

The MYSTERY of HISTORY



Volume I
Creation to the Resurrection
Second Edition

Linda Lacour Hobar



Dover, Delaware

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Second Edition

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Preface

It is with great joy that I welcome you to *The Mystery of History*. Before you get any further into this text, there are a few simple but important disclaimers I would like to make.

First, if I waited for this book to be perfect in every aspect, it would never make it to print. The history of the world is beyond the reach of any of us because I believe that only the Creator knows every detail of His Creation. But even with the unintended flaws and oversights, I think you'll still find much beauty in this book — not because I wrote it, but because the Lord is the author of the original script! He is the perfect One.

Second, for the sake of easier reading, I frequently use the terms “man” or “mankind” (and sometimes “his” or “him”) to refer to male and female alike. This is in no way intended to make one gender sound superior to the other. Nor is it intended to disrespect the unique makeup and design of the sexes.

Third, almost all Scripture used in this text was selected from the New King James Version. With the numerous choices there are today, as well as the various viewpoints toward different versions of the Bible, I tried to choose one that would appeal to a wide range of readers without compromising my own standards for the accuracy of the Word.

Fourth, in regard to dates used in this book, let me first say that the methodology of dating ancient historical events is very complex and far beyond the scope of this children's text. My resources for providing dates in this book are wide and varied. However, because I believe in the literal “days” of Creation in the Bible, I do present here a “young earth,” as is evident by the dates I have provided for Creation (c. 4004 B.C.). In the first edition of this volume (2002), I used “spans” of time to date many of my lessons (rather than specific dates) to allow for differing views and provide cushion for discrepancies.

However, as I have grown in experience and scholarship, I have in this second edition (2010) dated the events of the lessons in much more specific terms. One of my primary resources for dates used in this edition was *The Annals of the World*, a phenomenal work by Bishop James Ussher. (History enthusiasts will certainly want to be familiar with this resource.) Even with my upgrades, I still reserve the right to adjust and revise the dates in this text for future editions.

Finally, on dates: Please know that the order of lessons in this edition is reasonably chronological but not perfectly so. In revising the dates of the lessons, a few of them will now appear “out of order.” Though it is only a slight inconvenience, I apologize. For ease of publication, the lessons *have* been kept in the original order in which they were written.

Fifth, although I have tried to write this text as a true history of the world, it would be negligent of me not to mention that I undoubtedly have left my own bias in the book as a natural result of my heritage. Though it is not intentional, this book leans much more heavily toward the history of the Western Hemisphere because it more directly relates to the development of my own culture as well as that of most of my readers.

Sixth, without apology, this book is quite obviously written from a Christian worldview because of my own personal faith in Jesus Christ. Much care was taken in accurately explaining opposing faiths in this text with dignity and respect yet through the grid of what I believe the Bible says is true.

With that in mind, I hope that you not take my words as your final source on the Scriptures but rather look to the Word itself by conducting as much of your own Bible study as possible. I suggest that owning or having easy access to a thorough Bible encyclopedia, an illustrated Bible dictionary, and/or a Bible concordance may prove to be very helpful in executing the many research possibilities in this curriculum. Even younger students can benefit from sketches and photos found in these special resources. (There are so many available that it would be unfair of me to recommend one over another.)

Last, in closing, the second edition of this book is longer than the first. I would apologize except that I think this book is now the length it should be! What I've heard the most from my readers over the last few years has been a desire for more of *The Mystery of History*, not less. So I've worked diligently to give you more depth, richer activities, and improved mapping exercises (with answer keys!). Besides, at every thought of giving you anything less than what is here, I found myself pale and weak in the knees. I think it's all here for a purpose, a purpose that is beyond me. The story isn't mine — it's the Lord's. To Him be the glory and may He guide and direct you into a greater knowledge of the Lord Jesus Christ through your study of the ancient world.

For the sake of the Mystery,
Linda Lacour Hobar

Letter to the Teacher

Dear Friend,

First, I want to warmly welcome you to this program. Second, I commend you for teaching world history. Whether you have a classroom of 30, or a homeschool of 3, it *can* be a challenge! My desire is not to overwhelm you with yet another curriculum, but to make your teaching as smooth as possible. So what you will find in this volume is an easy-to-use format, with me (a friendly author) to guide you through it! With years of researching and writing this material, I've done the hard work for you — so that you might *enjoy* the magnificent study of ancient times with your students. Is that too much to ask? I don't think so. It is in fact my hope and prayer that you, as well as your students, will be enriched through this series. In the following sections, I want to share three things with you: why I wrote this curriculum, how it is laid out (step by step), and various suggestions for its use.

I. Why I Wrote This Curriculum

I homeschooled my own children for 17 years. During that time, I learned many heart lessons about patience, anger, love, and sacrifice. I have also learned many head lessons, like the names of cloud formations, how to dissect a cow's eye, and when Cleopatra lived. One thing I figured out was that my children and I could learn just about anything at one sitting. However, to *remember* that information and use it again was an entirely different matter. I began to feel discouraged at the end result of my children's education. What content were they really absorbing after all the countless hours we had put in for the sake of a "better education"?

Of course, they could remember their math facts and how to read. Those were skills they acquired at young ages and then kept using over and over again. But what about other pieces of information? Why was I bothering to teach some things that were good only for their short-term memory banks?

Granted, some learning is useful only for the short term. Like the parts of a flower, for example. Students may not need to know the parts of a flower to get by in this world, but they can learn the information in one afternoon to appreciate God's perfect design of plants. But weren't there **SOME** things really worth their time to have a greater knowledge of and to remember for the long run?

To me, all these questions run along the path of man's bigger question of "why" he exists. For a kid it comes out as, "Why do I have to learn this stuff?" It's a great question! (Please don't scold them for asking.) The only answer I can come up with as to why we are even here on earth is **to know God and to make Him known**. I believe that **IS** why we are here and that **IS** why we learn. If that is the case, then the **STORY** of God and man is worth our extra attention.

I concluded that I wanted my own children to get the whole story and to have a deep knowledge and appreciation of world history. In my opinion, it is the story of God and man at its best. As others have already put it, history is "HIS-Story." I believe that throughout the ages God has revealed Himself and His purposes through an exact plan in time. It is really beyond our comprehension. But, by studying history, we can appreciate this awesome God and be better prepared to make Him known. That, my friends, is why I write. I named this course *The Mystery of History* because according to the Scriptures, **the Gospel of Jesus Christ IS the mystery behind all history**.

I also wrote because I discovered in college a deep passion for the topic of world history. At Baylor University, I sat under two outstanding world history professors who had the gift of storytelling (Dr. James Vardaman and Robert L. Reid). They were the first to open my mind to this fascinating subject and to awaken feelings in me for the *people* of history! Like many of you, growing up in America in the 1960s and 1970s, I had little to no instruction in *world* history prior to graduation. I had no idea it was so entertaining!

After college, as I taught my own children, I found at times that I was moved to tears over the history we were learning. It kept me up at night. Who can be untouched by the story of Joseph revealing himself to his brothers with sobbing and forgiveness? Who cannot be moved by the burning of Joan of Arc on the stake? Who cannot empathize with Native Americans on the Trail of Tears they were forced to walk with their little ones?

History *is* oftentimes tragic, but it is real and therefore immensely meaningful. When not tragic, it is uplifting and inspiring. I am enthused by the great stories of God's justice, of man's patriotism, and of ordinary heroism. The good and the bad all help to give me perspective.

II. The Curriculum Layout

With that in mind, please consider now how I have laid out this curriculum. There is a specific reason for every aspect of it. I will begin by explaining a typical layout for a 4th through 8th grader. However, in the next section I have provided adaptations for both Younger and Older Students. This curriculum could be a framework for all grade levels.

Step #1 — “Around the World” Summaries

You will observe that at the beginning of each quarter, there is a summary of events “Around the World” to introduce the time period. This is also a place to make mention of some great and wonderful things that just didn't make the final cut. For example, the Seven Wonders of the Ancient World were scattered throughout different times and countries. The man who categorized the Seven Wonders is introduced in an “Around the World” section. In the big scheme of things, he was not significant enough to include in a lesson of his own.

There will not be any test questions from this material nor are there activities for these summaries. These pages are just bonus materials to help students grasp the incredible world in which we live.

Step #2 — Pretests (“What Do You Know?”)

Students begin each week by taking a Pretest — titled “What Do You Know?” — to expose them to new terms and names that they may never have heard before (such as *The Epic of Gilgamesh*). These pretests are no longer than eight questions and are broad-based in content. They are not meant to discourage students but to prick their curiosity. All the answers will be revealed as they continue their study. The pretests are also designed to somewhat stump the students who “think” they know it all. (You may or may not have one of these kids in your home. Most do.) I don't recommend recording grades on these pretests. Many of them we only do orally with no record kept at all as to right or wrong answers.

Step #3 — Lessons

There are 108 lessons in this volume. Approximately three lessons should be covered each week to accommodate a traditional 36-week school year. These lessons are written on about a

6th-grade level. They may be read out loud by the teacher, the student, or both. On some hectic days (which we all have), the lesson may only be read independently by the student. I would prefer that to be the exception. Reading and learning the lessons together will be more beneficial. (As a family, or individually, you might opt to listen to *me* read the lessons via the audio book I have recorded. More on that later!)

In the hope of making world history more interesting, I have written all the lessons in a conversational style. Pardon at times my casual speech with words like “wow” and “cool.” I don’t use these slang terms to “dumb down” your children, but to sound like I’m there with them, telling a story in person. (I tend to be animated in person and it comes out in my writing style!)

Since the lessons appear chronologically, you will benefit the most by reading them in order. I frequently refer back to previous lessons learned in order to “connect the dots” of history. You will notice that most (but not all) of the lessons are written as mini-biographies. My point with biographies is to highlight the good and bad character of mankind and to help students see the ramifications of one’s choices. No matter the time period, history is full of life lessons to learn from. Many I’ll point out, but some I’ll leave to you for discussion.

Last, I chose lesson topics that I hoped would help a child from a Christian home to incorporate his or her beliefs into a historical framework. From my observation, we are most often locked into a Sunday school-only mentality toward people such as Joshua, Ruth, and Jonah, for example. We usually treat these fascinating Bible stories separately from other history.

But isn’t it interesting to know that Joshua lived in the same century as the legendary King Tut? Ruth lived about the same time as Helen of Troy. And Jonah lived just about when the first Olympics were taking place in Greece. I firmly believe that this kind of knowledge helps the people of the Bible to seem more real. And in a world that so often criticizes the authenticity of the Bible, that’s important.

Though it has been a tremendous undertaking, I have researched and written for you what I believe are the key things that a student ought to know for each lesson. I had many choices of topics but felt these were some of the most significant for developing a Christian worldview.

Step #4 — Activities

After every lesson, there is a corresponding Activities section. You will quickly see that the activities are broken down by age groups. This is done simply to accommodate families or schools with children at various grade levels. I will elaborate in the next section on my definition of the age groups and my deeper reason behind the breakdown.

For now, note that the activities are written as a means to REINFORCE the material just learned in the lesson. I believe that younger children, in particular, will learn and retain information better if they can touch, taste, smell, burn, dye, or do whatever with it. The activities were created to involve many of the senses and to be fun for the little ones. This is their first exposure to school and learning. I want them to love it!

The activities should also appeal to various learning styles. The teacher and student may want to choose the activities that most interest them. Skip the ones that will cause them to grumble. (Unless it’s just time to force-feed some research!) Some busy days just won’t allow time for any activity with the lesson. Don’t worry about it!

Last, if you are not familiar with Bloom's Taxonomy, you might want to read more about it in the next section, "Methods of Education." Bloom's Taxonomy is simply an approach to education that involves thinking on many levels, from simple to more complex.

I have kept Bloom's theories in mind in creating the activities, as many of them require the children to process the information learned in the lesson by application, analysis, and synthesis. I particularly do so for the older children. An example would be found in Lesson 19 when students are asked to relate each of the 10 plagues against Egypt during the Exodus to one of 10 false Egyptian gods. Other examples include asking students to defend creationism and the historical evidences of the resurrection. These are obviously not "fill-in-the-blank" issues but ones that demand deeper thinking.

Step #5 — Memory Cards

At the start of the Activities section for every third lesson, I remind students to make their Memory Cards. These are simply fact cards made by the students on 3-by-5-inch cards (larger cards may work better for younger students). They are designed to help students handle information learned earlier in the week. They will also use these cards for future games and drills and as a study aid. I'm not expecting the children to memorize everything they write down, but rather to use the cards like flashcards for review. There are, however, 12 dates in the course that I recommend students memorize. These lesson titles and dates are in all caps in the table of contents, and I will remind you of them throughout the course when making timeline figures and Memory Cards. I have more information on these cards and how to make them in the section titled "Memory Cards."

Step #6 — Reviews ("Take Another Look!")

Upon completion of three lessons (and hopefully after a few activities have been done), the students are ready for a review time. The Review section — titled "Take Another Look!" — offers guidelines for "Wall of Fame" *timeline work* and *map work* that correspond to the material just studied. Though some families may prefer to do some timeline and map work each history day, I personally prefer to "pull out" the necessary supplies, timeline, and maps only once a week on a review day. Furthermore, by spreading out the activities in the Review section, you are allowing more time for the students to absorb the material. You will particularly want to utilize the map work for the sake of geography skills. However, some map exercises are more advanced than others. Just do the ones you feel are appropriate for your students.

As for **timelines**, don't be surprised if you enjoy making a "Wall of Fame" timeline more than your children do. You see, for your kids, it's all new information that happens to be taught in order. But for most adults, it's a revelation experience to see history put on a timeline because most of us received a smattering of history here and a dose of Sunday school there. When we mesh the two together, we are amazed. Most American adults have also learned far more American history than world history. It's exciting to put into perspective things that we have only had glimpses of in our own education.

There is so much to say regarding the building of a timeline that I have a separate section — titled "Wall of Fame Timeline Suggestions" — for you with tips, ideas, and photos.

For the **mapping exercises**, I'm including nine outline maps that have been especially designed for *The Mystery of History*. You'll find these in the "Outline Maps" section at the back of this book.

Because each map is used several times, you'll want to photocopy or print them in the quantities recommended for each student. (You'll find a breakdown on the second page of the "Outline Maps" section.) You'll also need to have on hand atlases from which to obtain the information to record on your maps. I recommend both a Bible atlas and a historical atlas. My favorites are:

- ◆ *The Student Bible Atlas* by Tim Dowley (ISBN 978-0-8066-2038-1)
- ◆ Rand McNally's *Historical Atlas of the World* (ISBN 978-0-5288-3969-6)

Both of these resources can be found on my Web site as well as on my publisher's (www.themysteryofhistory.com or www.brightideaspress.com). A globe is also helpful for seeing the big picture.

Encourage your students to be creative with fine-tip markers, colored pencils, neat handwriting, symbols, drawings, and so forth. You may want to copy a few maps for yourself and color right along with your students in the beginning to help set a standard for neatness and creativity. Have fun with it! A well-done map is a piece of art!

Step #7 — Exercises ("What Did You Miss?")

At the end of every three lessons, you will find an Exercise (or a Quiz; I explain those next) titled "What Did You Miss?" My point in including these is for the review of the material already studied. Please appreciate the great value of this approach. I feel the exercises will help pull together the individual cultures that have been taught in chronological order. For example, there will be multiple lessons on famous Egyptians, but they won't all be taught at the same time. They will be taught in the order in which the people lived. But I think it will benefit a student to stop and put these people all together on a page under the kingdoms in which they ruled.

On the flip side, the exercises will also help to place famous people with their contemporaries from other parts of the world. You will find that I am not a stickler for the memorization of dates (apart from the 12 that I recommend they memorize), but I am very much concerned that children have a broad grasp of time periods. For example, the period of the prophets from the Old Testament is the same time period during which the Mound Builders were active in America.

Last, the exercises are designed for the children to use the book for assistance. So if I do ask for a date, they can look it up. This should help them develop basic study skills.

Step #8 — Quizzes ("What Did You Learn?")

The next item in the curriculum layout is a Quiz titled "What Did You Learn?" (The quizzes alternate weekly with the exercises.) Pay close attention to what I have to say about these quizzes. To me, this is THE MOST unique feature of this curriculum. Each and every quiz is designed to review material from the very beginning of the course. They are *cumulative* reviews. I have never come across this format in any other history curriculum. I have seen the idea of cumulative review only in other subjects, such as math.

I would expect a child in 3rd or 4th grade and up to begin to receive real grades for his quiz performance to motivate good study habits and to develop test-taking skills, which are sometimes lacking in the homeschool environment. I don't believe in testing for the sake of busy work. Nor do I believe that tests can always reflect true learning. However, these cumulative quizzes will help a child to practice the retention of those facts that I believe are worth remembering. (For grading suggestions and format, see the section titled "The X File: Tips on Grading.")

I tried to avoid overly specific questions that would discourage the average student but to include questions challenging enough to captivate the brighter student. Overall, the quizzes are not so difficult that most students couldn't perform well. They are meant to BRING BACK to mind topics and names that a student might otherwise forget. Generally, the selected questions are asked in the chronological order in which the content was studied so that even at a glance, the children see an outline of when events took place. You will observe that the quizzes become longer throughout the text and appear more complex. However, the questions are not necessarily harder. The format is just more intimidating. By all means, give assistance to those students who might be overwhelmed.

Step #9 — Quarterly Worksheets (“Put It All Together”)

By the end of each quarter, students will have learned many lessons. To help them sum it all up without confusing who is who, the students are asked to complete a worksheet at the end of each nine-week quarter. They ARE expected to use the lessons to answer the questions! The worksheets are similar to the exercises but vary in length and depth.

Step #10 — Semester Tests

At the conclusion of each semester, the students are given a long test. The test covers material just from the previous two quarters studied. The semester tests vary from the quizzes only in length. Each semester (which is two quarters, or half of one school year) covers one major time period.

There are ultimately eight time periods to study in *The Mystery of History*, spanning four volumes. Each volume contains two time periods. For planning purposes, this is the sequence of the volumes.

- | | |
|--|---------------------|
| 1. Volume I: Creation to the Resurrection | Creation—c. A.D. 33 |
| 2. Volume II: The Early Church and the Middle Ages | c. A.D. 33–1456 |
| 3. Volume III: The Renaissance, Reformation, and Growth of Nations | 1455–1707 |
| 4. Volume IV: Wars of Independence to Modern Times | 1708–2014 |

Step#11 — Supplemental Reading

Though I've sought to make *The Mystery of History* a “complete” curriculum, it's utterly impossible. There is always more information to be found than what is contained here. For that reason, I've provided a section in the Appendix titled “Supplemental Books and Resources.” None of these additional books or resources is required to complete this course, but I do hope you find more for your students to read or to view. (For high school students, more reading is expected to round out this course to a credit.) Listed are picture books, nonfiction and historical fiction books, biographies, classics, primary source materials, and numerous quality films to complement your studies of ancient times. Of course, as this list is extensive, I have not had the opportunity to read or view every resource listed. Please preview all materials for their suitability for *your* family or classroom.

Step #12 — Student Notebooks

Besides *The Mystery of History* book, which students and teachers use together, each student should have their own Student Notebook in the form of a three-ring binder. I recommend a 2-inch-wide binder to begin with. Ideally, this binder will need to be replaced with a wider one if the student continues with other volumes and adds to his previous work. This notebook should contain eight dividers, one for each of the seven continents and one for miscellaneous items. As students complete an activity or map that is on paper, they file it under the appropriate continent.

Subsequent dividers can be made out of regular notebook paper and labeled with individual country names, such as “China” or “Ancient Greece.” I often tell the student to file a project under the continent name and the country name, for instance, “Asia: China” or “Europe: France.” I want the student to sincerely “own” the notebook as a scrapbook of his or her studies. In it, students will file maps, reports, photos of activities, and some exercise pages. It would also be a great place to file pictures of family vacations and brochures from special places.

Step #13 — Grade Record

For those of you who will be keeping grades for this course, I have provided a convenient grade record sheet just following a section titled “The X File: Tips on Grading.” I hope the grade record sheet and my further notes on education will be useful in your preparations.

This concludes our look at the steps of the curriculum contained in this volume. But there is more to *The Mystery of History!* Due to the popularity of this program, several amazing products have been created in recent years to enhance and extend your studies. Available on my Web site, and on that of my publisher, they include:

- ◆ **CD of Reproducibles** — For your convenience, a CD of “reproducibles” has been created by Bright Ideas Press. It contains the items you are likely to print for multiple students. With the click of a mouse, you can print quality maps, quizzes, and more from your home or classroom computer in the exact amount you need.
- ◆ ***The Mystery of History* Audio Book** — Using a newly mixed CD audio set, you can listen to the stories of Volume I through the voice of the author. With text in hand, you can read along as I personally narrate the stories. Without the text, you can relax and listen as I speak directly to you and your students. Beautifully mixed background music adds life, drama, and more meaning to these timeless historical lessons. (A non-music version is available in an MP3 format. See *The Mystery of History* Web site for details.)
- ◆ ***The Mystery of History* Coloring Pages (available as a download)** — Students of all ages will enjoy these beautifully designed coloring pages. Each page of the 36-page set has been expertly drawn to capture one week of lessons in a unique collage of outline figures. (This set goes well with *The Mystery of History* Audio Book, as students can listen and color at the same time!)
- ◆ **Folderbooks (also known as Lapbooks™, Shutterbooks, or Project Books)** — These are visually appealing paper/cardstock keepsakes that students can cut, fold, color, and assemble as part of their studies. Folderbooks are especially helpful to the visual and kinesthetic learners, who better grasp concepts that can be felt, seen, and organized. Bright Ideas Press Folderbooks, designed by Stacey Lane exclusively for *The Mystery of History, Volume I*, are easy to assemble, provide a review of lessons, and contain quality artwork, whether students color individual pieces or not.
- ◆ **Enrichment4You Art Pak** — This CD-ROM craft pack contains eight exquisite historical art projects to complement Volume I. Students will fossilize a fern, sculpt a Sumerian relief, create a working ancient oil lamp, construct a 3-D Greek facade, arrange a Roman mosaic, and more. Beautifully illustrated mini-lessons, along with directions,

coloring pages, and materials list, are provided for each project. (*Supplies are not included.*) These supplemental projects are most suitable for middle and older students.

- ◆ ***Illuminations Year 1*** — Bright Ideas Press has now branched into Language Arts, Fine Arts, and more with the creation of *Illuminations Year 1*. Using *The Mystery of History, Volume I*, as its spine, this complete Language Arts program includes rich and inspiring schedules for Bible, Literature, Humanities, Geography, and much more. Designed for two levels (3rd–8th grade or high school), *Illuminations Year 1* covers all subjects except mathematics for a Comprehensive, Classical, Christian education.

For additional resources, encouragement, fellowship, or questions to the author and publisher, please visit any of *The Mystery of History* and *Illuminations* Yahoo! support groups. To subscribe, visit:

Volume I: <http://groups.yahoo.com/group/MysteryofHistory1/>

Volume II: <http://groups.yahoo.com/group/MysteryofHistory2/>

Volume III: <http://groups.yahoo.com/group/MysteryofHistory3/>

High School: <http://groups.yahoo.com/group/MysteryofHistoryHighSchool/>

Illuminations Year 1: <http://groups.yahoo.com/group/Illuminations1/>

Illuminations Year 2: <http://groups.yahoo.com/group/IlluminationsYear2/>

III. Suggested Schedules and Adaptations

Younger Students

For those whose oldest students are still in the kindergarten-to-3rd-grade stage, I would consider choosing two to three lessons a week to read and doing one to three corresponding activities. (The curriculum would last more than one year at this pace.) Some children with shorter attention spans may prefer one small bit of work a day. That could mean reading the lesson one day and doing the corresponding activity the next day. I would not necessarily suggest that Younger Students take pretests or complete the exercises or the quizzes unless they are particularly inclined to sit-down work. The questions of the pretests, exercises, or quizzes could be skipped altogether or presented orally instead and kept “fun” like a game show. Memory Cards could be made by the teacher and pulled out for games or drills.

Timeline figures could be made for favorite figures in history, but not for all. Maps could be done on an “as-interested” basis. Many of the geography skills involve only “finger mapping,” meaning that a student finds a spot on a globe or map with his finger but is not required to transfer this information to paper. These exercises would be very appropriate for children to learn about the basic makeup of their world without stressing them out over more paperwork.

To summarize, here might be a typical week for a family with the oldest child being the age of kindergarten up through 3rd grade.

Monday	Tuesday	Wednesday	Thursday	Friday
Oral Pretest; Listen to the reading of Lesson 1	Activity 1	Listen to the reading of Lesson 2	Activity 2	Color or write Memory Cards; Build a Folderbook

Another variation:

Monday	Tuesday	Wednesday	Thursday	Friday
Oral Pretest; Listen to Lesson 1; Activity 1	No history	Listen to Lesson 2; Activity 2	No history	Work on timeline figures and/or simple mapping

Another variation:

Monday	Tuesday	Wednesday	Thursday	Friday
Listen to Lesson 1	Listen to Lesson 2	Listen to Lesson 3	Choose only one activity from the entire week	Work on timeline figures and take an oral quiz

Middle and Older Students

For the family who has the oldest child in 4th–8th grade, a schedule for Week 3 might be as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Review previous lessons with Memory Cards; Pretest; Read Lesson 7; Activity 7	Read Lesson 8; Activity 8; Supplemental reading from book list	Read Lesson 9; Make Memory Cards	Review day to include timeline and mapping; Do quiz or exercise	Off day for co-op or supplemental reading from book list

The activities may be skipped sometimes, as in the example above on Wednesday. The other activities are chosen based on what is best for the 4th–8th grader as well as any younger siblings. If the activities are simple, a family may have two children doing a fun, hands-on project and two working on more challenging research — whatever accommodates the family as a whole.

Another sample week (that fits what we most often did) would look like the one below. We preferred separate days for science and history. Our supplemental reading was spread out sporadically through the week, depending on our course load.

Monday	Tuesday	Wednesday	Thursday	Friday
Review previous lessons with Memory Cards; Pretest; Read Lesson 7; Activity 7	Science Day (no history)	Read Lessons 8 and 9; Choose one activity from Lesson 8 <i>or</i> 9; Make Memory Cards	Science Day (no history)	Review day to include timeline and mapping; Do quiz or exercise

Older Students

I define Older Students as primarily those from 9th grade and up. This means that most Older Students are seeking to count *The Mystery of History* as a credit for high school. It can be done. Allow me to elaborate on credits.

In high school, a “credit” is a unit of measurement. A credit usually reflects the number of hours needed to complete a course of study. An acceptable high school credit ranges from 135 to 180 hours of instruction per school year. For example, a science course that meets 4 days a week (for an hour each day) would provide a student with 144 hours of instruction in a 36-week school year. This course would receive one “credit” on a high school transcript. A drama course that meets only 2 hours a week for 36 weeks would provide a student with only 72 hours of instruction. In that case, the drama course would receive a “half credit” on a high school transcript. In most states, high school history requirements include:

World History	1 credit
American History	1 credit
Government	½ credit
Economics	½ credit
Total	3 credits

World history, by definition, can be the study of any time period of history, ranging from ancient times to modern times. It is not necessarily the entire history of the world in one course. Therefore, a student may choose any volume of *The Mystery of History*, or more than one volume, for their world history studies. For example, on a transcript, Volume I may be recorded as “Ancient World History.” Volume II could be listed as a study of “The Early Church and the Middle Ages.” Volume III could be a study of “The Renaissance and Reformation.” These are broad definitions of the time periods covered. Bright students may choose to use two volumes of *The Mystery of History* in one school year by reading the lessons at a rapid rate and choosing activities accordingly.

Calculating a high school credit for any volume of *The Mystery of History* is easy. To meet the minimum requirement of 135 hours of instruction in a 36-week school year, a student would need to spend 3.75 hours per week on the course. To meet the maximum of 180 hours of instruction, a student would need to spend 5 hours per week on the course. An average of those figures would require a student to spend 4.3 hours per week on the course to qualify as a standard “credit.” To simplify your planning, round that figure to somewhere between 4 and 5 hours per week, giving more time or less time as your schedule dictates.

The basic course can be completed in 1 to 3 hours per week, depending on the ability of the student. This includes pretests, lessons, timeline work, mapping exercises, quizzes, exercises, and semester tests. Students working *without* younger siblings (homeschool or private school) may arrange the basic course any way that suits their needs. For example, independent students may prefer to read all three weekly lessons in one sitting and the review pages on another day, freeing up the rest of the week for additional reading and activities. A homeschool high school student working *within* the confines of a family with younger siblings would do better to read the lessons at the same pace as the family and spread additional readings and activities in between the lessons. It will be easier on the family to be at the same pace.

No matter how the student completes the basic course, the high school student should then look at doing a combination of two things to meet the requirements of a credit. These two things are Additional Literature and Older Student Activities.

1. Additional Literature. As mentioned earlier, books and films are recommended in the Appendix to challenge students to a higher reading level and to broaden their studies. Classics, original works, nonfiction, and historical fiction are all included. This resource list is ever growing and being added to by other MOH users on the Yahoo! discussion group for high schoolers. Visit:

<http://groups.yahoo.com/group/MysteryofHistoryHighSchool>

Original works in literature are highly recommended and will be most satisfying and challenging to those bent toward a classical education. Older Students should pick and choose additional literature according to their interests and needs.

If a student struggles with this added component, I recommend structuring the reading assignments with deadlines and points for completion. Even avid readers may benefit from such a structure. You know your student(s) best. Do your part to help set them up for success with whatever tools of accountability will be most effective.

2. Older Student Activities. Unlike Younger and Middle Students, Older Students should be “required” to complete a number of activities through the school year with a grade to reflect performance and completion. The number of activities may be determined by student and teacher, depending on the difficulty of the activities chosen and the time it will take to complete them. Remember, students are trying to put in at least 4 to 5 hours of study per week to meet the requirements of a credit. **Choose activities that will fit this criterion.** In some months, students may choose one large project. In other months, they may work on several small ones. Enjoy the flexibility to craft this course to suit the interests of your student.

In grading activities, I suggest you use a scale of 1 to 100, giving points for various elements of the project. For example, on a large research project, out of 100 points, a student may earn 10 points for neatness, 30 points for content, 20 points for research, 20 points for oral presentation, and 20 points for timeliness. This point system naturally rewards students who are willing to work hard, regardless of their abilities. These grades can be factored along with the accumulation of quizzes, exercises, worksheets, tests, and reading assignments to give a fair grade for the course.

This concludes my Letter to the Teacher. I hope this lengthy letter will help you feel prepared and inspired to teach. Please be encouraged to know that I pray regularly for the students, teachers, parents, grandparents, and friends who join me in *The Mystery of History*. It's my privilege to write for you.

For the Sake of the Mystery,
Linda Lacour Hobar

Methods of Education

There are numerous models and methods of education that are popular today. By that I am referring to various “approaches to education” that would include Charlotte Mason style, classical education, eclectic, traditional textbook teaching, unit studies, “unschooling,” and so on. I like to look at methods of education this way: Each method may be viewed as a “toolbox.” The toolbox of your preference holds together — or pulls together — all the things you generally refer to as “school.”

With that thought in mind, *The Mystery of History* series in and of itself is not any one method of education, because it is a single subject. *The Mystery of History* is a course in world history. So I prefer to view each volume in the series as a “tool” that can be added to *any* toolbox! Whether you are a relaxed unschooler, a traditionalist, a classicist, a Charlotte Mason fan, or a compilation of many styles, *The Mystery of History* can be an effective part of your method. The series can stand alone or serve as a spine for your other studies in the setting of homeschool, private school, co-op, or other.

I will say, however, that *The Mystery of History* strongly lines up with a classical approach to education. For that reason, I want to share more about that method for those who are just beginning to define their methodology.

A classical education is one that is language-centered, which means that students will do great volumes of *reading, listening, and writing* to learn. Furthermore, a classical education observes three stages of training the mind. The three-stage process is called the “trivium” of learning. I will briefly describe each.

Stage one is referred to as the **grammar** stage. It would primarily describe children in kindergarten through 3rd or 4th grade. The authors of the book *The Well-Trained Mind* consider these ages as those that are most **absorbent**. They believe it is not so much a time of “self-discovery” as it is the accumulation of new ideas, new words, new stories, and new facts.

Stage two is referred to as the **logic** stage because children of this age group are beginning to process information they’ve obtained and to **question** it. This group would include 4th and 5th graders through about 8th grade. The reason that students begin to ask more “why” questions at this stage is that their ability to think abstractly has been further developed. They should begin to process things more logically.

The third stage of the trivium of learning is referred to as the **rhetoric** stage. These are students from about 9th grade up. By this stage, students should be **applying** information that has been learned and assimilating that knowledge into a belief system.

In summary, the grammar student absorbs information, the logic student questions information, and the rhetoric student should be able to analyze or defend information. Of course, these stages are only generalities. Learning styles, personalities, and maturity can certainly affect the way any student learns.

The Mystery of History Through the Trivium

In this curriculum, I have considered the trivium of learning and worked to incorporate it throughout. The following paragraphs describe how this has been done for each stage.

The Grammar Stage. I believe the *reading* of the lessons (or having them read out loud by another) is the primary source of absorbing new information for these students. The activity is then designed to be fun and to reinforce what they have learned. This student may be interested in the activity for either “Younger Student” or “Middle Student.” The Memory Cards will be especially helpful in capturing the new information the student has learned, even if it is in the form of coloring a picture of the lesson or giving single key words for the teacher to write on a card.

The Logic Stage. Again, the reading of the lesson is the primary source of absorbing new information. However, these students will find that the “Middle Student” and “Older Student” activities force them to a more in-depth handling and processing of the information. Some activities are merely fun, whereas others are designed to be thought-provoking. The biweekly exercises and quizzes complement the handling of the material when the student is required to make lists, compare dates, and so forth. Memory Cards will be essential in summarizing and organizing what the student has learned.

The Rhetoric Stage. This begins for most students in high school, but I know there are some mature 6th through 8th graders who are ready to touch on this level of interpreting and applying information. Therefore, some of the “Older Student” activities were written with them in mind. Many of these activities are research-oriented or at least require further reading and writing. I wrote many of the activities for Older Students with the hope of developing a strong Christian worldview in a student. I especially want the Older Students to grow in the field of Christian apologetics and become masters at expressing thought.

The Value of Repetition

One last aspect of classical education is the process of repeating the presentation of some material at each level of the trivium, so that students grasp the material with an increasing depth of understanding. In other words, a good classical education would provide information to a student in the younger years, repeat it on a higher level in the middle years, and repeat it again at an even higher level of learning in the older years.

Not all curricula will fit that mold. My hope is that *The Mystery of History* will. Here are some ideas for moving them through the years.

Younger Students. If you are starting with Younger Students, I would hope that they could cover Volumes I to III of this course between kindergarten and 4th grade. (This means spreading the books out to last more than one year and reserving Volume IV for older years.) In an ideal scenario, students should cover Volumes I to III before starting American history studies (or other nation of origin). For Americans, the study of the Reformation in Volume III is an ideal launching pad for appreciating the freedom of religion that was on the minds of the founding forefathers! Of course, Volume III is still rather hard for Younger Students and will need to be scaled back, but even parts of the book will lay a nice foundation for American history. For any volume, I would hope that for Younger Students the pressure would be low on the written work but high on listening and reading the lessons and high on doing some of the activities for enrichment and enjoyment.

Middle Students. Ideally, a Younger Student who grows into a Middle Student will repeat *The Mystery of History*, Volumes I through III, and ADD Volume IV between the years of 4th grade and 8th grade as a true **day-to-day curriculum**. That would include pretests, lots of activities, all the quizzes, use of the Memory Cards, mapping, and timeline work. These are the easiest years to use *The Mystery of History* as the components are perfectly suited to this age group. However, the contents of Volumes III and IV may prove difficult for some students at this age and require scaling back by the teacher. This can be done by reading half a lesson at a time and pausing a day to absorb it before moving on.

Older Students. Last, a high school student could once again repeat *The Mystery of History* series in part (or for the industrious, as a whole). Most high school students are required to complete one credit of world history (two credits is a bonus). A student could choose to repeat any one volume of the series (or choose more than one) and count it as a high school credit if supplemented with additional literature and the completion of a substantial number of activities. Most high school students could easily manage Volumes I and II together in one year at a fast pace, picking and choosing areas of further study along the way. Volumes III and IV, however, will be harder to complete in one year together and may be full enough to each stand as a complete credit. Details of counting high school credits can be found in my “Letter to the Teacher.”

Scope and Sequence

Multiple variations exist for scope and sequence of history. For American students wishing to incorporate American history, it will fall *best* after Volume III and before Volume IV as a one- or two-year course. Here are just a few possibilities. (“Younger,” “Middle,” or “Older” in parentheses refers to the activity level of the students.)

Elementary School				
Grade Level	Variation 1 (With 2 years of Am History)	Variation 2 (With 1 year of Am History)	Variation 3 (Waiting to start MOH until 1st grade)	Variation 4 (Spending 2 years each on Vols I & II, starting in 1st grade)
Kindergarten	Vol I (Younger)	Vol I (Younger)	No history	Am History (on a light note)
1st Grade	Vol II (Younger)	Vol II (Younger)	Vol I (Younger)	Vol I, Semester I (Younger)
2nd Grade	Vol III (Younger)	Vol III (Younger)	Vol II (Younger)	Vol I, Semester II (Younger)
3rd Grade	Am History (Part 1)	Am History (Full course)	Vol III (Younger)	Vol II, Semester I (Younger)
4th Grade	Am History (Part 2)	Vol I (Middle)	Am History (Full course)	Vol II, Semester II (Middle)

Middle School				
Grade Level	Variation 1 (Going straight through all four vols)	Variation 2 (Reserving Vol IV for high school)	Variation 3 (Repeating Vols I to III & reserving Vol IV for high school)	Variation 4 (Introducing Vol IV in middle school & squeezing Vols I & II together in 8th grade)
5th Grade	Vol I (Middle)	Vol II (Middle)	Vol I (Middle)	Vol III (Middle)
6th Grade	Vol II (Middle)	Vol III (Middle)	Vol II (Middle)	Am History (Full course)
7th Grade	Vol III (Middle)	Am History (Full course)	Vol III (Middle)	Vol IV (Middle)
8th Grade	Vol IV (Middle)	Vol I (Middle)	Am History (Full course)	Vols I and II (reviewing Vol I and focusing more heavily on Vol II)

HIGH SCHOOL				
(Assuming the required 3 credits of 1 year of American history, 1 year of world history, ½ year of government, and ½ year of economics. In most cases, having any more than 3 credits of history is optional.)				
Grade Level	Variation 1 (Using Vols I & II for required world history credit)	Variation 2 (Using Vols II & III for required world history credit)	Variation 3 (Using Vol IV for required world history credit)	Variation 4 (Using Vol III for required world history credit)
9th Grade	Am History (1 credit)	Vols II & III (Older) (1 credit)	Vol IV (Older) (1 credit)	Vol III (Older) (1 credit)
10th Grade	Gov't/Econ (1 credit)	Am History (1 credit)	Gov't/Econ (1 credit)	Am History (1 credit)
11th Grade	Vols I & II (Older) (1 credit)	Optional credit: Vol IV	Am History (1 credit)	Optional credit: Vol IV (Older)
12th Grade	Optional credit: Vol III, Vol IV, or both (Older)	Gov't/Econ (1 credit)	Optional credit: Repeat of Vol I, Vol II, or Vol III	Gov't/Econ (1 credit)

Bloom's Taxonomy

I also want to elaborate on "Bloom's Taxonomy." Benjamin Bloom was an educational psychologist in the 1950s. He helped educators identify six different classifications of learning. They range from lower-level learning to higher level in this order: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Interestingly, in his study, Bloom concluded that 95 percent of all test questions in the average classroom required students to think only at the lowest level of learning, that of recalling information. He observed that higher thinking skills were not being required of students.

I want you to know that I've kept Bloom's theories in consideration when writing my material. But I don't feel I solved the problem through my tests. You will notice that they, too, are primarily focused on the recall of information. That was intentional. I want the students to review over and over again the many characters they have studied.

However, in an attempt to require higher-level thinking, the *activities* I created after each lesson were designed to challenge the students' minds to apply, analyze, synthesize, and evaluate information. The broad choice of activities will hopefully appeal to a wide range of learning styles and keep students interested.

Final Reflection

This concludes my portion on methods of education. But I don't want to close without encouraging you above all else to follow the Lord's model of education! He instructed the Israelites to teach His words this way:

You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates. (Deuteronomy 6:7-9)

Jesus, in His earthly ministry, taught by way of example, telling parables and stories, asking questions, and using object lessons. I believe the Lord Jesus Christ stands as our greatest model of a teacher, and I pray you seek Him as your ultimate guide in educating your students.

Memory Cards

I. Purpose and Use of the Cards

Memory Cards are homemade flashcards. I suggest that students write one card for every lesson and keep the cards stored in a box, wrapped in a rubber band, or inserted in a two-ring “mini-binder” for later review. Students in a family setting can “share” the making of the cards to create one set for the entire family to use.

To be honest, most students are resistant to writing these cards but find that once they do, the cards are fun to drill with. Of course, there is a great value in making the cards that the students usually can't appreciate. The value is in teaching them to summarize main points, articulate the lesson in their own words, and practice writing their thoughts. Is this too much for some students? Absolutely! Memory Cards are going to vary from student to student and look different for each age group. Let's address each age group and what might be appropriate for them.

A. Younger Students

It may be advantageous for a parent or teacher to create Memory Cards for young students that are blank on the back. Yes, blank! It may *only* be necessary for young ones to see the title of a lesson on the front of the card (written neatly by the teacher) and use this prompt as a lure to remember some main points. For the non-reader, the teacher may attach a timeline figure to the front of a card for quick identification. Whatever the case, Younger Students do not necessarily need to write out any main points on the back of their cards. Good writers will want to, but they don't have to.

I would recommend that from time to time (once a week or so), the teacher pull out the cards and sort through them randomly with the students, asking questions about what the students might remember of the lesson (from a title or a picture). If they remember a simple point, that is enough. If students want to retell you the whole story — well, get comfortable with a cup of coffee. Some students will enjoy telling you everything they remember. Students at this stage are primarily absorbing a lot of new information — don't expect them yet to connect the lessons together.

There are endless variations for these cards. Some Younger Students will enjoy illustrating cards with their own artwork. For them, larger index cards (4 by 6 inches or 5 by 7 inches) may prove to work much better, particularly those that are blank. Five-by-seven cards fit nicely in small binders. With or without these cards, students may choose to construct Folderbooks (made exclusively by Bright Ideas for *The Mystery of History*), scrapbook pages, or notebook pages for the lessons.

Coloring pages are immensely popular at this age. Bright Ideas Press has recently released a beautiful set of 36 coloring pages made for Volume I! Or, if you have Amy Pak's timeline figures on CD-ROM, it is possible to enlarge these up to full-size coloring pages. For many students, coloring pages are enough to replace Memory Cards and timeline figures.

You know your students best. Very young children may skip Memory Cards altogether and instead make them the *next* time they go through the material.

B. Middle Students

Students of this age should highly consider making Memory Cards (not necessarily their own set, but contributing to a set made by the whole family). Most are ready to write the title of the lesson on the front of their card and write information *about* the lesson on the back. What kind of information? I think it depends on the student. If you have a hesitant writer who is overwhelmed with writing across the board, you may choose to scale down the writing of Memory Cards until he or she matures. It may be enough for this student to write bullet points, phrases, or single-word associations on the back of the card. Even without much information on the back of the cards, they can still be used for drills.

On the other hand, Memory Cards could be a perfect bridge to teaching Middle Students to seriously practice the skill of summarization and/or narration. If your Middle Students are ready, challenge them to write complete sentences to create full paragraphs. (Lined cards will work best.) For ideas on content, have students consider a typical encyclopedia entry. Have them note how fact-filled and brief most entries are. This is a good start on which they can pattern their cards. Or they may simply follow the standard report of answering “Who, What, When, and Where.” (The “Why and How” can be reserved for Older Students.)

But for more enjoyment of the cards, challenge the students to write creative things on their cards by pulling out random, interesting facts from lessons. For example, the Phoenicians made a purple dye from dead snails that smelled awful. That fact is not pertinent to the story, but it is easy to remember because we can imagine the smell. And actually, the trade value of the dye was significant to the prosperity of the Phoenicians!

Whatever information makes it onto the cards, use it! At least once a week, if not every day that you use the course, use the flashcards for drill work. Flip through the cards randomly, asking students to spit out a fact or two that they remember reading or writing down. Question them *orally* on the significance of the lesson and/or its correlation to other parts of history. (Students of this age may not be ready to *write* these kinds of conclusions, but they are ready to articulate them out loud.) It is fun, too, to trade roles and allow the students to drill the teacher. My children were just competitive enough that they truly enjoyed our review time as they sought to outdo their siblings with trivia.

As with Younger Students, variations to the cards can be endless. Many choose to replace the cards altogether with Folderbooks (made exclusively by Bright Ideas for *The Mystery of History*), scrapbook pages, notebooking, or coloring pages. The coloring pages created by Bright Ideas Press are not the least bit juvenile and may be enjoyed by many ages.

C. Older Students

Obviously, Older Students should take the writing of Memory Cards most seriously. They should be able to articulate a few main points of each lesson on a card AND as a bonus, write a sentence on the significance of the event or its correlation to other events. In other words, after summarizing “Who, What, When, and Where,” Older Students should contemplate the “Why and How” of the lesson. How did this event or person influence history? Why did this event or person have such an influence? These types of bonus sentences will be the hardest to come up with and may take some time to draft. Be patient! It may take time for some students to draw conclusions with depth, but hopefully they’ll get there with your help. Use these cards to refine student abilities. As with Middle Students, use the cards to drill your Older Students. But keep it fun. For them, the highest value is in *making* the cards, not in drilling with them. So, keep the drills light. Drills may in fact “feel” too juvenile for some Older Students. Be sensitive to their maturity.

II. Format of the Cards

The front of the card is simply the name of the lesson as listed in the Contents. (A color code is suggested below for using different-colored markers to identify time periods.) For neatness, efficiency, and consistency, I chose to write the lesson titles in bold-colored markers for my students well before they were needed. You may choose to do the same, especially if Younger Students are involved. It might be helpful if the back of the card contained the following four items (but these are optional):

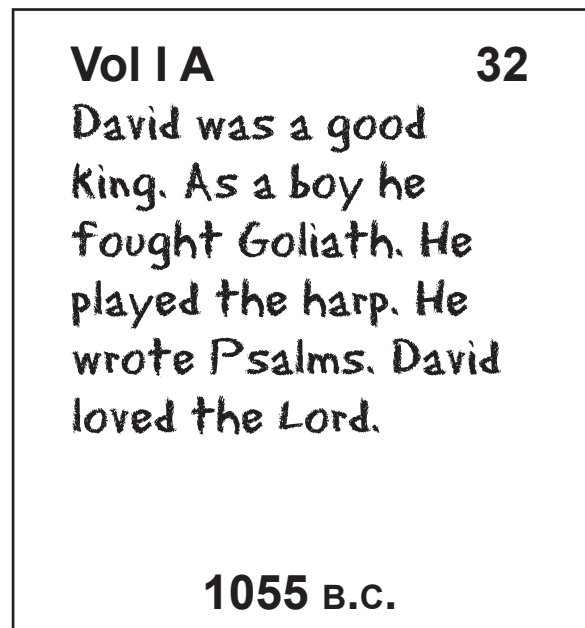
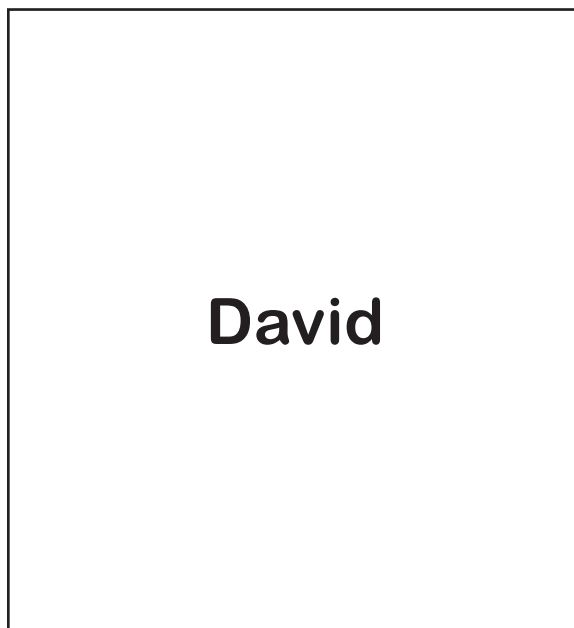
- ◆ The upper left corner could give the volume number and either an “A” or a “B.” An “A” refers to the first semester or first time period of that volume. A “B” refers to the second semester or time period of the same volume. Each volume will cover two time periods of study. This might be done ahead of time by the teacher.
- ◆ The upper right corner could give the number of the lesson as listed in the Contents and on the lesson page itself. Teachers may opt to do this ahead of time as well.
- ◆ The middle of the card allows ample space for a simple summary of the lesson. (I suggest pencil for this to remedy mistakes and because markers will be too broad.) Beginners may choose to narrate their sentences to the teacher, copy sentences from the lesson, or create their own. Middle and Older Students should be able to put their own thought into the summary — perhaps with some prompting by the teacher. I encourage the use of the text as a reference.
- ◆ The very bottom of the card could give the date of the lesson or its approximate time span. It’s probably a good idea to allow the student to copy this from the lesson for reinforcement.

Color-coding the cards is one way to quickly identify time periods. It’s not necessary for the success of the cards to color-code the titles, but keep in mind that if your students stay with *The Mystery of History*, they will one day have about 400 cards to keep straight — so you might

want to consider the color-coding now! If you are choosing to color-code them, you can follow my suggested color scheme below (or make your own).

◆ Volume I-A	Creation and Early Civilizations	Dark green
◆ Volume I-B	The Classical World	Red
◆ Volume II-A	The Early Church	Light purple
◆ Volume II-B	The Middle Ages	Gray
◆ Volume III-A	The Renaissance and Reformation	Light green
◆ Volume III-B	The Growth of Nations	Dark blue
◆ Volume IV-A	The Struggle of Mankind	Dark pink
◆ Volume IV-B	Mankind's Hope in Christ	Black

The following are samples of what might be expected from Younger, Middle, and Older Students, respectively.



David

Vol I A

32

David was the second king of Israel. As a boy, he killed Goliath and played the harp for Saul. Saul became his enemy, but David cared for him and cried when Saul and Jonathan died. David followed Saul as king. He was not perfect, but he loved the Lord and was sorry when he sinned.

1055 B.C.

David

Vol I A

32

Even as a boy, David had a calling on his life. He was anointed by Samuel; he killed Goliath; and he ministered to Saul. When Saul died, David grieved his death but went on to become one of the most beloved kings of Israel. We know much about the heart of David from the many Psalms he wrote of joy, pain, and suffering. The lineage of Jesus Christ can be traced to David.

1055 B.C.

III. Storing the Cards

Index cards can easily be kept handy using a rubber band or card box. But for using them as flashcards, I highly recommend storing them in a two-ring mini-binder or using a spiral-bound, index-card holder. These can be found in an assortment of shapes and sizes at most office supply stores. In whatever style you may find, most come with 50 cards. If using a mini-binder, you can buy additional predrilled cards or make your own out of ordinary index cards by using a standard three-hole punch. (The spacing of this hole punch will match.) Most mini-binders *will* hold 108 cards to match the number of lessons in this volume.



Wall of Fame Timeline Suggestions

As described in my *Letter to the Teacher*, the “Take Another Look!” Review for each week consists of adding illustrated timeline figures to the “Wall of Fame.” Because I receive so many questions about timelines, I want to elaborate rather extensively on suggestions for putting one together.

Understand first that there are many different methods for assembling attractive and functional timelines. I’ve seen them in notebooks, on walls, on butcher paper, wrapped around stairwells, mounted in bathrooms, and placed on pattern cutting boards (my personal favorite). The important thing is to make a timeline for your family or classroom that will work for you *this* year with *this* volume based on your students’ interests and the space you have available. Inevitably, students’ learning styles, interests, and abilities will change over the years (along with how much wall space you have!). It is conceivable that a large timeline on a wall or pattern cutting board might appeal to a visual learner or a younger student *now*. But this same student might prefer a timeline notebook in the future when he or she is older. I suggest you adapt your methods of keeping a timeline *as you go* rather than stress out over choosing *one* that will work for the next 5 to 10 years. Think one year at a time!

I bring this up because I know from experience that some of you *will* stress out (as I have) over starting a timeline. I, too, have been trying to create a perfect system that will work for years to come. It is a worthy goal, but I’m not yet sure if it is attainable. I have 16 years of homeschool experience to draw from, but at the time of this second edition of Volume I, I don’t have all the volumes written yet for *The Mystery of History*. So I suggest you plan a timeline for only *one volume at a time* and bear with me please, volume by volume, as I tweak, adapt, and modify my suggestions. I’ll elaborate now on my two favorite timelines — the pattern cutting board and the notebook. First, the pattern cutting board.

I. The Pattern Cutting Board

One great way to make a foldable, portable, attractive timeline is to use a pattern cutting board (also called a sewing board). These large pieces of cardboard can be found at fabric and craft stores. When held vertically, it is the *inside* of the board (the plain brown side) that serves as the backdrop for the placement of timeline strips and illustrated figures. I like this timeline because I can lay it on the floor while we’re working on it (for little ones to hover over); I can hang it on a wall to display our work and conduct drills (Photo 1), and I can fold it up and put it away when not in use. It is also easy to transport to co-op, Sunday school, Grandma’s house, or history fairs. When I can’t hang it from a wall, I can display it on a portable aluminum easel.



Photo 1

One plan, which I will call “Plan A,” follows my ideas for making your own decorative timeline figures as described on each “Take Another Look!” Review page. This plan might appeal to students who are artistically inclined, or who really favor hands-on work. There is a little bit of built-in fun as some figures require wrinkling, burning, tearing, etc. The work required to make these pieces helps students to remember curious details of the character or event at hand. Thus, the advantage of this plan is its built-in reinforcement and the personal satisfaction gained from all the hard work put into it. (Photo 2)

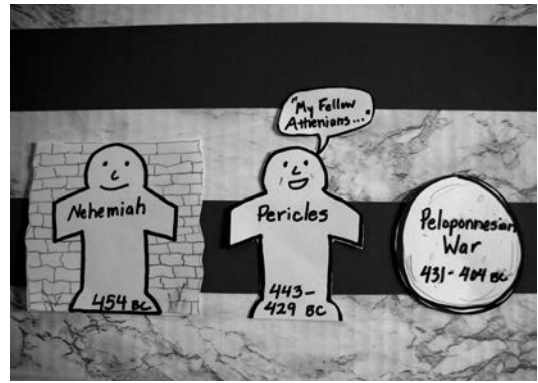


Photo 2

The other plan, which I will refer to as “Plan B,” uses the beautifully illustrated figures by Amy Pak from *History Through the Ages*. For your convenience, I reference these figures by name in italics on each “Take Another Look!” Review page. This plan might appeal to children who like to color, to older students, or to those



Photo 3

who are just too busy or bogged down to make their own figures. The advantage of this plan is that it is quick, easy, and visually attractive. (Photo 3) For effect, I chose to photocopy these figures on tan-colored paper to match the cover of Volume I. These could easily be left in black and white for students to fill in with colored pencils. Regardless of whether you use Plan A or Plan B, I suggest you set up a pattern cutting board or something similar using a cardboard “project board” or scraps of a refrigerator box. It’s a great visual. I recommend that families or classrooms share one board and build it together.

A. Preparing the Timeline Board

In my first edition of Volume I, I gave elaborate directions for setting up a pattern cutting board, which included *dated* strips. Timeline figures were added to the strips throughout the course. Since then, I have learned some things. Predating the strips requires a lot of preliminary work. And I found that my strips were blank in some places and quite jumbled up in others since we have no control over who lived when. (See Photo 4 for a peek at my original timeline, the one with “dated” strips. Because my children and I built it years ago, it



Photo 4

is still a precious keepsake!) But to remedy the jumbling problem, I experimented in later years with making a timeline with strips that are *not* dated at all. Rather, each *figure* added to the timeline is dated. It was a simple adjustment, but one that proved to make a very neatly organized timeline. I also found ways to make a cardboard sewing board more attractive by covering it with decorative adhesive paper. Last, I simplified everything by using packing tape or duct tape for the time strips rather than laminated poster board. Here are steps and materials to make these improvements should you so desire. (Compare Photos 1 and 4 to see my improvements.)

B. Materials Needed

- ◆ 1 foldable pattern cutting board. To my knowledge, there exist two brands of these boards. The *Wright's* brand, available at most Hobby Lobby stores, is the smaller of the two at 36 by 60 inches. The *Dritz* brand board, found at most Wal-Mart stores, is larger at 40 by 72 inches. (Photo 5) My directions will work for either, except that the larger board will give you much more space to work with and will require more than one roll of adhesive paper for covering.
- ◆ 1 to 2 rolls of self-adhesive, multipurpose decorative covering, more commonly referred to as *Con-Tact* paper. Purchase 1 or 2 rolls, depending on which cutting board you are using. Choose a color or motif of your liking. The marbled ones are a great choice.
- ◆ 1 roll of colored packing tape or duct tape (1.88 inches by 20 yards) to match your choice of adhesive paper.
- ◆ 1 yard of ropey cord or ribbon to make a closure for the board.
- ◆ 1 foot of clear adhesive tape (for securing the closure on the board)
- ◆ A yardstick
- ◆ Scissors
- ◆ A helper (I'm not kidding on this one!)

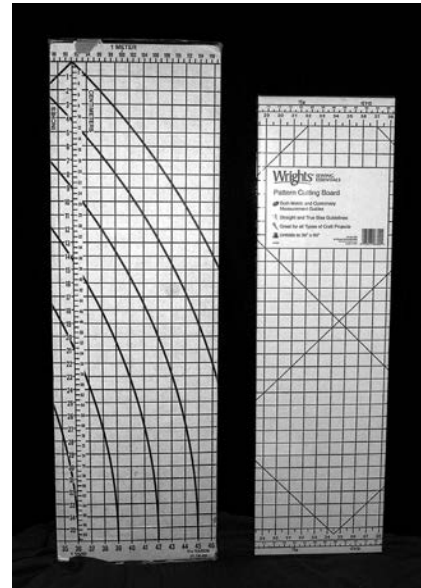


Photo 5

C. Covering the Board

(It will take approximately 45 minutes to complete this preliminary task.)

1. You will not want to begin this project without the extra hands of an older child or another adult to help you lay the adhesive paper. Otherwise, it will take you much longer to lay the adhesive paper without crinkling it. (I tried!)



Photo 6

2. Lay the pattern cutting board open on the floor. Unroll the adhesive paper, and measure a strip the width of your board (the short direction, not the long direction). Cut the strip, peel off the backing, and with your helper, lay down the adhesive paper. If it is crooked, or has folds, it will lift off for a second try. Repeat these steps for both the front and the back of the cutting board, overlapping each strip a few inches over the last. When you reach the ends of the board, it is easiest to stop the adhesive paper at the edge, rather than attempt to wrap it around the edges. The exposed edges of raw cardboard will not present a problem. (Photo 6)
3. With both sides of the board covered, some will find that the board is “tight” and hard to fold up. To correct this problem, use a sharp pair of scissors to “score” the outside of the cutting board in several places. By that I mean to run the scissors down a few outside creases to cut a slight gap in the adhesive paper. (Photo 7) It will cause a small part of the board to be exposed, which is why I suggest doing this on the outside rather than the inside. It is the *inside* of the cutting board that will serve as the place for placing all the timeline figures.
4. Open the cutting board so that the inside is facing up. It is now time to mark the places for the tape strips.
5. For the *Wright’s* brand cutting board: Use a yardstick and pencil to mark 2 inches, 4 inches, 6 inches, and 8 inches from the top of *each* panel on the edge of the cutting board. Make the marks evenly on both edges of the board. (Photo 8)



Photo 7

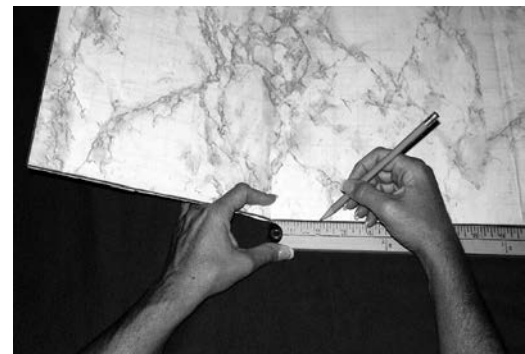


Photo 8

Unwind a length of duct tape or packing tape that will go across the width of the cutting board with a little length to spare. Carefully lay the tape strip down horizontally between the 2-inch mark and the 4-inch mark. The tape is fairly forgiving should you need to lift and reapply. Trim the excess. Repeat this step, laying down tape between the 6-inch mark and the 8-inch mark. You are laying two parallel strips on each panel. There will be 12 tape strips in all. (Photo 9)

6. For the *Dritz* brand cutting board: Use a yardstick and pencil to mark 2½ inches, 4½ inches, 7 inches, and 9 inches from the top of each panel on the edge of the cutting board. (Remember, this board is larger

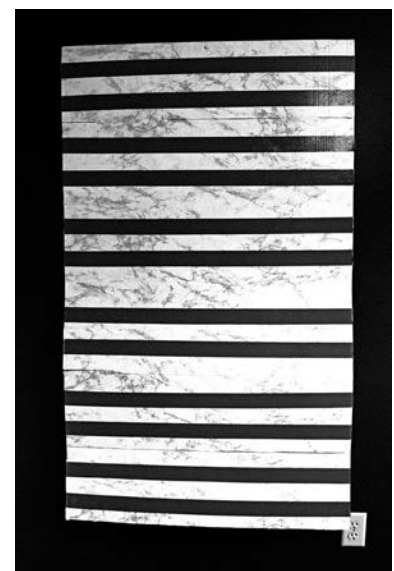


Photo 9

and requires the strips to be spaced farther apart.) Make these marks evenly on both edges of the board.

Unwind a length of duct tape or packing tape that will go across the cutting board with a little length to spare. Carefully lay the tape strip down between the 2½-inch mark and the 4½-inch mark. The tape is fairly forgiving should you need to lift and reapply. Trim the excess. Repeat this step, laying down tape between the 7-inch mark and the 9-inch mark. You are laying two parallel strips on each panel. There will be 12 in all.

7. To make a decorative closure for the board, fold it all the way shut. Mark the center point of the spine of the board. Find the middle of the length of one yard of ropey cord. Use clear packing tape to adhere the ropey cord at its middle to the center point of the spine of the board. (Photo 10) This cord can be tied and untied by students when getting the board out to work on it.
8. Last, I suggest that a title cover be attached to the outside of the board to identify its time period. It should read “The Mystery of History, Volume I. Creation to the Resurrection.” You might consider scanning and printing the cover of Volume I and attaching it with clear tape, as pictured here on a partially closed board. (Photo 11)



Photo 10

D. Preparing the Figures

Now that your board is assembled, remember that you have two plans to choose from for adding figures to your timeline. You can make your own figures following my suggestions (Plan A) or use pre-drawn figures from *History Through the Ages* (Plan B). I have a few tips for each.

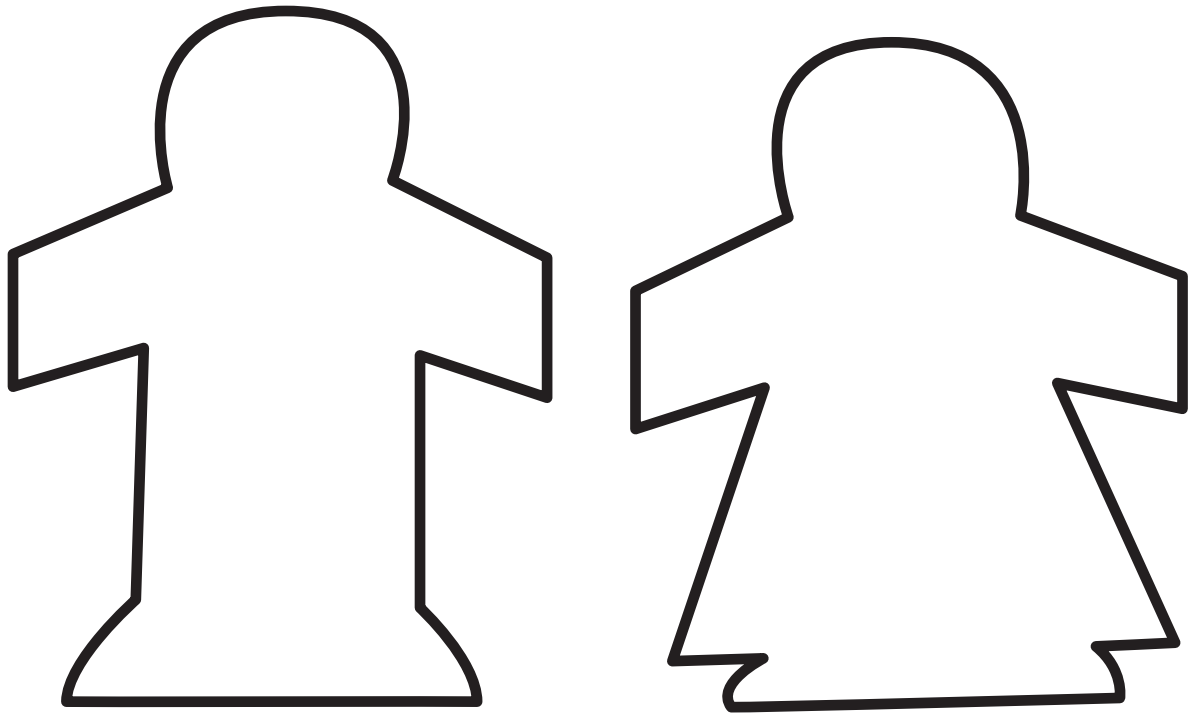
1. Plan A figures (making your own)

I find it easiest to make my own figures on white card-stock paper using colorful markers and pencils to outline and decorate with. Blank 3-by-5-inch and 4-by-6-inch index cards will work for most figures. On “Take Another Look!” Review pages, I give ideas for making and decorating your figures. (Feel free to elaborate!) Your children’s interest level may dictate how extensive you get on adding these details. I have certainly helped make several figures myself over the years to move my students along in the process.

When I request that students make a person, I have provided a pattern of a male and a female. I recommend that you photocopy these or simply trace the basic outline and cut it out. It would be wise to trace the pattern ahead of time for students, putting several on a page with ample space around each character. However, I would *not* cut out the patterns ahead of time because I often ask the students to add something to their



Photo 11



character (like a harp, a book, or a crown). In those instances, it is far easier for students to draw these items around the pattern, and *then* cut them out. Of course, not all the figures will be “people.” I will also ask students to make boats, mountains, documents, maps, and the like. (See Photo 2.)

If you make your figures approximately 2 to 4 inches by 2 to 4 inches, then you can get 9 to 11 figures per line, with possible space for adding other characters from other subjects you might be studying. Note, too, that occasionally I have the students add figures out of order, so please leave spaces or only tape them on loosely until the timeline is complete.

2. Plan B figures (using pre-drawn figures)

Rather than make your own figures, you may choose to use the pre-drawn ones from *History Through the Ages*. (See Photo 3.) These figures, which are a separate purchase, can be photocopied onto colored paper to match the theme of the time period or used as is. (Or you may purchase the figures on CD-ROM and choose to click and print the ones you need.) Students can color and/or cut out the figures prior to hanging them on the timeline. You can make this option as simple or as complicated as you want. Some students may even want to incorporate some of the creative ideas from Plan A into Plan B by decorating the pre-drawn figures with a few “extras.” For all of Amy Pak’s pieces to fit on the smaller pattern board (Wright’s brand), place about 12 figures per line.

E. Attaching the Figures

I found it most convenient to work on our timeline only once a week. Though some families prefer to make the timeline figures on the day that they study the corresponding lesson, I like to do the exercise later in the week as a means of bringing characters back to mind from days earlier. (And if I were to be perfectly honest, I like to “drag out timeline supplies” only one day a week instead of three.)

On review day, we usually needed to create just three figures, one from each lesson of the week. If using *History Through the Ages* figures, occasionally there is more than one figure for each lesson. Either way, after creating a timeline figure, we would tape it on at the appropriate place on the pattern cutting board. The timeline strips for Volume I run from the bottom up to help a student grasp that B.C. time is counted backward. (Future timeline boards will run from the top down. This makes sense when they are all lined up together.)

The first figures placed on the board will be from Lessons 1, 2, and 3 of “Week 1.” The following is an excerpt from Week 1 that indicates my suggestions for homemade figures (Photo 12) or pre-drawn figures (Photo 13). Please know that the *first* week of “making your own timeline figures” might take the longest because I do ask the students to create a figure for each of the seven days of Creation. So plan a little extra time at the start for this. Later on, things will go faster as I *usually* have students making only one figure per lesson.



Photo 12



Photo 13

You will notice in my sample below that for your convenience the names of Amy Pak’s pre-drawn figures are in italics. *Homeschool in the Woods* timeline packets include hundreds of figures — so this information will streamline your hunt for the figures that best correspond to *The Mystery of History*.

- ◆ **Creation (c. 4004 B.C.)** — Cut seven circles from cardstock or index cards (each circle being about 3 inches in diameter). Label the circles “Day 1,” “Day 2,” etc. Follow the Bible to draw on each circle something symbolic of what God created on each day of Creation. Line up these circles on the bottom (beginning) of your timeline. [From *History Through the Ages*, use *The Creation*.]
- ◆ **Adam and Eve (c. 4004 B.C.)** — Create the figures of Adam and Eve (using the template or pattern provided in “Wall of Fame Timeline Suggestions” in the front of this book). Write

the names Adam and Eve on your figures and give them each a gold cross to indicate that they are in the lineage of Christ. Add the date. If you are industrious, glue small leaves on the figures to represent the covering of nakedness that God provided. Place Adam and Eve just after Creation on your timeline. [Use *Adam and Eve* and also, if you wish, *Cain and Abel*.]

- ◆ **Jubal and Tubal-Cain (7 Generations After Adam)** — Use the template provided to create two male figures. Before cutting them out, sketch one figure holding a harp and the other an iron rod. Cut them out and label the figures properly. Place these on your timeline after Adam and Eve. Since we are not giving them an exact date, you may choose to write “7 Generations After Adam” on a small strip of paper. Attach the strip below both figures on your timeline. [Use *Jubal and Tubal-Cain*.]

My directions should be self-explanatory, and as stated before, they may serve as a springboard for your own ideas. I suggest that the rows of figures run from left to right as students work their way all the way up from the bottom of the board to the top. It is a great visual that helps students “see” their progress through the course by the growing number of figures that are added to their timeline.

As a final note, on the top center point of my timeline, I used a hole punch to create a hole just large enough so that I can “hang” my timeline on a nail on the wall while we are using it. (See Photo 1.) I highly recommend this if space allows. When not in use, your timeline board can be folded with the closure cord wrapped around it and tucked away behind a cabinet or under a sofa. From time to time, we made a game of searching for a character on the board or pointing blindly to a random character and asking the student to supply some information about him or her. Remember, your timeline may not turn out perfectly, but it is just one of many ways to observe and appreciate God’s marvelous hand in history. I hope you enjoy it!

II. Timeline Notebooks

In my opinion, mature Middle Students and most Older Students will find a wall timeline too juvenile for their taste. For them, I would strongly recommend building a timeline notebook. There are many on the market, or you can make your own out of a binder. But my personal favorite is the one designed by Amy Pak of *Homeschool in the Woods*, titled “History Through the Ages, Record of Time.” Amy has also created an affordable *Placement Guide* to show you exactly who needs to go where so that all her timeline figures will fit in the notebook. Both of these products, as well as timeline figures, are available on my Web site (www.themysteryofhistory.com). Or you can visit www.homeschoolinthewoods.com.

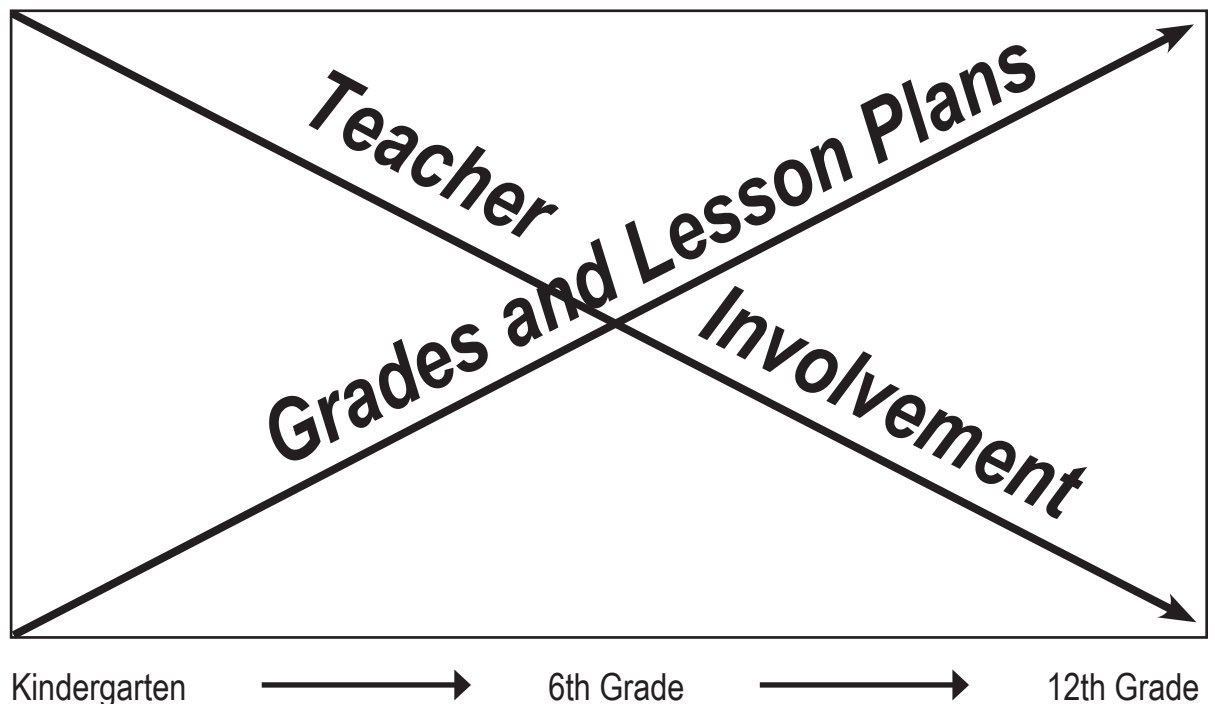
Students of my program may not be studying all of Amy Pak’s timeline figures (she has hundreds!). But they are there for your reference in the *Placement Guide* and may be of interest for your student to add.

The X File: Tips on Grading

To aid you in the philosophy of grading and record keeping, I have created a diagram that I hope you'll find helpful. As you can see, at the younger grade levels I believe that grading and daily lesson plans should be loosely kept. The main reason is that teacher involvement is naturally high. The teacher should know how well lessons are being grasped because of one-on-one interaction. Younger students need most things read and explained to them. Enjoy this time; it's rewarding to be directly interacting with their young minds. Their questions and perspectives are amazing.

On the other end of the spectrum, the older student should be well into studying independently. Therefore, grades and lesson plans are absolutely essential in giving them guidance and in knowing whether or not they are learning the material. Teacher involvement will be low because there are usually younger children to be taught and because ultimately, most homeschool teachers are "mothers." We are not necessarily biology teachers, algebra teachers, or Latin teachers. We can give guidance and help. But I have observed that successful older homeschool students are those who find that THEY must take the responsibility to learn. They become self-teachers, which is a great achievement in and of itself.

I believe the middle years are the more trying ones as teacher involvement naturally goes down and the need for grades and efficient record keeping goes up. Middle students need to be weaned from too much teacher involvement (assuming the student can read and follow directions), while at the same time they still need to be well taught! Too much help from a teacher can lead to students becoming lazy with their work and leaning on the teacher to get it done. Not enough help can lead to student frustration and poor understanding. It's a delicate balance requiring frequent adjustments because subjects vary in their need for teacher interaction.



To summarize, for younger students I don't feel it is necessary to keep "grades" per se, and my lesson plans are loosely kept to allow for creative bursts. For the middle student, however, I record grades in essential courses and maintain basic lesson plans. For the older students, I feel it is absolutely necessary to record grades and map out the work to be completed through detailed lesson plans. Thus a shift takes place from teacher to student as the diagram represents.

With that philosophy lesson behind us, let me give you a systematic plan for keeping the grades that you decide to keep. I don't mean to insult you, but I will be very specific. For some of you, this is new territory.

Beginning with the pretests, I would grade one just after it was taken, but I would not necessarily RECORD the grade. I would simply let the student take the pretest and grade it with a 100 if they are all correct. Or, give them a fraction on the top of the page made up of the number of questions answered correctly over the total number of questions on the pretest. For example, 6/8 means the student missed two questions. The purpose of the pretest is not to measure what they know. It is to spark interest.

For the quizzes, however, I would begin to record these grades and accumulate them. **The quizzes ARE designed to measure what they have learned.** First you have to grade them with a fraction to represent the number of questions answered correctly over the total number of questions on the quiz. For example, 14/18 means that the student missed 4 questions. If you punched those numbers into a calculator, you would do 14 "divided by" 18 "equals" 78. On a scale of 1–100, a 78 means something to a student. You may decide on your own grading scale as to what you believe is a fair letter grade. I keep it simple with 90–100 being an A, 80–90 a B, and so on.

As I go through the year, I choose to record the fractions, not the final letter grade. This is why. The fractions will automatically "weigh" the quizzes, tests, and worksheets fairly. You see, the worksheets and tests are longer, giving the fractions greater denominators. A test grade may look like 28/36. They missed far more than the earlier quiz I described. They missed 8 questions instead of 4. But, if you put 28/36 on a calculator, it also equals 78. The student answered more questions correctly because there were more questions! Hope you follow that.

Through the year I keep track of their fractions so that at any given time I can stop and calculate their present grade. I simply add ALL the denominators of the fractions and write this number down. Then I add ALL the numerators of the fractions and write this down. Next, I divide the numerator sum by the denominator sum and voila! I have a numerical grade that I can now give a letter grade based on my grading scale.

If you think that your student does not perform well on quizzes or tests, **consider stacking up his or her grade average with credit for lessons and/or activities.** If he reads his lesson, he could get a 10/10 to average in. If he completes an activity, give it a 10/10. If he gets sloppy on activities, give him less credit, like a 7/10. That will bring down his average, as maybe it should. Use the grades as you need them to motivate, reward, or discipline.

I like to use grades to reward hard work done, like reading, being creative, or having studied hard for a test. You can determine what to grade and when to grade and throw them all in the same pot for an average every nine weeks. At the end of this section, I have provided a grid on which to record grades. Some days may remain blank. If you have two graded pieces fall on the same day, just

record them together. Add the numerators and the denominators separately. They will average out the same.

In regard to special activities or **projects**, I recommend establishing a point system. For example, if your student is going to do a particularly hard project, make it worth 50, 75, or 100 points. Then break it down into values such as neatness = 10 points, creativity = 10 points, content = 15 points, research = 10 points, and so forth. Then your student might achieve 43/50 points on a special project, and that fraction can be averaged into his grade.

I do present my children with a **report card** every nine weeks so they know where they stand. This gives ample time for pulling up grades if need be. It is also a healthy tool for keeping family members informed as to how the students are performing.

I find this form of record keeping the least painful way to track the work my middle and older students are doing. For a student below 4th grade, I don't bother at all with the grade average. For middle or older students, I use this same method in all the courses that I keep grades for, such as spelling, math, and so on. I can quickly look at the grade record to see what the student has completed and what I have graded. I may only actually grade their work every week or so and at that time fill in a week of grades. But, with one glance at the grade record, I can pick up where I left off and stay on track.

I hope this peek into our homeschool experience has been helpful to you. By all means, modify as you need for your students. These are merely suggestions.



What Do You Know?

Pretest 31

Jeopardy! I provide the answers; you give me the right question for each from the list below. Draw neat lines in different colors to connect them.

1. Elephants

5. Paper

2. The Alps

6. Antiochus Epiphanes

3. Salt

7. Oil

4. Silk

8. Dedication

What Seleucid ruler sacrificed a pig on the Jewish altar?

What was the greatest trade item made by the Chinese?

What animal did Hannibal use to fight against the Romans?

What was miraculously provided at Hanukkah?

What mountains did Hannibal cross with his war elephants?

What substance was scattered across Carthage to ruin it?

What does the word "Hanukkah" mean?

What did the Chinese invent during the Han dynasty?

Hannibal, Elephants, and the Punic Wars

Far away from China at about the same time that Qin started the Great Wall, trouble was stirring between two important cities, **Rome** and **Carthage**. The city of Rome was determined to rule over the entire Mediterranean world. Carthage, however, wasn't going to let this happen very easily.

Carthage (KAR thij), an ancient city and state located in northern Africa, was a threat to Rome because it was in an ideal location for trading. Look on a historical map now and find both Carthage and Rome. They were really quite close to one another although they were on two different continents. Only the waters of the Mediterranean Sea separated them.

The fighting between these cities became known as the **Punic** (PEW nick) **Wars**. It was called that because the Romans used the word "Punic" for "Phoenicians." What do the Phoenicians have to do with it? Glad you asked that question. It was the Phoenicians of long ago who first settled the city of Carthage on the Mediterranean. Carthage was what we would call a "colony" of Phoenicia for many years.

During the **First Punic War**, the Carthaginians fought with the Romans over the island of Sicily. That is the small island that looks like it is being "kicked" by the peninsula of Italy. (Archimedes was from there.) Carthage lost that battle.

Twenty years later, though, a brilliant general named **Hannibal** rose to power in Carthage. He would greatly challenge the Roman rule. While just a boy, Hannibal developed an intense hatred for Rome. His father once asked him to make an oath that he would never be friends with a Roman. Hannibal kept that oath all his life.

The most amazing thing Hannibal ever did was to completely surprise the Romans in an attack. You will have to look at a map to appreciate this strategy. Rather than trying to attack



In an incredible effort to attack Rome, Hannibal crossed rivers and scaled the Alps with 37 war elephants!

Rome from the south where Carthage was, Hannibal marched to Rome in **218 B.C.** by heading west through Africa, north at the Strait of Gibraltar (ji BROL tur), and east across the perilous Alps — one of the highest mountain ranges in the world! This man and his army, who lived south of Rome and across a sea, attacked Rome from the northwest. It was a brilliant idea.

To make the endeavor even more astounding, Hannibal took 37 war **elephants** with him! Can you imagine elephants climbing the Alps? To be honest, they didn't do a very good job. On the way, all but one

died, from either the freezing conditions or falls from great heights. One-third of Hannibal's men died for the same reasons, as well as from starvation, on the long and perilous journey.

Still, Hannibal was very courageous. It is said that he himself would serve as a scout — hiking or riding his horse to the next highest peak, yelling back to his men that it was safe for passage. I can picture him shouting and waving. Both he and his men were subject to slippery ice, deep snow, and freezing weather. It is incredible that they made it at all.

Over the next 15 years, the brave and gallant Hannibal managed to defeat the Romans at three different battlefronts in Italy, but he was yet to meet up with the best that Rome had to offer in generals. His name was **Scipio** (SIP ee oh).

While Hannibal was in Italy far from home, Scipio moved his men to attack Carthage by way of the sea. News of that forced Hannibal to sail back home. In 202 B.C., Scipio and Hannibal finally met face to face to fight at the **Battle of Zama** (ZEE muh or ZAH muh). At stake was the fate of the Mediterranean world. The result of this battle was to shape the rest of history!

Since you've probably never heard of Carthage before this lesson, that might give you a clue as to who won this decisive battle. Hannibal and his men just couldn't do it — they could not squelch Scipio. The Romans went on to claim the final victory in the **Second Punic War**. This was just the beginning of Rome's showing how strong she could be.

Hannibal, on the other hand, left the army and worked instead on rebuilding the city of Carthage. He was so successful that he again posed a threat to the Romans. They set out to have Hannibal ousted from Carthage once and for all. He had to flee far from home to save his life.

After 10 years, the Romans finally caught up to Hannibal while he was in hiding on the island of Crete. That is the same island where the Minoans once lived. Rather than suffer the humiliation of being captured, Hannibal ended his own life in 183 B.C. He supposedly drank poison that he kept stored secretly in a ring on his finger.

Some of Hannibal's last words were "Let us now put an end to the great anxiety of the Romans, who have thought it too lengthy, and too heavy a task, to wait for the death of a hated old man."¹ Ironically, Hannibal's old enemy, Scipio, died that same year.

Both men died without the knowledge that Carthage was later *obliterated* by the Romans in the **Third Punic War** (149–146 B.C.). The destruction was among the worst in all of history, as the entire city was burned over two weeks and any survivors were carried away into slavery.

As a final act of cruelty, the Romans contaminated the burned city with salt. Why salt? Salt was sure to ruin the land for farming. Without farmland, Carthage was made uninhabitable. This devastation of the great trade city of Carthage certainly would have broken Hannibal's heart.



Activities for Lesson 91



91A—Younger Students

Write a story about what it would be like to have a pet elephant. What would you want him to do for you? Where could he take your family? Where would he sleep, and how much would he eat? To make your story believable, read some information about elephants in the encyclopedia and weave

1. As quoted in Don Nardo, *The Punic Wars*. (San Diego: Lucent Books, 1996), 82.

these facts into your story. Dictate the story to your teacher and include it in your Student Notebook under “Africa: Tunisia.” (Tunisia is the modern country in Africa where Carthage used to be.)

91B—Middle Students

Pretend you are a soldier with Hannibal’s army. Write a diary page of what it is like to travel with the elephants. Although it was not a funny expedition, you could write your diary page in a humorous fashion. Use your imagination. File your page under “Africa: Tunisia.”

91C—Older Students

1. Write a synopsis of each of the three Punic Wars. These wars were considered pivotal to history, and the tactics of Hannibal were ingenious. Pay attention to the name Scipio. There was more than one. File your research under “Africa: Tunisia.”
2. Are you a war buff? If you like battle scenes, research the details on the Battle of Zama, Scipio versus Hannibal. It was quite a showdown.

Lesson 92

206 B.C.—A.D. 220

The Han Dynasty

When you think of images of ancient China, what comes to your mind? Do you picture bustling streets, ornate palaces, and beautiful works of art? I hope so because all of these are part of China’s rich past. Much like the Greeks in Athens, the Chinese experienced a time period during which their cultural achievements greatly blossomed. It was during the **Han dynasty** that the more creative side of the Chinese emerged.

In review, the Qin dynasty was rather short. It lasted just a few years beyond the life of Shi Huang Ti, who oversaw the building of the Great Wall of China. After his death and a few years of civil war, the Han dynasty ruled over China from **206 B.C. to A.D. 220**. That is more than 400 years!²

If you remember, the Qin dynasty unified the warring states of China into one big country. This is the land that the Han dynasty inherited. They made it even bigger under **Emperor Wu Ti** (woo dee), who ruled from 141 to 86 B.C. He added parts of central Asia and the southeast coast of China, and conquered the Mekong Valley. **Chang’an**, the bustling capital city during this time period, was second only to Rome in size and magnificence.

Even with all this new land, China remained somewhat isolated from the rest of the world. The Chinese didn’t really need anything from the Western world except horses. These animals didn’t breed well in China and had to be imported. Otherwise, the Chinese had their own natural resources and plenty of farmland for food. But the Western world sure wanted something that China had. And that was silk!

2. The Chinese divide this long span into two major time periods, the Former (or Western) Han from 206 B.C. to A.D. 9 and the Later (or Eastern) Han from A.D. 25 to 220. The name change reflects the move of the capital city from Chang’an (in the west) to Luoyang (in the east).

Remember learning about the simple little silkworm that the Chinese learned to harvest? I told you that they kept the worm a secret for about 3,000 years. They were very smart to do that. The art of making silk was a mystery to the people of Rome, Greece, and other countries. That made the demand for silk great and the price of it exorbitant.

The desire for silk was so great that a group of roads from China to Syria was later nicknamed the “Silk Road.” The Silk Road trade routes stretched for 2,500 miles and basically connected the East with the West. It has been said that the value of silk was so high in Rome that it was equal to gold. No wonder men were willing to travel over mountains and through deserts to trade this fine cloth.

Within China itself, travel became more interesting during the Han dynasty as many villages were connected by long canals or waterways. Some families lived on houseboats to make a way of life out of moving goods from village to village. It was not uncommon to see the babies and toddlers who lived on the houseboats wearing bamboo floats to protect them should they fall overboard.

Culturally, many beautiful things were built during the Han dynasty, though few remain intact. Art was becoming more appreciated for its beauty. The Chinese became famous for their delicate pottery that we still call “fine china” today. It refers to a type of porcelain made from fine white clay.

As for inventions, it was during the later Han dynasty that paper was invented by the Chinese. It is hard for us to believe that paper, as we know it, didn’t come into existence until about A.D. 100!

The Chinese are also responsible for inventing the first seismograph, a device that detects and measures earthquakes. Though the first seismograph looked like an ornate toy in comparison to today’s version, the Chinese were thinking way ahead of themselves.

The Han dynasty was not known only for silk trading, porcelain, and inventions. The emperors of this era took China back to some of its former roots. Remember when Shi Huang Ti burned the ancient history books and teachings of Confucius? He couldn’t really burn them all. The writings of Confucius were rediscovered under the Han rule and brought back into the arena of Chinese politics.

One of the principles of Confucianism was the idea that men should be appointed to rule based on their abilities, not on their birth. So people who wanted to serve in the government in China had to take a test that showed they understood politics. This rule, however, did not apply to emperors. There were, at times, babies who inherited the throne. In that case, their mothers were often the real rulers.

Overall, though, the Han dynasty was good for the people of China. For 400 years, the Chinese were prosperous and stable. In the course of history, that is a long time. When we get to the study of Jesus Christ and the early church, remember that the Han dynasty would still have been ruling over China.



During the Han dynasty of China, beautiful art blossomed, porcelain pottery was refined, paper was invented, and seismographs were devised to detect and measure earthquakes.

Activities for Lesson 92

92A—Younger Students

Does your family have any dishes that are made of fine china? If so, compare them to regular dishes. Of course, you will need to handle the china carefully! Fine china can break very easily. With permission, eat a snack or your lunch on the china dishes. Research with your teacher how these dishes are made. Talk about what makes them so easy to break.

92B—Middle Students

The Chinese traders depended on camels for the long journeys across the Silk Road. Research the interesting characteristics of these animals that make them perfect for such travel. Write three paragraphs on “Camels Caravan the Silk Road.” File this paper in your Student Notebook under “Asia: China.”

92C—Middle and Older Students

Update your list of Chinese dynasties with the following information on the Qin and Han dynasties. For the “Special notes” column, review the lesson for each dynasty and list what you consider the most significant achievements of each. Keep your list filed under “Asia: China.”

<i>The Dynasties of China</i>		
<i>Date of power (years ruling)</i>	<i>Name of dynasty</i>	<i>Special notes</i>
221–206 B.C. (15 yrs.)	Qin	
206 B.C.–A.D. 220 (426 yrs.)	Han	

92D—Older Students

1. Investigate the short-lived Hsin dynasty. It is based on one man who overthrew an infant on the throne of China to fight for the peasants’ rights. Find out who the “Red Eyebrows” were in the story. Record your findings under “Asia: China.”
2. Research the recent discovery (1972) of the tomb of Lady Dai. She lived sometime during the Han dynasty and probably died about 150 B.C.

The Maccabean Revolt



At about the time the Han dynasty was being established in China, the Lord was at work protecting His people in Israel from a very cruel man. The history of the Jews never ceases to amaze me. Over and over again, God kept His hand on the Jews in order to bring about His plan to send Jesus Christ.

In Israel, the Jews were being seriously oppressed by a man named **Antiochus Epiphanes** (an tee OCK us eh PIFF uh neez), or Antiochus IV. He was the eighth ruler of the Seleucid (suh LOO suhd) dynasty. Do you remember the Seleucids? They were one of the four families we studied earlier who gained part of Alexander the Great's empire after he died.

Antiochus Epiphanes was a ruthless man. He had no respect for the beliefs of the Jews. He wanted them to adopt the Greek way of life. This is called **Hellenization**, the term given to the practice by many nations of adopting Greek ideas, style, and customs after the spread of Alexander's empire.

Antiochus Epiphanes was so cruel that at one point he took over the Jewish Temple and sacrificed a pig on the altar to mock the Jews. He also put up a statue of the Greek god Zeus right there in the Temple. You can imagine the rage and the hurt of the Jews to have the house of the Lord defiled in that way. This was the same Temple that Zerubbabel had worked so hard to restore.

Furthermore, Antiochus IV forbade the custom of circumcision, and he destroyed as many copies of Old Testament Scripture as he could find. The Jews who opposed him were killed.

God was watching, though. He raised up a man named **Judas Maccabee** who was able to stop the tyranny of Antiochus IV, but it wasn't easy.

Judas Maccabee was the son of a priest named **Mattathias** (mat uh THIGH us). It was Mattathias who first led a rebellion against Antiochus. Mattathias refused to give sacrifice to a pagan god and was forced to flee for his life to the hills. He died shortly after that, so Judas, his son, took his place in leading an all-out revolt against Antiochus Epiphanes. This has become known as the **Maccabean Revolt**.

Interestingly, Judas had far fewer men and probably fewer weapons than his enemy had, yet time and time again, he was victorious in defeating Antiochus. In fact, Judas earned the name Maccabee, which means "hammerer," from this series of victories. It is apparent to me that the Lord was on their side for the three years they fought.

Finally, in 165 B.C., Judas Maccabee gained control of the sacred Temple. The Jews immediately went to the task of cleaning up the mess the intruders had made. The **Talmud** (TAHL mood), a special collection of Jewish writings, tells an amazing story that happened during the cleanup.

The Talmud says that during the Temple rededication, the Jews found only one small bottle of oil with which to light holy lamps for what was probably a belated celebration of the

Feast of Tabernacles (when the Jews remembered their temporary dwelling in the wilderness).³ Miraculously, the oil that should only have lasted one day — lasted for eight! It was as if the Lord extended the life of the oil just long enough for the Feast of Tabernacles and rededication of the Temple.

It is from this meaningful event that the custom of **Hanukkah** was started. The word “Hanukkah” means “dedication.” To this day Jewish people remember the eight days of worship and the burning of the oil lamps. In the Book of John in the New Testament, it is called the “Feast of Dedication.” (See John 10:22.)

In the celebration of Hanukkah, Jews light one additional candle each night on a lampstand called a “menorah.” By the eighth night, all the candles are lit together, and this Scripture is recited: “‘Not by might nor by power, but by My Spirit,’ says the Lord.” (Zech. 4:6) The Jews also give gifts to one another and to the poor on this special holiday that falls near Christmas.

Judas Maccabee himself died in battle just a few years after the Temple rededication. His brothers, however, carried on the tradition of fighting for the Jews’ independence. How little did they know



In remembrance of the Feast of Tabernacles and rededication of the Temple, people of the Jewish faith light candles on a menorah at Hanukkah.

Who was soon to come to bring *His* message of peace to the whole world!

Activities for Lesson 93

Memory Cards

Make your Memory Cards for Lessons 91–93.

93A—Younger Students

1. Obtain a real menorah as used by the Jews on Hanukkah (or make one out of eight candleholders). *With adult supervision*, light the eight candles from left to right. It is a tradition to recite these words in addition:

“We kindle these lights because of the wondrous deliverance You performed for our ancestors.”

Take a picture of your candles and place it in your Student Notebook under “Asia: Israel.” Title the page “The First Hanukkah.”

3. The *Feast of Tabernacles* is also called the *Feast of Booths* or *Sukkot*. See Leviticus 23:33–44. See also in the Apocrypha: 1 Maccabees 4:52–59 and 2 Maccabees 10:6.

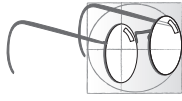
2. Play the Hanukkah game of dreidel. Directions are in Activity 93A in the Appendix Activity Supplement.

93B—Middle Students

Make a traditional Hanukkah dish. A recipe can be found in Activity 93B in the Appendix Activity Supplement.

93C—Older Students

Original Works. Obtain a copy of the Apocrypha. Then look up 1 Maccabees 4:52–59 and 2 Maccabees 10:6 to follow the story of Hanukkah.



Take Another Look!

Review 31: Lessons 91–93

Wall of Fame

- ◆ **Hannibal, Elephants, and the Punic Wars (218 B.C.)**— Find or draw a picture of an elephant. Of course, write Hannibal's name and the date on it. [From *History Through the Ages*, use *The Punic Wars, Hannibal, and Scipio Africanus*.]
- ◆ **Han Dynasty (206 B.C.–A.D. 220)**— Tape a small sample of silk (or imitation silk) on a card marked “Han Dynasty.” Add the date for your timeline. [Use *The Han Dynasty*.]
- ◆ **Maccabean Revolt (165 B.C.)**— Sketch or photocopy a small menorah, the eight-candle lampstand used by the Jews to celebrate Hanukkah. Or, tape eight small birthday candles to a card for the timeline. Title and date the card appropriately. [Use *Antiochus Epiphanies & the Maccabean Revolt* and *The First Hanukkah*.]

SomeWHERE in Time

Younger Students

1. In a Bible atlas (in Tim Dowley's *Student Bible Atlas*, see “The Roman Empire in the Time of Christ”), find the cities of Rome and Carthage. Trace with your finger the route of Hannibal and his elephants. Find this same route on a globe with raised elevation. Can you feel the mountains with your finger?

Middle Students

2. Tim Dowley's *Student Bible Atlas* has a beautiful map of Palestine while under the Maccabees. Compare this map to Outline Map 7, “Israel.” On the outline map, find and label the Sea of Galilee, the Dead Sea, and the Mediterranean Sea. Then, using light pencil lines, do your best to transfer the borders of Palestine under the Maccabees to your outline map. This may take a few tries. You can always erase the lines and start over. When you have things in about the right place, go over your light pencil lines with a dark pen. Label the land “Palestine.” Find and label the city of Jerusalem. Lightly shade in orange the area you outlined. Title the map “Palestine After the Maccabean Revolt.” File your map in your Student Notebook under “Asia: Israel.”

Older Students

3. Using a reference book or historical atlas (Rand McNally's *Historical Atlas of the World*, “Human Emergence on the Changing Face of Earth”), find the Silk Road. Transfer and label the route onto Outline Map 4, “East Asia.” Find and mark the city of Ch'iasha (Kashgar). This city is not in the index of Rand McNally's atlas, but it can be found on the map titled “Eastern and Southern Asia About 750 A.D.” The city of Ch'iasha was a popular stop for caravans traveling along the Silk Road. In addition, using the Rand McNally map titled “Earlier and Later Han Dynasty” as a guide, mark the Tien Mountains, the Takla Makan Desert, and the Kunlun Mountains.

Last, systematically use four different colors to shade the general *physical* terrain. This will require the use of a physical map as can be found in Rand McNally's atlas. Shade the deserts in light brown, the higher mountains in light purple, the lower mountains in dark green, and other land areas in light green. Create a key indicating your colors for the topography. Title your map "The Silk Road to China" and file it in your Student Notebook under "Asia: China."

Name: _____ Date: _____



What Did You Learn? Week 31: Quiz

I. True or False? Circle your answer.

1. Sir Richard Owen first used the term “dinosaur,” which means “megalithic lizard.” T F
2. According to the Bible, man’s language was confused at Stonehenge. T F
3. Ancient Egyptians built pyramids as tombs. T F
4. Hammurabi, who wrote a code of 300 laws, was the king of Crete. T F
5. The Tabernacle was a worship tent used for about 40 years in the Wilderness. T F
6. Rahab protected the Hebrew spies in the city of Jericho. T F

II. Multiple Choice. Circle the correct answer for each question.

1. Samson delivered Israel from the _____ just as an angel foretold to his mother.
 - a. Phoenicians
 - b. Midianites
 - c. Philistines
 - d. Egyptians
2. When the kingdom of Israel divided, how many tribes became known as Judah?
 - a. 12
 - b. 10
 - c. 2
 - d. 14
3. In the Old Testament, Elisha helped to cure Naaman of _____.
 - a. blindness
 - b. leprosy
 - c. bone disease
 - d. mental illness

4. The prophet Hosea was brokenhearted over the unfaithfulness of his wife, _____.
- Bathsheba
 - Jezebel
 - Delilah
 - Gomer
5. Sennacherib of Assyria tried to defeat Judah under the reign of _____.
- David
 - Gideon
 - Hezekiah
 - Daniel
6. The prophet Jeremiah suffered being _____.
- silenced
 - imprisoned
 - exiled
 - placed in "stocks"
 - All of the above.

III. Matching. Match the people on the left with the places on the right by putting the correct letter next to the number.

- | | | | |
|---------|----------------|----|-----------|
| _____1. | Nebuchadnezzar | a. | Israel |
| _____2. | Aesop | b. | India |
| _____3. | Buddha | c. | Babylonia |
| _____4. | Confucius | d. | Greece |
| _____5. | Artaxerxes | e. | Persia |
| _____6. | Haggai | f. | China |

IV. Fill in the Blanks. Use the Word Bank provided at the end of this section.

1. Alexander the Great had a beautiful and spirited horse named _____.
2. _____ was an intelligent Greek scientist who discovered the principle of displacement while soaking in the tub.
3. Emperor Asoka of India planted _____ across his country for travelers.
4. Shi Huang Ti, the emperor of the Qin dynasty, was responsible for the building of the _____ of China.
5. To try to defend the city of _____ from Rome, Hannibal marched across the Alps with elephants.
6. Judas Maccabee was successful in ridding the Jews of _____ and his ruthless rule.

WORD BANK

banyan trees

Archimedes

Carthage

Bucephalus

Great Wall

Antiochus Epiphanes

V. Answer these questions in complete sentences. Use a separate sheet of paper.

1. Why did the Egyptians believe it to be so important to mummify the human body at death? What did this reflect of their understanding of life after death?
2. What features of the Septuagint make it such a special book?

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