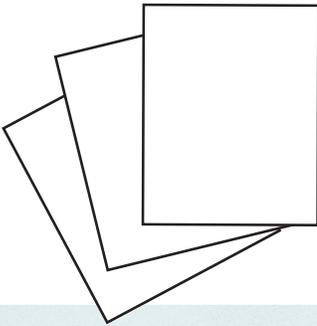


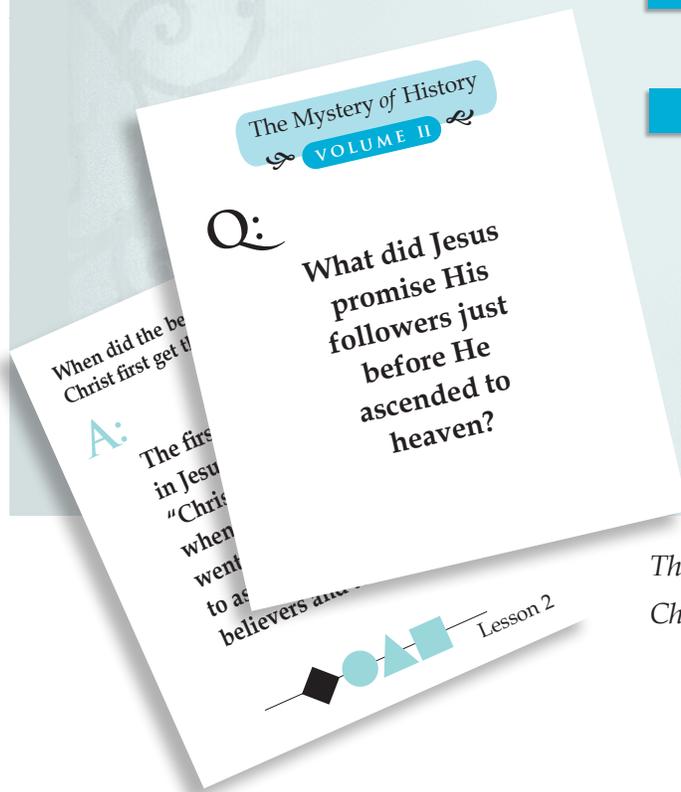
Challenge Cards



The Mystery of History

VOLUME II

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



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Challenge Cards author Donna G. Spann

Mystery of History

∞ VOLUME II ∞

Challenge Cards

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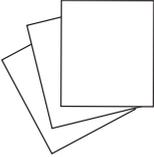
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Bright Ideas Press
Dover, Delaware
www.BrightIdeasPress.com
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Challenge Cards



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.

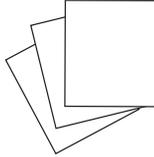
CHALLENGE CARD FOOTBALL

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.

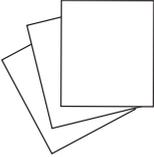
STUDENTS’ CHOICE #2

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.
- Touch: Type or handwrite the Challenge questions and answers.
- Auditory: Hear 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 II

Q:

What was the time period in European history known as the Dark Ages?

The Mystery of History

VOLUME II

Q:

Who were the people who lived in the Dark Ages?

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Q:

What was the role of the church during the Dark Ages?

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VOLUME II

Q:

Who was King Arthur?

The Mystery of History

VOLUME II

Q:

Who were the Knights of the Round Table?

The Mystery of History

VOLUME II

Q:

What is the "Holy Grail"?

What was the role of the church during the Dark Ages?

A: By the fifth century, nearly every village had a parish church run by a parish priest who lived there and oversaw the morality of the village people. The church was a very important part of daily life during the Dark Ages.



Who were the people who lived in the Dark Ages?

A: The classes of people who lived in the Dark Ages were basically the:

- Serfs - the poorest peasants; essentially slaves to landowners,
- Villeins - peasants who farmed small plots of land and paid landowners with produce,
- Merchants and craftsmen - commoners who provided goods and services in the towns, and
- Lords, dukes, and counts - the wealthiest; controlled the land.



What was the time period in European history known as the Dark Ages?

A: The time period in Europe between approximately 500 and 1000 is known as the Dark Ages. It was not an easy time to be alive. (Optional: It is sometimes called the Early Middle Ages.)



What is the "Holy Grail"?

A: There is a tradition that says Joseph of Arimathea obtained the cup Jesus used at the Last Supper and filled it with some of Christ's blood at the cross. The cup supposedly had healing powers, so it became known as the Holy Grail. Legend says it was smuggled to England and sought after by the knights.



Who were the Knights of the Round Table?

A: The legend goes that King Arthur wisely chose to have his knights meet at a huge table that was round so there would be no disagreements over who would sit next to the king.



Who was King Arthur?

A: King Arthur may have been a Celtic war chief who lived in England about the time the Romans left and the ruthless Saxons took over. He is believed to have been a wise and well-loved king.



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Q:

Who were
Queen Guinevere
and Sir Lancelot?

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Q:

Who were
Justinian I and
Theodora?

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Q:

What was the
Byzantine Empire?

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VOLUME II

Q:

What was the
Justinian Code?

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VOLUME II

Q:

Who was
Columba?

The Mystery of History

VOLUME II

Q:

Why didn't
Columba stay in
Ireland?

What was the Byzantine Empire?

A: The emperor Constantine had reunited the Roman Empire in 324 and moved its capital to Byzantium. After his death, however, the empire split again, and the Eastern Roman Empire became known as the Byzantine Empire.



Who were Justinian I and Theodora?

A: Justinian I and Theodora were the king and queen of the Byzantine Empire for almost 40 years, from 527 to 565.



Who were Queen Guinevere and Sir Lancelot?

A: Queen Guinevere was King Arthur's wife, who had a sinful relationship with one of the king's best knights, Sir Lancelot. Although they repented, this caused great damage to friendships, trust, and the kingdom.



Why didn't Columba stay in Ireland?

A: Columba's temper led to a dispute and a battle that killed 3,000 men. Devastated, he left Ireland with 12 friends to avoid causing more problems there and moved to Scotland, resolved to convert AT LEAST 3,000 people.



Who was Columba?

A: Columba was an Irishman who lived in the mid-500s and took the Gospel of Christ to Scotland.



What was the Justinian Code?

A: The Justinian Code was a set of laws, much like the earlier Roman laws, that was written by Justinian I. (Optional: Some of its penalties were extreme and later ignored; but overall, the system maintained order for many centuries.)



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Q:

Who were the
Picts?

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Q:

Where is Japan?

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Q:

Who ruled Japan?

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VOLUME II

Q:

What religion is
practiced in Japan?

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VOLUME II

Q:

What has Prince
Shotoku been
called and why?

The Mystery of History

VOLUME II

Q:

Who was Gregory
the Great?

Who ruled Japan?

A: Early Japanese history is not clear, but it is believed that one of the first emperors was Jimmu Tenno, about 600 years B.C. About A.D. 400, the Yamato clan gained control and since then, all imperial rulers of Japan have claimed to be descendants of this clan.



Where is Japan?

A: Japan is an archipelago – a chain of islands – in the Pacific Ocean just off the eastern coast of China. (Optional: There are four main islands and thousands of small islands, only about 600 of which are inhabited.)



Who were the Picts?

A: The Picts were a fierce tribe of people who painted their bodies. The story handed down is that they were not open to Columba or the Gospel until God miraculously opened their village gates. Columba and his friends led them to Christ.



Who was Gregory the Great?

A: Gregory the Great was a man born to a wealthy family who shared his wealth, lived simply as a monk, and ultimately was chosen to be the pope over the Roman Catholic Church.



What has Prince Shotoku been called and why?

A: Prince Shotoku has been called the “founder of Japanese civilization” for all his contributions to Japan, including writing a constitution.



What religion is practiced in Japan?

A: The earliest religion of Japan, still practiced by some today, was Shinto, meaning “way of the gods.” Prince Shotoku brought Buddhist teachings to Japan, and they have been followed there for centuries.



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Q:

What was so significant about Gregory the Great's leadership?

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Why are there so many popes in history with the same name?

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Q:

What was the Sui dynasty?

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VOLUME II

Q:

What was the Tang dynasty?

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Q:

What kinds of things did the Chinese achieve during the Tang dynasty?

The Mystery of History

VOLUME II

Q:

Who was Mohammed?

What was the Sui dynasty?

A: After a period of 370 years without a leader in China, Yang Chien started the Sui dynasty in 569, taking over both northern and southern China, lowering taxes, and shortening military duty. His successor built the Grand Canal but was killed in a tax rebellion.



Lesson 28

Why are there so many popes in history with the same name?

A: Many popes through history have the same name because it became customary for each new pope to choose the name of a previous pope or saint he admired and take it as his own.



Lesson 27

What was so significant about Gregory the Great's leadership?

A: Gregory the Great (also known as Gregory I) was a true servant leader — his greatest concern was to help those in need.



Lesson 27

Who was Mohammed?

A: Mohammed was born in 570 in Mecca on the peninsula of Arabia and went on to found the religion of Islam.



Lesson 29

What kinds of things did the Chinese achieve during the Tang dynasty?

A: During the Tang dynasty, the Chinese used silk for clothing, heated homes with gas and coal, traded abundantly with other nations, discovered how to make fireworks, and greatly advanced the arts.



Lesson 28

What was the Tang dynasty?

A: In 618, as the Sui collapsed, Li Yuan started the Tang dynasty, which began the "Golden Age of China." His son brought the teachings of Confucius to the people and helped China achieve great success while Europe was in the Dark Ages. The Tang family ruled for about 300 years.



Lesson 28

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VOLUME II

Q:

What was Islam based on?

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Q:

What is “jihad” and when did it start?

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Q:

What would be the main difference between followers of Islam and followers of Jesus Christ?

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Q:

What are the main differences between the Koran and the Bible?

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VOLUME II

Q:

How did Islam grow after Mohammed’s death?

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VOLUME II

Q:

Who was Wu Zetian?

What would be the main difference between followers of Islam and followers of Jesus Christ?

A: Followers of Islam, called Muslims, believe they must earn their way into Paradise (heaven) by doing good works. Christians recognize that Jesus' death on the cross paid the price for sin so that we can go to heaven. Christians do good works not to earn heaven but to please and serve God.



What is "jihad" and when did it start?

A: Jihad is the term for "holy war" waged on behalf of Islam. The first jihad occurred in 630 when Mohammed and his men left their city of Medina and conquered the city of Mecca, after which he forbade the worship of any other gods or idols.



What was Islam based on?

A: Mohammed believed that from the archangel Gabriel he was receiving revelations about God, including that there was one God, Allah. Because of the revelations, Mohammed considered Jerusalem to be a holy site for Islam. Mohammed's followers eventually wrote these revelations down in what is called the Koran, the Holy Book of Islam.



Who was Wu Zetian?

A: Wu Zetian was born Wu Zhao in the 600s in China to a wealthy family. She became a concubine to T'ai Tsung, the emperor of China.



How did Islam grow after Mohammed's death?

A: After Mohammed died, disagreement arose between Ali, Mohammed's adopted son, and Abu Bekr, Mohammed's friend and father-in-law, as to who should be the leader. Even though Islam spread rapidly, this disagreement caused wars and a division that lasts today – between the Shiites (Ali's followers) and the Sunnis (Abu Bekr's followers).



What are the main differences between the Koran and the Bible?

A: The Koran was dictated by Mohammed *alone* during his life – one man, language, place, and time period, with no witness or prophecy to validate it. The Bible was written by over 40 people covering three continents using three languages, over 1,000 years, yet every writer in agreement to the same teachings of God.

