card. Write numbers on the Challenge question cards to correspond to the bingo cards you made. Place all the numbered question cards in a container and mix them up. When a number is pulled that matches a number on a student’s bingo card, they cover that spot on the card. If they answer the question correctly, they may cover an additional spot of their choice.

FLASHCARD RACES

Whichever player answers the Challenge Card question first gets the card. At the end, the person with the most cards wins.

- Variation: Give an M&M (or mini-marshmallow or penny) to the student who answers first. Rotate through the cards several times in one game.

TAKE TURNS

Show a Challenge Card question to each player in turn. If they can answer it, they get the card. If not, show it to the next player. At the end of the game, the person with the most cards wins.

- Variation: Give an M&M, rather than a card, to students for each correct answer. (This allows you to continue rotating through the cards.)

JEOPARDY!

Pretend that everyone is on the game show *Jeopardy!* Students can make it as realistic as they like. The teacher is the game show host, the students are the players, and the Challenge Cards are used for the questions and answers.

STUDENTS’ CHOICE #1

Have students go through the lessons and make their own question-and-answer cards. Use these in a game of their choice.

STUDENTS’ CHOICE #2

Allow students to design their own board game this week. Use game pieces from other board games, brainstorm ideas together, gather art supplies for creative fun. As an extra bonus, share your students’ game ideas with the Illuminations Yahoo! group!

CHALLENGE BEE

A little friendly competition among siblings or co-op members can make for a “Challenge Question Bee” at the end of each quarter and/or a cumulative one at the end of the school year. Consider making it cumulative with other MOH volumes as well!

Challenge Cards



OTHER WAYS TO USE CHALLENGE CARDS

Rewriting the questions and answers from the Challenge Cards can be a great handwriting practice for younger children as well as another memorization technique.

One option to help motivate younger children to make use of their amazing ability to memorize is good, old-fashioned bribery. Even a 10-cent reward for every Challenge question memorized correctly can be quite motivating for some children to work extra hard without breaking Mom and Dad's budget. Adults like to get paid for working extra hard at their jobs, and so do kids. Most children are also willing to work for marshmallows and chocolate chips!

Older students should be able to articulate the information "around" the Challenge questions, and these can also be used as tools to engage them in the writing process—assign a narrative or essay based on the questions for that week, for example, to ensure that they understand and "own" the material presented. Require them to answer in a clear and firm voice (practice for public speaking and interaction—something easily lost in today's world of text and online communication). Consider having them do a drill in front of a mirror to practice enunciating clearly and firmly.

With all ages, remember the key to learning is to use every modality possible:

- Visual: See/read the Challenge questions.
- Auditory: Hear the Challenge questions and answers.
- Touch: Type or handwrite the Challenge questions and answers.
- Taste/Speech: Speak the Challenge questions out loud.

IDEAS FOR ORGANIZATION OF CHALLENGE CARDS

- Take notice of the symbols across the bottom of each card (diamond, circle, triangle, and square) that notate to which quarter the card belongs.
- Print out the cards using different-colored card stock for each MOH volume (and/or each quarter) to help provide more visual clues for memory retention. If you only have white paper, use a different-colored marker for each MOH volume and draw a line or border on the cards.
- For long-term use, consider laminating the cards.
- An index card box with dividers for each quarter and volume can be very helpful.
- Number the cards so that they are easily put back into order should the stack be dropped.
- Punch a hole in the corner of each card and use a ring to keep the cards together by quarter or volume.
- Easily store cards in any small container like a labeled plastic bag.

PRINTING DIRECTIONS

You have several options when it comes to printing these cards.

- If you want them to be single-sided (ie. just the questions, or Q&A on one side) you can print just the even or odd pages. That should be a setting in your print dialog box.
- If you want them double-sided Q/Q&A, and you have a printer that can print double-sided documents, make sure you:
 - Select "Short-Edged Binding"
 - Turn off "Page Scaling" or "Fit-to-Page"
 - Print a test of just two pages before you try the entire document
- If your printer does not permit double sided printing, you'll need to print the odd pages, replace them in your paper tray, and print the even pages on the backsides. Again, test it with one sheet to see how it works.
- The last two pages are blank. You can use these to make card "backs" when playing memory games, or to create your own set of challenge cards.
- Consider printing in black and white or greyscale to conserve color ink.
- Please note that you can turn the cut lines on and off using the bookmarks panel. They are on by default.

The Mystery of History

∞ VOLUME I ∞

Q:

**What was the
Colossus of
Rhodes?**

The Mystery of History

∞ VOLUME I ∞

Q:

**Who was Qin?
(Ch'in)**

The Mystery of History

∞ VOLUME I ∞

Q:

**What was Qin's
most notable
achievement?**

The Mystery of History

∞ VOLUME I ∞

Q:

**While Qin
accomplished much
in building and
establishing China,
he had a cruel side.
What did he do?**

The Mystery of History

∞ VOLUME I ∞

Q:

**What were the
Punic Wars?**

The Mystery of History

∞ VOLUME I ∞

Q:

**Who was
Hannibal?**

What was Qin's most notable achievement?

A:

Qin's most notable achievement was the building of the Great Wall of China to protect the country from invaders. (Optional: The wall is 1,500 miles long, 25 feet high, 25 feet thick at the base, and wide enough on top for chariots to ride on it.)



Who was Qin? (Ch'in)

A:

Qin was the man who united the feuding states in Asia into one government and gave himself the title of "Shi Huang Ti," which means "First Emperor of China."



What was the Colossus of Rhodes?

A:

The Colossus of Rhodes is one of the Seven Wonders of the Ancient World. It was a giant 105-foot-tall statue of Helios, the Greek sun god, built in the 200s B.C. at the harbor entrance of Rhodes.



Who was Hannibal?

A:

Hannibal was a brilliant general who hated the Romans and used elephants to cross the Alps in a surprise attack.



What were the Punic Wars?

A:

The Punic Wars were battles between Carthage, a great trading city in northern Africa that had been a Phoenician colony, and Rome, the city that wanted to rule the entire Mediterranean world.



While Qin accomplished much in building and establishing China, he had a cruel side. What did he do?

A:

Qin was very cruel to anyone whose beliefs were threatening to him; he imposed high taxes; he executed more than 400 scholars; and he burned thousands of history books written before his reign so that "history" would begin with him!



The Mystery of History

∞ VOLUME I ∞

Q:

Who was Scipio?

The Mystery of History

∞ VOLUME I ∞

Q:

**What happened
at the end of the
Third Punic War?**

The Mystery of History

∞ VOLUME I ∞

Q:

**What was it China
had that the
Western world
wanted?**

The Mystery of History

∞ VOLUME I ∞

Q:

**What is the “Silk
Road”?**

The Mystery of History

∞ VOLUME I ∞

Q:

**What is the Han
dynasty most
remembered for?**

The Mystery of History

∞ VOLUME I ∞

Q:

**What was
happening in Israel
at the time of the
Han dynasty?**

What was it China had that the Western world wanted?

A:
China had silk and the Western world wanted it! It is said that at one time, silk was as valuable in Rome as gold.



What happened at the end of the Third Punic War?

A:
At the end of the Third Punic War, Carthage was permanently destroyed by the Romans, who then contaminated the burned city with salt so that no crops could be grown there. This would prevent anyone from living there.



Who was Scipio?

A:
Scipio was Rome's greatest general. He met Hannibal in the Battle of Zama to determine the fate of the Mediterranean.



What was happening in Israel at the time of the Han dynasty?

A:
In Israel at the time of the Han dynasty, the Jews were being seriously oppressed by Antiochus Epiphanes, the eighth ruler of the Seleucid dynasty. (Optional: He was from one of the four families that divided Alexander the Great's empire.)



What is the Han dynasty most remembered for?

A:
The Han dynasty is remembered as a time of growth for the arts, inventions, and culture in China. Confucianism was also rediscovered and spread.



What is the "Silk Road"?

A:
"Silk Road" is the nickname given to a group of trade routes that stretched for 2,500 miles across the Asian continent to connect eastern China with the Mediterranean world. Because of demand in the West, silk was a major Chinese export along this road.



The Mystery of History

∞ VOLUME I ∞

Q:

What did Antiochus IV do that was such an abomination to the Jews?

The Mystery of History

∞ VOLUME I ∞

Q:

Who was Judas Maccabee and what did he do?

The Mystery of History

∞ VOLUME I ∞

Q:

What is “Hanukkah”?

The Mystery of History

∞ VOLUME I ∞

Q:

Who was Spartacus?

The Mystery of History

∞ VOLUME I ∞

Q:

How did Spartacus lead the revolt?

The Mystery of History

∞ VOLUME I ∞

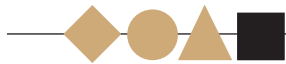
Q:

How did the revolt led by Spartacus end?

What is "Hanukkah"?

A:

Hanukkah commemorates the time when there was only one small bottle of oil to light the lamps for the Temple rededication. Miraculously, the oil lasted for eight days! To this day, the Jews remember the eight days of Hanukkah (meaning "dedication") and the oil lamps.

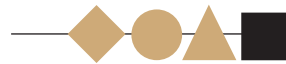


Lesson 93

Who was Judas Maccabee and what did he do?

A:

Judas Maccabee was the son of Mattathias, a priest who led the first rebellion against Antiochus. Judas then led an all-out revolt (called the Maccabean Revolt) and regained control of the Temple.



Lesson 93

What did Antiochus IV do that was such an abomination to the Jews?

A:

Antiochus IV went into the Jewish Temple, sacrificed a pig on the altar, and put up a statue of the Greek god Zeus. These acts were an abomination to the Jews.

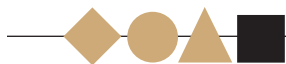


Lesson 93

How did the revolt led by Spartacus end?

A:

The revolt led by Spartacus ended in 71 B.C. when the Roman leader Crassus and his army faced Spartacus and his army and defeated them. Sadly, Spartacus died, as did almost all of his followers.



Lesson 94

How did Spartacus lead the revolt?

A:

After escaping from gladiator school, Spartacus set thousands of other slaves free. They joined him and eventually formed an army of 90,000.



Lesson 94

Who was Spartacus?

A:

Spartacus was a Roman slave who had once been a free man and who led the largest uprising in history against Rome.



Lesson 94

The Mystery of History

∞ VOLUME I ∞

Q:

Who were the three most significant men in the rise of the Roman Empire?

The Mystery of History

∞ VOLUME I ∞

Q:

What was the First Triumvirate?

The Mystery of History

∞ VOLUME I ∞

Q:

What was most significant about Julius Caesar in the expansion of Rome's power?

The Mystery of History

∞ VOLUME I ∞

Q:

Why was the Roman government afraid of Julius Caesar and what did he do that led to the phrase that refers to someone who makes a strong decision that can't be reversed?

The Mystery of History

∞ VOLUME I ∞

Q:

What did Julius Caesar do for Rome?

The Mystery of History

∞ VOLUME I ∞

Q:

What eventually led to the downfall of Julius Caesar?

What was most significant about Julius Caesar in the expansion of Rome's power?

A:

Julius Caesar was brilliant, cunning, and cruel, and fought nearly undefeated as he attacked villages across Europe for land and power. He worked to gain complete control over the Roman world.



What was the First Triumvirate?

A:

Rome had been a Republic ruled by two men, Crassus and Pompey. Both wanted to be the top guy, but Julius Caesar convinced them to join him and rule together in what has become known as the First Triumvirate. ("Triumvirate" is Latin for "rule by three persons or parties.")



Who were the three most significant men in the rise of the Roman Empire?

A:

The three most significant men in the rise of the Roman Empire were Marcus Licinius Crassus, Pompey the Great, and Julius Caesar.



What eventually led to the downfall of Julius Caesar?

A:

Julius Caesar's inappropriate relationship with Cleopatra, whom he helped to secure the throne of Egypt, led to his downfall. (Optional: This was an adulterous relationship.)



What did Julius Caesar do for Rome?

A:

Julius Caesar did many things for the Romans, including replacing dishonest politicians, providing free grain for the poor, writing extensively on his battles, and inserting two months into the calendar in order to update it.



Why was the Roman government afraid of Julius Caesar and what did he do that led to the phrase that refers to someone who makes a strong decision that can't be reversed?

A:

Julius Caesar had become so powerful the Roman government told him he could only return to Rome as a private citizen. He got this news while at the edge of a stream named "Rubicon." He "crossed the Rubicon" without a thought and headed into Rome.



The Mystery of History

∞ VOLUME I ∞

Q:

**What happened to
Julius Caesar?**

The Mystery of History

∞ VOLUME I ∞

Q:

**What does the
phrase, “You too,
Brutus?” mean?**

The Mystery of History

∞ VOLUME I ∞

Q:

**After Julius Caesar
died, who took over
and formed the
Second
Triumvirate?**

The Mystery of History

∞ VOLUME I ∞

Q:

**Who was
Cleopatra?**

The Mystery of History

∞ VOLUME I ∞

Q:

**What was
Cleopatra’s
relationship with
Julius Caesar?**

The Mystery of History

∞ VOLUME I ∞

Q:

**After Julius
Caesar died, what
happened to
Cleopatra?**

After Julius Caesar died, who took over and formed the Second Triumvirate?

A:

Mark Antony, Gaius Octavian, and Marcus Lepidus formed the Second Triumvirate. Lepidus retired early and the other two divided the huge Roman Republic in two—Octavian took the Western portion and Mark Antony the Eastern (which included Egypt).



Lesson 97

What does the phrase, “You too, Brutus?” mean?

A:

It is reported that Julius Caesar said these last words after being stabbed by his friend, Brutus, a member of the Senate. The phrase has come to refer to a person who betrays a friend.



Lesson 97

What happened to Julius Caesar?

A:

Julius Caesar was assassinated by his own Senate when he came for a meeting on March 15, 44 B.C., on a windy day called the “Ides of March.”



Lesson 97

After Julius Caesar died, what happened to Cleopatra?

A:

Cleopatra married Mark Antony (who was already married to Octavian’s sister) and once again secured the power of Rome in holding onto her throne.



Lesson 98

What was Cleopatra’s relationship with Julius Caesar?

A:

Cleopatra had herself delivered to him in a rolled-up carpet—when it was unrolled and she appeared, she asked for his help in securing the throne. (Optional: He not only did so, but engaged in a relationship with her that joined the wealth of Egypt with the power of Rome.)



Lesson 98

Who was Cleopatra?

A:

Cleopatra was a descendant of the Ptolemies who manipulated her way into being queen of Egypt.



Lesson 98

The Mystery of History

∞ VOLUME I ∞

Q:

What is another name used to describe Judah after the Babylonian Captivity and who maintained control of it?

The Mystery of History

∞ VOLUME I ∞

Q:

Who was Herod the Great?

The Mystery of History

∞ VOLUME I ∞

Q:

What is the one good thing Herod the Great is remembered for?

The Mystery of History

∞ VOLUME I ∞

Q:

What happened between Octavian and Mark Antony after the marriage of Mark Antony and Cleopatra?

The Mystery of History

∞ VOLUME I ∞

Q:

What happened at the Battle of Actium?

The Mystery of History

∞ VOLUME I ∞

Q:

What happened to Antony and Cleopatra?

What is the one good thing Herod the Great is remembered for?

A:
The one good thing Herod is remembered for is refurbishing to magnificence the Temple where Jesus was dedicated as a baby, taught as a boy, and preached as an adult.



Who was Herod the Great?

A:
Herod the Great was given permission by Octavian and Mark Antony to take over all of Palestine in 37 B.C. He gave himself the title "King of the Jews" even though the Jews hated him. He is the king who instructed the wise men to tell him where the baby Jesus was.



What is another name used to describe Judah after the Babylonian Captivity and who maintained control of it?

A:
Judah is often referred to as "Palestine" in the time period following the Babylonian Captivity and was taken over by Romans by 63 B.C.



What happened to Antony and Cleopatra?

A:
Although Antony and Cleopatra made an escape at the Battle of Actium, both later committed suicide. (Optional: This occurred just 30 years before the birth of Jesus Christ.)



What happened at the Battle of Actium?

A:
The Battle of Actium, which took place at sea, was the final battle between Antony and Cleopatra and Octavian. When it appeared that Octavian was overtaking Antony's ships, Cleopatra panicked and sailed away with her ships, Antony abandoned his to chase after her, and Octavian was victorious.



What happened between Octavian and Mark Antony after the marriage of Mark Antony and Cleopatra?

A:
Octavian convinced the Romans that Antony was really betraying them and was actually loyal to Egypt. This led to a civil war that ended at the Battle of Actium.

