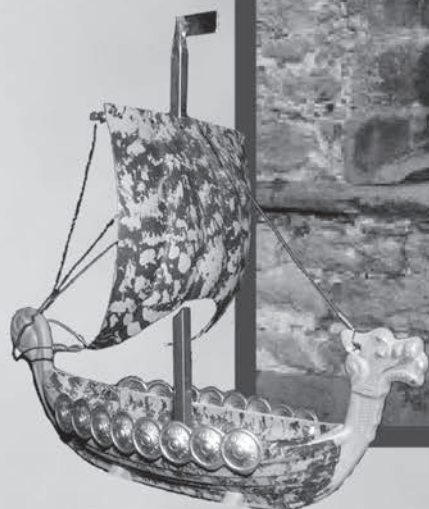


The MYSTERY of HISTORY



Volume II
The Early Church
and the Middle Ages

Linda Lacour Hobar

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ISBN: 1-892427-06-0
ISBN: 978-1-892427-06-9
First Edition

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Printed in the United States of America

Bright Ideas Press
Dover, Delaware

www.BrightIdeasPress.com
1.877.492.8081

12 11 10 9 8 7

18 17 16 15 14

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PREFACE

This is the place in this book where I am allowed to say, “please excuse this or that.” Bear with me through these important disclaimers.

First, I apologize for the great length of time it took me to complete this volume. I never dreamed it would take me three times as long as it did to write Volume I. But, for the integrity of the material, I believe it was necessary. A good deal of my time was spent on research. Based on input from Volume I, I sought to improve and lengthen the weekly lessons. One positive result of the long wait for Volume II is that a healthy demand was created for this book, for which I’m grateful.

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 in no way diminishes the beautiful, unique, God-given design for the genders.

Third, all Scripture used in this text is quoted from the New King James Version of the Bible.

Fourth, it is my suggestion that families and individuals consider for themselves the appropriateness of each book or film listed on the Supplemental Resource List. Though I have entrusted the compilation of this list to a knowledgeable, conservative book enthusiast, opinions may vary on the suitability of the materials. Please use your own discretion in your selections and view the reading list as a guide to expanding your knowledge base of history.

Fifth, it would be negligent of me not to mention that though I’ve tried to make this a true history of the world there is inevitably some bias toward the history of Western Civilization. The history of the Western world has had more impact on my own heritage and more than likely the heritage of most of my readers. This is in no way meant to reflect an opinion of superiority of my heritage, my race, or my culture.

Sixth, without apology, this book is written from a Christian worldview due to my personal faith in Jesus Christ. I entered into a personal relationship with Him at 17 and remain one of His followers. I have tried to carefully handle the discussion of other faiths with dignity and respect without compromising my own beliefs.

Finally, it is likely that as time moves forward, mistakes in this book will be found. I apologize ahead of time for them. What I present here is, to the best of my knowledge, historically accurate and biblically based information. Invariably, archaeologists will unearth keys to the past and force us to retell the stories of old. I ask for your patience with the publishing process as we update, improve, correct, and append future printings of this curriculum.

Linda Lacour Hobar

LETTER TO THE TEACHER

My dear friends,

Welcome to the *The Mystery of History, Volume II*. For many of you, this will be a familiar journey. I'm referring to those of you who have already been through Volume I. For you, I hope this is an anticipated *return* to a story—a story that began with Creation and followed with the miraculous coming of Jesus Christ. Volume II essentially continues where Volume I left off. The theme of the book is the same, but the time period is different. In fact, many aspects of Volume II are exactly the same as Volume I. But you will want to read through the rest of this letter to learn of a few changes and improvements.

If you are new to *The Mystery of History*, then first I welcome you. I am delighted you will join us in the study of the Early Church and the Middle Ages as found in Volume II. You will want to finish reading through this letter to understand why I wrote this curriculum and why things are laid out as they are. Overall, I think you will find this curriculum to be user-friendly, informative, inspiring, and even a little fun. At least that is my intent.

But more than that, my prayer for all is that in studying *The Mystery of History*, each will come to more deeply appreciate the role of God throughout the ages. I hope that each of us, in our own way, would marvel at His Creation, be humbled by His plan of redemption, and be inspired by His faithful followers. I believe God seeks to reveal Himself to us and to invite us into His very presence so that He might not be a mystery at all.

I. Why I Wrote This Curriculum

There are many reasons why I wrote *The Mystery of History*—the main reason being that I felt the Lord call me to do it when He seemed to whisper the title of the book in my ear. That was over three years ago. But let me give you this background to the story.

After homeschooling my children for many years, I made the observation that there seemed to exist two kinds of learning—short term and long term. It appeared to me that my children could easily accumulate volumes of long-term information in certain subjects like math and language. They seemed to retain this information because of repetition and review. On top of that, they would build on what they had already learned to expand their knowledge even further.

As for the short term, it appeared to me that my children and I could learn just about any general piece of information in science, social studies, or history given the right materials to work from. For example, in one or two afternoons we could learn the parts of a flower, cloud formations, or the story of Cleopatra. We could read about inventions, the human cell, or the American Revolution. But I couldn't say that we always *remembered* these kinds of things. Our base of knowledge in these kinds of broad subjects was often disjointed and spread out. I often found myself discouraged over this situation at the end of a week or the close of a unit. It led me to question the benefit of spending so many of our hours “learning” things that seemed to sit only for a little while in our short-term memory banks.

In my questioning of our method of education, I found myself really asking something far bigger—and that was the question, “Why?” Why are we doing this? (Of course, we all might ask that on a bad day!) But I wondered even more, why learn anything at all? Why do we even exist? Now, maybe you haven't felt the need to answer these particular questions when it comes to homeschooling. But for me it was necessary to find more meaning and purpose behind it all. Though I enjoyed learning and teaching, and believed it could glorify God, I needed a bigger picture than that.

After much pondering, an answer came for me in this thought—I concluded that one of the only reasons why we are here on earth is **to know God and to make Him known**. We are designed for

relationship. With that being the case, then the *story* of God and man was really worth my extra attention! And I wanted this incredible story to be far more than the short-term accumulation of scattered dates and events. I wanted the living story of God and man to be one of our "long-term" core subjects.

That leads me to the study of world history and the Bible. I think one of the easier ways to "know God better and to make Him known" is to first *know* the stories of Him found in history and the Bible from the beginning to the end! That to me *is* history. I believe history is the story of God revealing Himself to mankind and that He did it most perfectly through the person of Jesus Christ. For that reason, I call this course *The Mystery of History*, believing that the "mystery" is the gospel of Jesus Christ. That is what I hope your children and mine will remember for a lifetime. That is why I write!

As an additional note, you will find that I have at times chosen difficult topics to write about in Volume II. That is in part because there are so many difficult things that happened in the Middle Ages! There were persecutions, revolts, natural disasters, and the Crusades. There were murders, rebellions, wars, and plagues. Though morbid, these stories are part of history. They are the result of relationship—both good and bad—between God, man, and nature. My hope is that the emotion provoked by reading them will pierce the soul and make history more real. If the sad stories don't move your students, then perhaps the inspiring ones will. There are plenty of impressive stories of heroes, saints, and great leaders in this volume, too.

II. The Curriculum Layout

With all these thoughts in mind, please consider now the layout of the curriculum. Remember that there is a reason behind every aspect of it. It is designed to make history more than a short-term project of memorizing dates and events. Though memorization may be part of this curriculum, it is not the core of it. This is an *experiential* curriculum designed to tap into the five senses through activities, research, and cumulative review. It is written to be remembered for a lifetime—not every detail of the book, but the central theme. Though there is purpose behind the design, I hope you experience the freedom to adapt these materials to meet the needs of your own family or classroom.

Step #1—Quarter Summaries ("Around the World")

There are four quarters to this book. At the beginning of each quarter you will find a page titled "Around the World." This is an introduction to the time period and an overview of lessons to come. There are no quiz or test questions taken from this bonus material. These summaries are designed to simply give a big picture to the fascinating world we live in.

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

Students (and teachers alike if they wish) will begin each week by taking a Pretest titled "What Do You Know?" This eight-question pretest introduces students and teachers to people, places, and events that they may or may not have ever heard of before. Though some questions can be answered with pure logic, I would not expect most students or teachers to actually *know* the answers since this volume covers a vast spectrum of world history. My intent is not to discourage students with what they don't know, but rather to stir their curiosity for what they will know! The answers to the questions will be revealed to them throughout the week as they delve into the material. Though I do suggest that the pretests be graded, I do not recommend keeping scores that would count toward a grade in the course. (It would be unfair in my mind to be tested over material not yet learned!) Most of the pretests are simple enough to answer out loud, which is good for the pencil-weary student.

Step #3—Lessons

Most of the lessons in *The Mystery of History* are real-life biographies. I feel that history is far more interesting when seen as the story of men and women who have helped shape the world through both

their good and their bad character. The story of God revealing Himself to mankind is woven throughout. Though you will find in Volume II that much emphasis is placed on the nations of Europe through the Middle Ages, I have tried to make it a true world history course and include cultures from all over the world at significant stages of their development. You will also find that there are fewer lessons in this book (only 84) than there were in Volume I (108). But these lessons are **longer!** I made Volume II lessons longer at the request of many families who felt they would rather have “more” than “less” material to draw from. For the sake of those students who might find them a bit too long, I have provided natural breaks in the lessons with the inclusion of **subtitles**. These subtitles will also be helpful when skimming a lesson for information.

Another change in the lessons is the appearance of **key words in bold print**. I felt it might benefit students searching for major names, places, or items in a lesson if these key terms were in bold. Some may choose to make a separate vocabulary list from these words, though I do not give a particular instruction to do so.

Step #4—Activities

After every lesson you will find a section of optional activities. You will see that they are broken into three age levels to accommodate the abilities of all the children in your family or classroom. I have tried to remain consistent with the level of difficulty for each group, but there is room to improvise here.

“Younger Student” activities generally use the five senses to help them “experience” history and better retain it. “Middle Student” activities are a mixture of hands-on work and research, as I would hope to stretch their minds beyond their senses. “Older Student” activities are primarily research oriented. It is for the sake of higher learning that I would expect them to be digging deeper through application, analysis, and synthesis.

With all of that, I have two very important things to add here: First, there are many activities to choose from—more than in Volume I. I would never expect a student or family to do them all! My own family did not. But I am offering *more* choices in this volume so that families or classrooms can make *better* choices based on the resources available to them. On some days, the *wisest* choice may be to not attempt an activity at all in light of other demands or priorities!

Second, there will be many times that Middle or Older Students may prefer Younger Student activities because they better match their learning style or they just appear to be more fun. And there may be Younger Students very open to Older Student topics because they sound interesting. I say this hoping that you will feel the freedom to choose the activities that genuinely interest your students, no matter the age level. Also, for the sake of streamlining *your* energy, it would be very appropriate for an entire family or class to choose only *one* activity, regardless of age level. The best advice I could give here is to choose only those activities that will help maintain the precious joy for learning.

Step #5—Memory Cards

In the last Activity section for each week, I remind students to make their Memory Cards. These are fact cards made by the students on 3-by-5-inch ruled index cards. I recommend that the student or teacher create one card per lesson. Write the lesson title on the blank side of the card. On the ruled side, summarize the main points of the lesson in a few sentences or phrases. Include the timeline date of the lesson underneath the summary.

Younger Students may not have the writing skills to make these cards yet, but they could be involved in the process by narrating to the teacher. Middle Students could participate in writing the cards themselves through dictation, copying, or formulating their own thoughts. Older Students should utilize this valuable tool for the practice of summarizing important facts.

Though some families may choose to have every student make a set of Memory Cards, it is only necessary that there be one complete set per family to use as flashcards. There is more information on these cards and how to make them in the section titled “Memory Cards.”

Step #6—Reviews (“Take Another Look!”)

At the end of each week, or however long it takes to complete the three lessons for the week, there is a Review section titled “Take Another Look!” This section offers guidelines for timeline and mapping work that corresponds to the material from that week. Though some families may prefer to do a little timeline and mapping work with *each* lesson, it might be easiest to pull out the necessary items for timeline and mapping work only once a week, on review day. Furthermore, delaying timeline and mapping work until a later day in the week naturally brings back information previously learned, making it a true “review.”

“Wall of Fame.” As in Volume I, the Review section contains instructions each week for creating your own paper timeline figures using simple household items to bring them to life. I recommend placing the figures on a wall, on a pattern-cutting board (sewing board), or in a notebook. There are many great variations to building a meaningful and attractive timeline. Generally speaking, I think the younger the student, the larger the timeline should be to give a visual of when things happened in history.

For those needing something a little easier, I have added a **new feature** to Volume II. In every Wall of Fame section, I make reference to beautifully illustrated timeline figures that are *already* drawn for you. These figures are part of a timeline packet called *History Through the Ages—Resurrection to Revolution* (copyright 2003). Created by Amy Pak of Home School in the Woods, this packet contains hundreds of lovely hand-sketched figures that can be cut, colored, or photocopied to add to any timeline. (Note: The original, copyright 2002 version of *History Through the Ages* is not complete for use with *The Mystery of History, Volume II*.) There is more information and photos on how to make a foldable, portable, and attractive timeline in the section titled “Wall of Fame Timeline Suggestions.”

“SomeWHERE in Time.” Also as in Volume I, the Review section contains mapping projects for each week to correspond to the lessons. Generally speaking, the mapping projects are listed on each review from simplest to hardest. As with the activities, choose only the appropriate mapping projects for your students, considering their skill and interest levels. It will be helpful to have available a globe, a historical atlas, and a modern atlas. The publisher has made every effort to make sure that the assignments can be completed using commonly found atlases such as the following:

Rand McNally *Children’s Illustrated Atlas of the World* (ISBN: 0-528-93458-9)

Rand McNally *Historical Atlas of the World* (ISBN: 528-83969-1)

The Student Bible Atlas by Tim Dowley (ISBN: 0-8066-2038-2)

These atlases, as well as the timeline figures, are available through Bright Ideas Press.

For your convenience, the specially designed outline maps are located toward the back of the book, just before the Appendix. Many of the maps will be used several times, so you will want to photocopy them in the quantities recommended on the opening page of the Outline Maps section at the back of the book. As a **new feature** in this volume, a **mapping answer key** is available when appropriate and is included, in sequence, in the Outline Map section.

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

At the end of each week you will find either an exercise or a quiz. (I explain the quizzes in the next section.) The exercises are titled “What Did You Miss?” Using simple, fun formats and some occasional games, the exercises prompt students to recall material already learned or to think about it more deeply.

Students are encouraged to use their textbooks, Memory Cards, and timelines to help them complete the exercises.

The exercises are cumulative in nature, meaning that they ask questions about content from the very beginning of the book! Almost every question is presented in chronological order so that students see the events in history in the same order in which they happened. I hope you can appreciate this unique feature of *The Mystery of History*. Very few history programs provide cumulative review, which in my opinion helps move the material from short-term to long-term storage. I suggest that grades be kept on the exercises to encourage students to take them seriously.

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

Every other week in the book concludes with a quiz titled “What Did You Learn?” Like the exercises, the quizzes are cumulative in nature. That means they ask questions from the entire book. And like the exercises, these questions are most often presented in chronological order so the student consistently sees history in the order in which it happened. I don’t believe in giving tests for the sake of “busy work,” nor do I believe that tests or quizzes can always reflect true learning. However, I do think these simple cumulative quizzes will help students remember the important things they’ve learned.

Unlike the exercises, I would not recommend that Middle and Older Students be allowed to use their textbooks, Memory Cards, or timelines to answer the quiz questions. Though the quizzes are not overly difficult, they will require study and preparation—and that’s a good time to pull out the Memory Cards!

As for Younger Students, or those with learning disabilities, I suggest that you determine the age at which they are ready for the challenge of a quiz. Teacher assistance, oral test-taking, or group work might be a suitable way for these students to get the review of the quiz without the stress of it.

You will notice that both the exercises and the quizzes grow in length throughout the book, but they are not particularly any more difficult. The extra length is necessary to accommodate the growing amount of information covered.

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

By the end of each quarter, the students will have learned a lot! To help them “Put It All Together,” students are asked to complete a worksheet at the end of each seven-week quarter. As with the exercises, students are encouraged to use their textbooks, Memory Cards, and timelines to help them answer the questions. The worksheets are similar to the exercises and quizzes in format but are longer and cover only the content of one quarter.

Step #10—Semester Tests

At the end of each semester, the students are given a long test. The test covers only the material from that semester (which is two quarters). As with the quizzes, Middle and Older Students should not be allowed the use of their textbooks, Memory Cards, or timelines. Younger Students, or those with special needs, will require assistance but can still benefit from the review experience.

Step #11—Student Notebooks

Though families or classrooms might share *The Mystery of History* textbook, I recommend that each student compile his or her own Student Notebook. This notebook should contain eight dividers—one for each of the seven continents and one for a Miscellaneous/Exercise/Quiz section. This notebook will grow over time or can be continued from the first volume. As students complete an activity or map, they can file their work behind the proper continent divider.

Subsequent dividers for the names of individual countries can be made out of simple notebook paper as the countries arise in their study. For example, in an activity from a lesson on China, I may

instruct students to file their work under “Asia: China.” The continent name is always written first, followed by the name of the country.

Step #12—“Supplemental Books and Resources”

For families who desire more, there is Section C in the Appendix, “Supplemental Books and Resources.” Please bear in mind that these are merely suggested books, movies, and other resources that could *enhance* your study of the Early Church and the Middle Ages through spice and variety—but they are not necessary to complete this course. Many will choose additional resources because of a particular fascination with a topic or merely to overlap general reading with history. Besides that, there can be great joy in reading “living books” through good historical fiction.

Though there are almost endless books, movies, and other resources available, the ones in the list were chosen based on their excellence as well as availability. Many of the books and movies are common in homeschool circles, which will ease your hunt in finding them at your local homeschool conventions or through catalogs or the Internet.

I strongly suggest that you as the parent or teacher have the final word on the suitability of *any* additional resource suggested. Though all books and movies have been carefully selected from a conservative angle, families inevitably vary in their standards, and each should be responsible for making their own final choices. When caution is due on a resource that I am familiar with, a note has been made of that for you. Forgive me ahead of time if any that you find offensive have slipped by me. Feel free to let me know of them for future editions.

III. Suggested Schedules and Adaptations

Younger Students

For those whose oldest students are still in the kindergarten to 2nd 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 all 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.” 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,” where 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 to 2nd grade.

Mon	Tues	Wed	Thur	Fri
Oral Pretest; Lesson 1	Activity 1	Lesson 2	Activity 2	Timeline

A variation to this format could be:

Mon	Tues	Wed	Thur	Fri
Lesson 1; Activity 1	No history	Lesson 2; Activity 2	No history	Mapping

Or:

Read Lesson 1	Read Lesson 2	Read Lesson 3	Do one activity from Lesson 1, 2, <i>or</i> 3	Oral quiz
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Middle and Older Students

For the family who has the oldest child in 3rd–8th grades, a schedule might be as follows:

Mon	Tues	Wed	Thurs	Fri
Pretest; Read Lesson 1; Activity 1	Read Lesson 2; Activity 2	Read Lesson 3; Memory Cards	Review; Exercise or Quiz	OFF

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 3rd–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 preferred) would look like the one below. My children are older and have longer attention spans. Therefore, it is a better use of our time to do a lot of history on one day rather than a little every day. Besides, my kids love science and don't want to share those days with history!

Mon	Tues	Wed	Thurs	Fri
Pretest; Read Lesson 1–2 Activity 1 <i>or</i> 2	Science day, no history	Read Lesson 3; Activity 3; Make Memory Cards	Science day, no history	Review; Exercise or Quiz

For those who may have **high schoolers**, this material could serve as a **framework** for further research and study on their part. Some of the “Older Student” activities are perfectly suitable for the high schooler.

Keep in mind that high school students traditionally receive one year of world history and one year of American history. This is what colleges would expect to see on a high school transcript. Economics and government are generally taught together to comprise the senior year of high school. That would total three years of history in high school.

I opt instead for teaching history in four years. I would teach what I call “World History and Geography” in two years (9th and 10th grades) and what I call “American and Modern History” in 11th. The senior year can still be reserved for economics and government. My reasoning for two years of world history rather than one is simply that I believe it is too vast a subject to teach adequately in one year! And I have not found any colleges that are unhappy to find more world history on a transcript.

Depending on what a high school student has studied in junior high, a possible scope and sequence could look like this for a high schooler:

Volume I or II	9th or 10th grade
Volume III or IV	11th or 12th grade

IV. Final Thoughts

As a summary to the features you just read about, let me point this out: Ideally, if students *were* able to go through the steps in this curriculum as laid out, it would give them approximately 13 “experiences” with each new lesson in history. That should be plenty to help students grasp the importance of a new person, place, or event. They won’t necessarily retain every detail of the story in long-term memory, but they should have a good handle on the significance of it.

In reality, there will be some busy weeks where many of these features might have to be skipped. Nonetheless, even incorporating a *few* of these features, will give students far more experience with history than the three-step approach found in traditional textbooks (which generally include a reading assignment, a review, and a test.).

As an example of the students’ learning experience in this curriculum, consider with me the life of Augustine. He was a rather important figure in church history, but his is not exactly a household name. Follow along with me to get a feel for what learning about Augustine looks like in *The Mystery of History*.

- **First**, students read of him in an *Around the World* page. It is a very general introduction, but it is a chance to hear his name for perhaps the first time.
- **Second**, students learn three facts about Augustine through the taking and grading of a pretest. These facts include the name of his autobiography (*Confessions*); the location of his home (Hippo, Africa); and the meaning of the word “rhetoric,” which was his area of giftedness.
- **Third**, students read (or have read to them) an entire lesson about the life and ministry of Augustine, learning of his doubts about Christianity, his conversion, and his great ministry and legacy as a church father.
- **Fourth**, students have an opportunity to do an experiential activity related to the lesson. The Younger Student records a praise song because Augustine was influenced by the singing of children when he came to Christ. The Middle Student researches a man who was representative of an erroneous view of pleasing God that was common during Augustine’s era—representative because he spent 37 years on top of a stone pillar to prove his piety. The Older Student discusses “mentoring” because Augustine had a mentor in his life and/or reads some of the original works of Augustine.
- **Fifth**, students make a Memory Card on Augustine, recording important facts about his life.
- **Sixth**, in the Review section, students make or cut out a timeline figure of Augustine and place it on a wall or in a notebook alongside his contemporaries, who were the Maya of Mexico, Jerome, and the legendary St. Patrick.
- **Seventh**, students do some mapping work in the Review section to become acquainted with Northern Africa, Augustine’s home when it was part of the Roman Empire.
- **Eighth**, students see Augustine again on a cumulative quiz at the end of the week, which asks one simple question about him. They continue to see his name on other quizzes throughout the year.
- **Ninth**, students see Augustine periodically on alternating exercises in weeks when there is no quiz.
- **Tenth**, Augustine appears on a lengthy worksheet.
- **Eleventh**, he is on a semester test.
- **Twelfth**, each student files his activity and/or mapping exercise on Augustine in his Student Notebook, which hopefully will be proudly displayed as a scrapbook of accomplishments.
- **Thirteenth**, as a final option, students can explore any of the supplemental books or resources suggested in the back of the text that pertain to the extraordinary life of St. Augustine.

If experiential learning is what you are looking for, you have found it in *The Mystery of History*! May the Lord bless you in your efforts to teach and in the adventure of learning.

A CLASSICAL APPROACH TO EDUCATION

I want to expand on the design of this curriculum in regard to the classical approach to education. For those of you not familiar with that philosophy, let me explain.

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 the grades of kindergarten through third or fourth 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. This can be a fun stage for a teacher. At the same time, the immaturity of this age range can create a battle for *how* this information is obtained!

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 fourth and fifth graders through about eighth grade. The reason that students begin to ask more *why* questions at this stage is because their ability to think abstractly has been further developed. They should begin to process things more logically. Unfortunately, some children question authority at this stage as well!

The third stage of the trivium of learning is referred to as the **rhetoric** stage. These are students from ninth grade and up. By this stage, students should be *applying* information that has been learned. The challenge I have found at this last stage is in the interest level of the student. Ability does not always equate with desire!

Basically, 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.

I have considered the trivium of learning in the construction of this curriculum and have endeavored to incorporate it throughout. Here is how.

The **grammar stage**: I believe the *reading* of the lessons *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 the Younger Student or the Middle Student. The Memory Cards will be especially helpful in capturing the new information the student has learned.

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 sixth through eighth 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 become masters at expressing thoughts.

One last aspect of classical education is the process of repeating the presentation of some material at each level of the trivium. 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, in one way or another. I hope you will repeat the volumes of *The Mystery of History* as your students grow, bumping them up to higher levels of activities each time through.

While we're on the subject, I wish I could provide for you a perfect scope and sequence that would line up your students for two or three cycles of all four volumes of *The Mystery of History*! But in reality, "one size does *not* fit all." The age of your children, and their spacing, will create endless combinations for when you might teach each volume. I can, however, provide you with these ideas to consider in your planning:

1. Each volume of *The Mystery of History* gets more difficult in content and the lessons grow longer.
2. In fact, because of the more difficult and serious themes of Volume IV (i.e., Darwinism, communism, fascism, terrorism), some lessons will not be suitable for Younger or Middle students at all. Teachers will want to be sensitive to which lessons are appropriate for younger ones who may be "tagging along" and listening. (As in all volumes, there are age-appropriate activities provided for all ages that might be "joining in.")
3. The addition of American history is best placed after *The Mystery of History*, Volume III.
4. Most American high schools require one year of world history, one year of American history, one half year of economics, and one half year of government.
5. While not "necessary," I recommend two years of world history in high school. It's not for everybody, but I think one year is not enough for students interested in the subject.
6. Any volume of *The Mystery of History* can be made a high school credit.
7. Volumes III and IV, because they are more difficult, are easier to use "as is" in high school.

I want to close this section with these words of encouragement. While academics *are* important, our highest calling as teachers is to mold, shape, and disciple our children and students in the ways of our Savior. So, above all else, I exhort you to follow the Lord's model of education! Deuteronomy 6:7–9 gives us these beautiful guidelines for teaching His words, which I hope will inspire you in teaching all subjects:

"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."

MEMORY CARDS

I. Making the Cards

Ideally, students will make Memory Cards as a tool for reinforcing the material they have learned. The cards serve as a set of flashcards made personally by the student. The process of making the Memory Cards is in and of itself an exercise in summarizing the main points of a lesson. (Younger students whose hands tire of written work may be the exception.) By making your own cards, the cost for this course is kept down and students are given the challenge of organizing thoughts. In preparing for quizzes and tests, the cards can be used as quick study guides.

For this volume, you will need 84 3-by-5-inch ruled cards. White cards will be sufficient. For future reference, there will be eight time periods to study in the four volumes of *The Mystery of History*, so you will need eight colored markers to distinguish these eras from one another. These are the colors I will be using on my cards. Follow if possible because I may refer to the colors in future memory games.

• 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 Reformation and Renaissance	light green
• Volume III-B	The Growth of Nations	dark blue
• Volume IV-A	(Not yet titled)	dark pink
• Volume IV-B	(Not yet titled)	black

Using a light purple marker, set up the cards for Volume II-A to look similar to these samples.

This is what my Younger Student wrote for Lesson 24. (To be realistic, I left in the typos.)

(Front, blank side)

(Back, lined side)

<i>Justinian I and Theodora Rulers of the Byzantine</i>	Vol. II A 24 <i>They were both pore and grew up to be king and Queen. (They were lucky.) Theodora was brave smart so she helped Justinian Rule the empire. Justinian wrote a code of laws. he was religious and fasted a lot.</i> 527-565
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This is what my “Middle/Older Student” wrote for Lesson 26. (I left his typo in also.)

<p style="text-align: center;">Early Japan and Prince Shotoku</p>	<p>Vol. II A 26</p> <p><i>Japan is an archipelago off the coast of China. The archipelago is actually made up of 4,223 islands, only 600 of these are lived on by humans. Prince Shotoku brought a new form of government. He also brought budism to Japan. Basically he brought together Japan.</i></p> <p style="text-align: right;">573</p>
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The front of the card is simply the name of the lesson as listed in the Table of Contents. For neatness, efficiency, and consistency, I chose to write the lesson titles on the cards well before they were needed. You may choose to do the same, especially if younger students are involved. The back of the card should contain the following four items:

1. The upper left corner should state the volume number and either an *A* or a *B*. An *A* refers to the first semester of study. A *B* refers to the second semester of study. Each volume will cover two time periods, or semesters, of study. This too might be done ahead of time by the teacher.
2. The upper right corner should state the number of the lesson as listed in the Table of Contents and on the lesson page itself. Teachers may opt to do this ahead of time as well.
3. The middle of the card allows ample space for a simple summary of the lesson. (I suggest pencil for this to allow for remedy of mistakes and because the marker will be too broad.) Younger children 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 book as a reference.
4. The very bottom of the card should give the date from history of the lesson or its approximate time span. It's probably a good idea to allow the student to copy this from the book for reinforcement.

II. Using the Cards

I recommend that a student (or siblings who share the job) make the cards at one time about every three lessons. I remind students about these cards on the activity page of every third lesson.

Families and groups should incorporate review of the cards in some systematic fashion. The cards could be pulled out, shuffled, and refiled. They could be brought out before quizzes to see what topics need to be studied. They might be used in games of trivia. Co-op classes could open with a quick review of random Memory Cards. Use your own imagination.

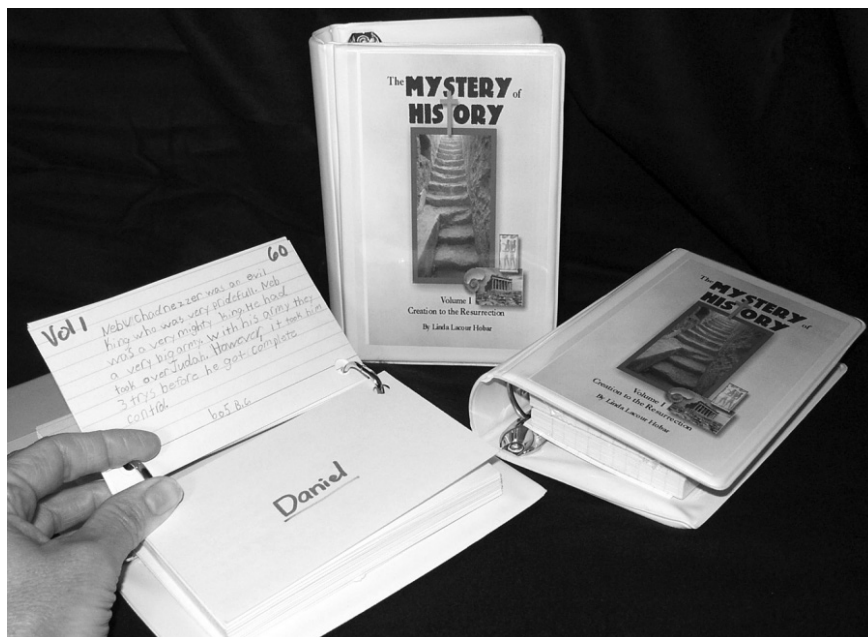
I do not necessarily expect every date and lesson to be memorized. Maybe some of you will choose to be that industrious. I prefer instead that a student be able to place a lesson in the proper time period. That is the reason for the emphasis on the specific marker color on the card. The colors will help the mind to visualize where a piece of information fits into history.

However, as in Volume I, there are 12 significant dates in Volume II that I recommend students memorize. I will make reference to them throughout the text.

III. Storing the Cards

I recommend a short-term and long-term approach to storing your Memory Cards. First, for the short term, there are numerous selections at office supply stores for small, two-ring binders. Most will hold about 50 index cards. Consider the purchase of two to last you one school year. (You are going to have approximately 84 cards by the end of the year.) Another option is to punch a single hole in the corner of each card, and slip all the cards on a ring that clamps shut. If all else fails, rubber bands work just fine! A thick ribbon wrapped around the cards will add a little charm.

Second, for the long term, if you envision yourself studying all four volumes of *The Mystery of History*, then you are going to end up with approximately 360 cards. For storing these cards at the end of a school year (until you repeat the course), I would consider the purchase of a decorative photo file box, a large 3-by-5-inch card file, or a small shoebox—to be decorated by your students, of course. Younger and Middle Students might enjoy creating a “treasure box” for these cards to pull out over and over again. It’s rewarding to see these cards “mature” as the students grow in years.



WALL OF FAME TIMELINE SUGGESTIONS

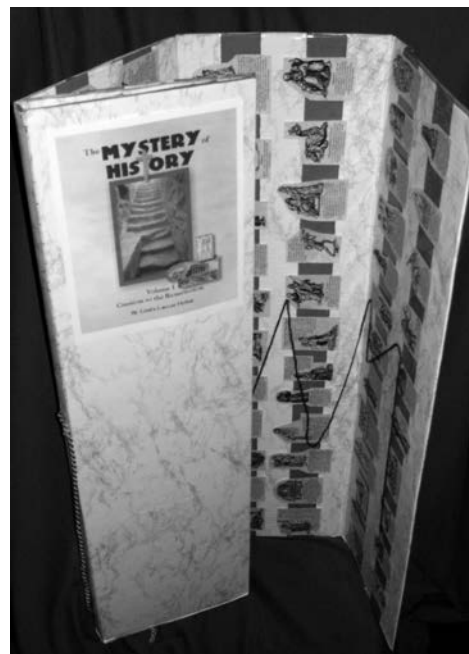
Part of the review for each week consists of adding timeline figures to the Wall of Fame. Because I receive so many questions about timelines, I want to elaborate rather extensively on some suggestions for putting one together.

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, and placed on pattern cutting boards (my personal favorite). I've even seen a timeline adorning a bathroom wall for friends and family to study while using the facilities! 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 as they mature (along with how much wall space you have!). It is reasonable to imagine that a large timeline on a wall or pattern cutting board might appeal to a visual learner or younger student now. But, this same student, or one who has a bent toward detail work, might prefer a notebook style timeline in the future when they are 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 – 10 years.

I bring this up because I know from experience that some of you will stress out (as I have) over starting a timeline. I have the emails to prove it! 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 13 years of homeschool experience to draw from, but I don't have all the volumes written yet for *The Mystery of History*. So, bear with me, please, volume by volume, as I tweak, adapt, and modify suggestions for making a timeline. My favorite method for keeping a timeline on a pattern cutting board (sometimes referred to as a sewing board), may very well suit every volume of *The Mystery of History*, but I'm not guaranteeing it.

All of that aside, let's move on to two suggestions for making a foldable, portable, and attractive timeline for Volume II. Both of the plans presented here are on a pattern cutting board (though either plan could work as well on a wall.) When held vertically, it is the inside of the board that serves as the backdrop for the placement of time strips and figures. One plan, which I will call *Plan A*, follows my ideas for making your own decorative figures as described on each Take Another Look review page in this book. 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, and so forth.

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 as well on each Take Another Look review page in this book. This plan might appeal to children who like to color, families with older students, or those who just feel too busy to make their own. Regardless of whether you use Plan A or Plan B, I suggest you set up a pattern cutting board as follows. (I recommend families only attempt to make one timeline of this magnitude, though some students may be more industrious than others and choose to each make their own.)



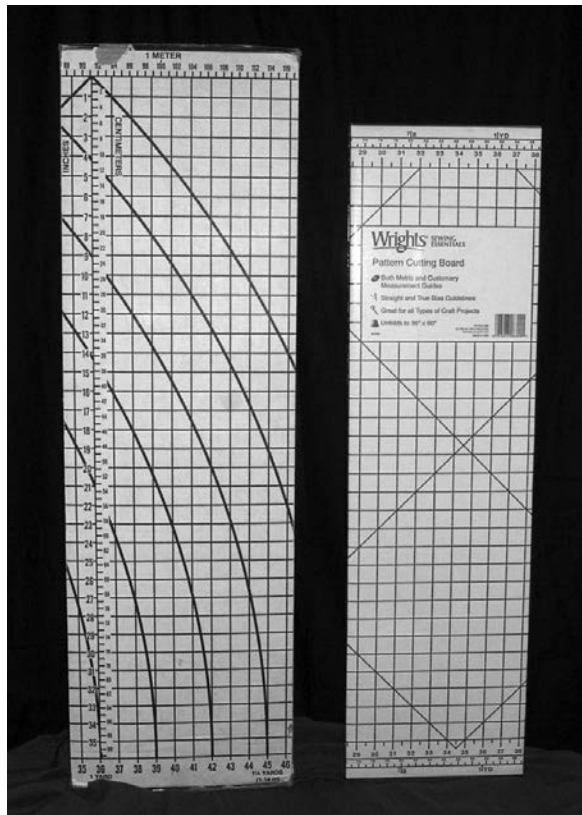
I. Set up of the timeline

In 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. To remedy the situation, I experimented 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. I also found it easy to use 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:

A. Materials needed:

- One foldable pattern cutting board

To my knowledge, two brands of these boards exist. The *Wright's* brand, available at most Hobby Lobby stores, is the smaller of the two at 36" x 60". The Dritz brand board, found at most Wal-Mart stores, is larger at 40" x 72". My directions will work for either, except the larger board will give you much more space to work with and will require more than one roll of adhesive paper for covering.



- One or two rolls of self-adhesive decorative covering, more commonly referred to as *Con-Tact* paper
Purchase one or two rolls, depending on which cutting board you are using. Choose a color or motif of your liking. (For Volume II, I chose a green marbled look of Con-Tact adhesive paper called Pompeii Green, which is product # 997800).
- One roll of colored packing tape or duct tape (1.88" x 20 yards)

I chose green duct tape for this volume to match the green marbled adhesive paper.

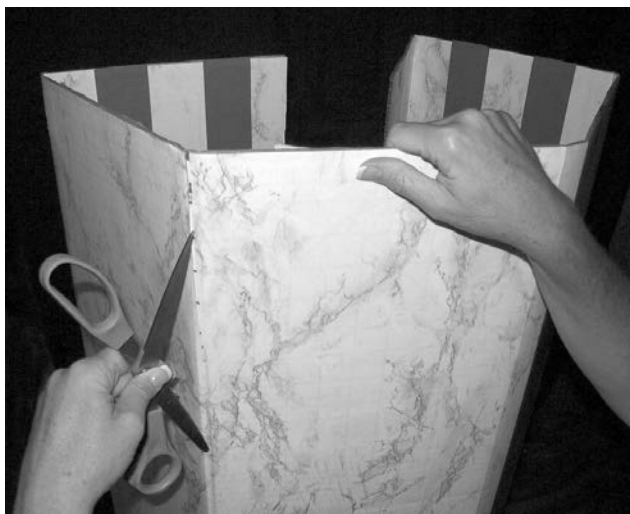
- One yard of piping or trimming cord or ribbon to make a closure for the board
I chose a white rope cord to match the white of the marbled adhesive paper.
- One foot of clear adhesive tape
I use this to secure the closure of the board.
- A yardstick
- Scissors
- A helper

B. Covering the board (It will take approximately 45 minutes to complete this preliminary task):

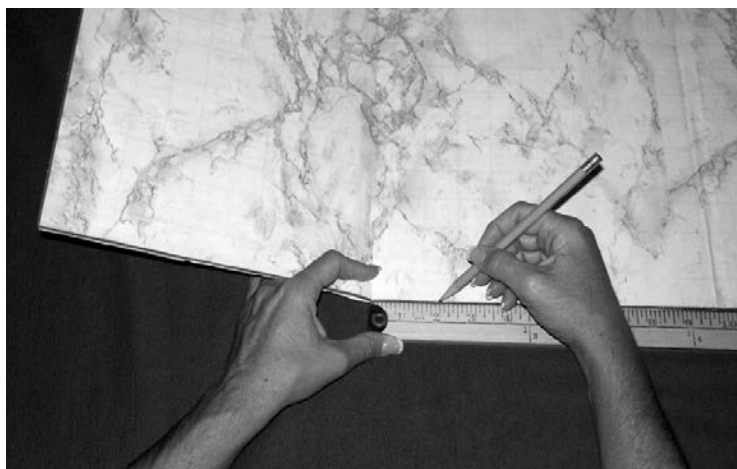
1. You will not want to begin this project without the extra hands of an older child or another adult to help you lay the adhesive paper. Otherwise, it will take you much longer to lay the adhesive paper without it crinkling. (I tried!)
2. Lay the pattern cutting board open on the floor. Unroll the adhesive paper, and measure a strip the width of your board (the short direction, not the long direction). Cut the strip, peel the backing off, and use your helper to lay the adhesive paper down. 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.



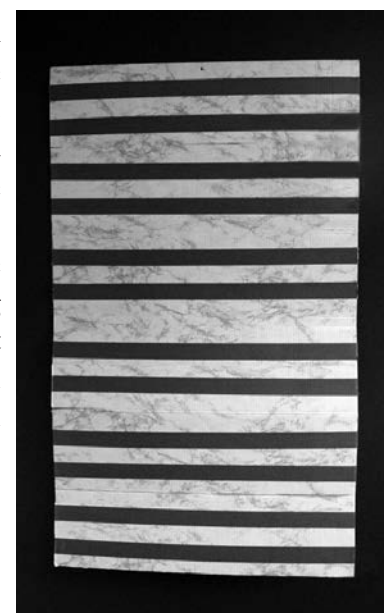
3. With both sides of the board covered, you will notice that the board is tight and hard to fold up. To correct this problem, use a sharp pair of scissors to score the outside of the cutting board in several places. By that I mean to run the scissors down a few outside creases to cut a slight gap in the adhesive paper. 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.



- a. For the Wright's 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. 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.



- b. For the Dritz cutting board: use a yardstick and pencil to mark 2 1/2 inches, 4 1/2 inches, 7 inches, and 9 inches from the top of each panel on the edge of the cutting board. (Remember, this board is larger and requires the strips to be spaced further 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 2 1/2 inch mark and the 4 1/2 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.

5. To make a cool closure for the board, fold it all the way shut and mark the center point of the back of the board. Find the middle of the length of one yard of cord. Use clear packing tape to adhere cord at its middle to the center point of the back of the board. This cord can be tied and untied by students when they get the board out to work on it.



6. Finally, I suggest that a title cover be attached to the outside of the board to identify its time period. It might read, “The Mystery of History, Volume II — The Early Church and the Middle Ages.”



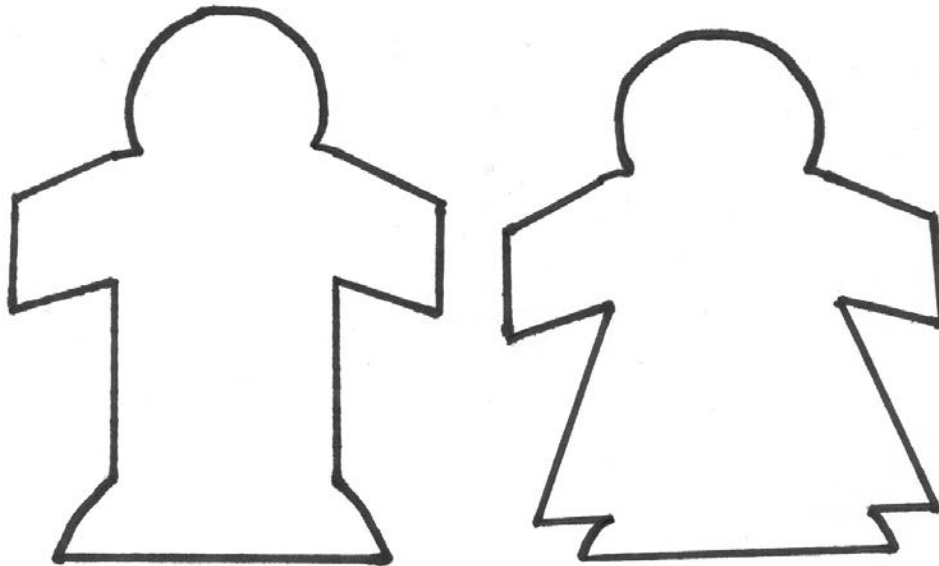
II. Preparing the figures

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.

A. Plan A figures (making your own)

I find it easiest to make my own figures on white card stock paper using colorful markers to outline and decorate with. Blank 3-by-5-inch index cards will work for some figures, but are not large enough for all. In Volume I, I suggested the use of colored index cards to code various people groups such as the Egyptians, the Greeks, and so forth. But for Volume II, this will not be practical as the number of people groups being covered has expanded. 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 many details you add. I have certainly helped my own children make several figures over the years to assist them in moving along in the process.

For the times that I request they make a person, I have provided a stencil of a man or a woman. I recommend that you photocopy these to make a pattern. 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 the patterns out ahead of time because I often ask the students to add something to their 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 also ask students to make boats, mountains, documents, maps, and so forth.



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

Rather than make your own figures, you may choose to use the ones pre-drawn from *History Through the Ages*. 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. Students can color and cut the figures prior to hanging them on the timeline. I copied the figures onto light green colored paper to match the green marbled adhesive paper. You can make this option as simple or as complicated as you want. Some students may want to even incorporate some of the creative ideas from Plan A into Plan B by decorating the pre-drawn figures with a few extras.

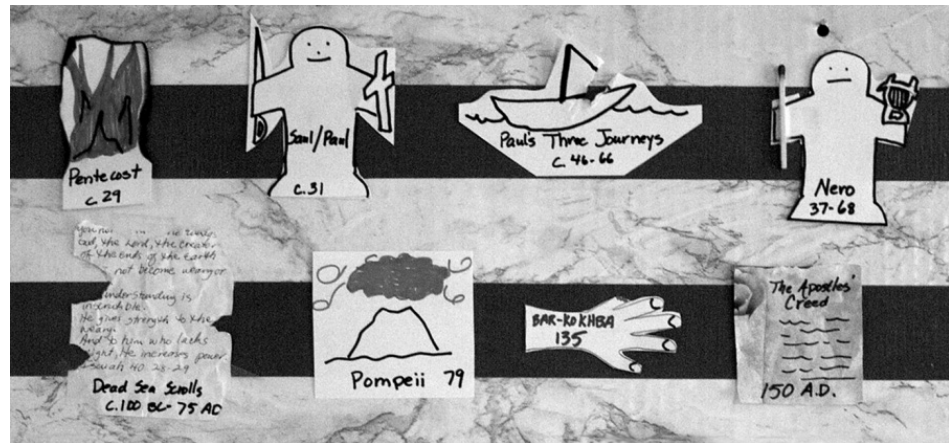


III. Attaching the figures

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 reviewing and bringing characters back to mind from days earlier.

On review day we usually needed to create only 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 them on at the appropriate place on the pattern cutting board. The timeline strips for Volume I ran from the bottom up to help a student grasp that B.C. time is counted backward. I suggest that this timeline, and all future ones in A.D. time, run from the top down. Therefore, students would begin to place figures on the top line of the board, starting on the left.

If using Plan A, you will only need to place seven figures per time strip about two or three inches apart. This leaves plenty of space for making large figures or for adding figures that you come across in your other studies. The first figures placed on the board are from the lessons Pentecost, Saul/Paul, and Paul's Missionary Journeys as listed in bold print on Take Another Look in Week 1, Review 1. You may want to turn there now to follow along with me. Students will make figures of a flame, a man, and a boat. From Review 2, students would add figures to represent Nero, Martyrs of the



Early Church, and Josephus. To complete the first strip, students would later add a figure for Masada and then drop to the next line to add something for The Dead Sea Scrolls and The Buried City of Pompeii.

If using Plan B's pre-drawn figures from *History Through the Ages*, students will need to add about 10 figures per time strip placing them about two inches apart. The first figures on the board would be those titled *Day of Pentecost*, *Stephen*, and *Paul and Peter*. From Review 2, students would add the figures titled *Nero*, *Domitian*, *Trajan*, *Ignatius*, *Polycarp*, and *Marcus Aurelius*. Dropping to the next time strip, students would continue to add figures titled *Tertullian*, *Josephus*, and *Titus*. From Review 3, students will add the figures titled *Masada*, *Dead Sea Scrolls*, *Pompeii*, and so forth.



Upon filling up one row, I suggest the next row of figures start from the left to right as well working your way all the way down to the bottom of the board. It is a great visual for students to chart their progress through the course of history by the growing number of figures on 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 in the wall while we are using it. I highly recommend this if space allows. When not in use, you can fold your timeline, tie it off with the closure cord wrapped around it, and tuck it 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 or it. 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!

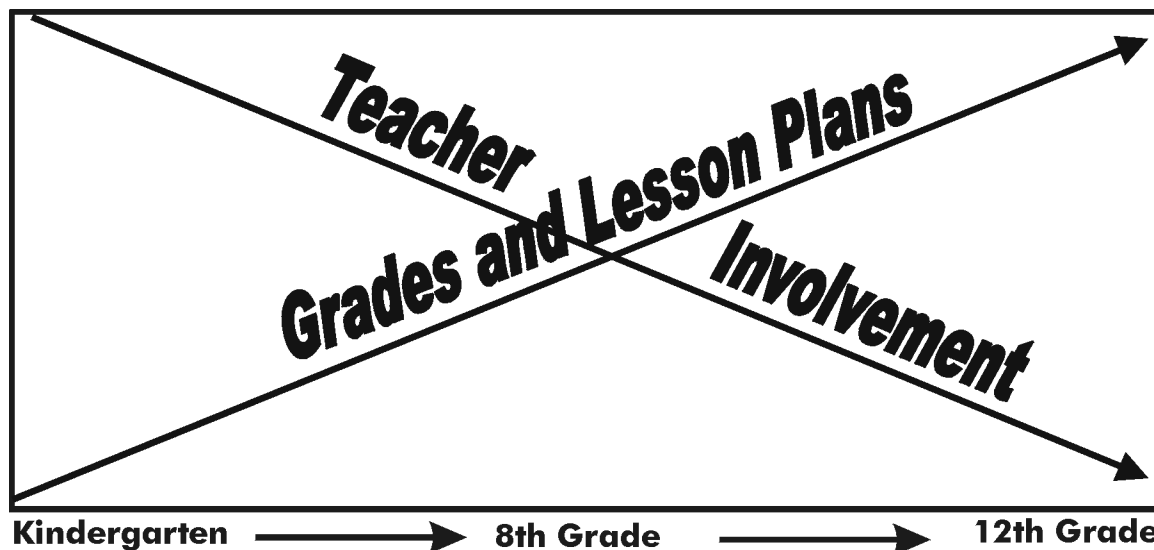
THE X FILE: TIPS ON GRADING

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 from the diagram, 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 will 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 lower usually because there are younger children to be taught and most homeschool teachers are mothers. We are not biology teachers, algebra teachers, or Latin teachers. Teachers 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 with a varying need for teacher involvement.

To summarize, I don't feel it is necessary for younger students to have 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 with 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 percent 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 and exercises, 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 four 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 eight questions instead of four. But, if you put 28/36 on a calculator, it also equals 78 percent. The student answered more questions correctly because there were more questions! Hope you follow that.

Throughout 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 assign a letter grade to 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 each quarter. At the end of this section, I have provided a grid on which to record grades that pertain to *The Mystery of History* based on seven weeks per quarter. 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 larger 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 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 quarter of the school year 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 fourth 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: spelling, math, and so forth. 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.

Grade Record

Student _____ Grade _____

Subject _____ Year _____

QUARTER 1 (SEMESTER I) – THE FIRE IGNITES							
	WEEK 1 (1)	WEEK 2 (2)	WEEK 3 (3)	WEEK 4 (4)	WEEK 5 (5)	WEEK 6 (6)	WEEK 7 (7)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

QUARTER 2 – THE FIRE SPREADS							
	WEEK 1 (8)	WEEK 2 (9)	WEEK 3 (10)	WEEK 4 (11)	WEEK 5 (12)	WEEK 6 (13)	WEEK 7 (14)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

QUARTER 3 (SEMESTER II) – THE FIRE GROWS							
	WEEK 1 (15)	WEEK 2 (16)	WEEK 3 (17)	WEEK 4 (18)	WEEK 5 (19)	WEEK 6 (20)	WEEK 7 (21)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

QUARTER 4 – THE FIRE SHINES							
	WEEK 1 (22)	WEEK 2 (23)	WEEK 3 (24)	WEEK 4 (25)	WEEK 5 (26)	WEEK 6 (27)	WEEK 7 (28)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							



WHAT DO YOU KNOW?

PRETEST 7

Fill in the Blanks. Using a word from the bottom of the page, fill in the blanks.

1. At 16, Patrick was _____ by Irish pirates.
2. St. Patrick used the symbol of the three-leaf _____ to explain the Trinity to the Irish.
3. As nomadic people, the Huns relied heavily on _____ for food, milk, and transportation.
4. Attila the Hun was nicknamed the “_____ of God” by those who feared him.
5. Like a bribe to a bully, Theodosius II paid _____ to Attila the Hun to leave the Eastern Roman Empire alone.
6. The name “_____” was given by the Romans to anyone from a tribe outside of Rome.
7. The Vandals _____ much of the city of Rome to the ground.
8. The fall of the Western Roman Empire led to a period in time that is called the _____.

WORD BANK

burned

scourge

shamrock

kidnapped

tribute

Dark Ages

horses

barbarians

ST. PATRICK, MISSIONARY TO IRELAND

LESSON 19

Have you ever worn green for **St. Patrick's Day**—or been “pinched” for forgetting? The “wearing of the green” is a common custom in the United States. But do you know anything about Patrick? Do you know why was he called a saint? Most of us don't, but if you like adventure stories, you'll like this lesson about **St. Patrick**.

Patrick was born about **389** in a region of Great Britain that at the time was under Roman rule. (He was not Irish as most people think but was probably of Celtic descent from Wales or Scotland.) His parents were strong Christians. His father was a deacon in a church, and his grandfather was a pastor. But Patrick didn't share the faith of his family. He was the type of kid who would rather play on the beach than go to church with his family.

One tragic day, Patrick's youthful rebellion cost him his freedom. While playing on the rocky shores of the British coast at the age of 16, Patrick was kidnapped by Irish pirates! Imagine one minute hanging out on the beach with your friends and the next minute being thrown on a pirate ship in chains! Patrick didn't know if he would see his home or his family again.

The pirates sold Patrick to other Irishmen who kept him in slavery for six years! Like the parable of the Prodigal Son, Patrick's job was taking care of pigs. In the first year of Patrick's imprisonment, he thought long and hard about the things his parents had taught him. He especially thought about the faith he had rejected. In his words, this is what happened:

“I was sixteen years old and knew not the true God; but in that strange land the Lord opened my unbelieving eyes, and, altogether late, I called my sins to mind, and was converted with my whole heart to the Lord my God, who regarded my low estate, had pity on my youth and ignorance, and consoled me as a father consoles his children.”¹

From this testimony, we gather that Patrick became a genuine Christian. For the next several years he learned how to pray, as he never had before. His main prayer, of course, was for his **freedom**. The Lord heard young Patrick's prayers and had mercy on him. Though some never escape slavery, Patrick did! Thinking his only hope of escape would be by ship, Patrick raced toward the sea nearly 200 miles away. As another answer to prayer, Patrick found a ship with a captain willing to take him aboard as a dog keeper. Without hesitation, Patrick took the job—hoping it would eventually lead him home.



Patrick dreamed that Irish children were calling him back to Ireland, where he had been a slave.

1. George T. Thompson and Laurel Elizabeth Hicks, *World History and Cultures in Christian Perspective*. Pensacola, FL: A Beka Book, 1985; p. 133.

After a stopover in France, Patrick's wishes came true, and the day came when he finally made it back to Great Britain. Can you imagine his parents' reaction to seeing him again? I doubt they had known if he was dead or alive. And to make the reunion even more special, Patrick's parents learned of their son's conversion. I suspect his return home, as well as his new faith, brought unexplainable joy and was another example of God answering the prayers of parents for their children.

As great as it was to be home, Patrick found himself having strange **dreams** at night. He dreamed that Irish children were calling him *back* to the pagan country of Ireland! In his dreams, he was teaching them about God. You would think that after spending six grueling years in Ireland as a slave, Patrick would have absolutely no desire to return. But, you know what? He did. That's perhaps one reason why he's considered a saint!

Patrick Returns to Ireland

In 432, after receiving training as a minister in **France**, Patrick returned to Ireland. He returned to minister to the people who had once held him captive. He returned with a heart full of love and forgiveness. It was a remarkable step of faith.

For nearly 30 years, Patrick ministered and preached the Gospel in Ireland. To help you appreciate this difficult task, let me explain the condition of this pagan country. For hundreds of years, Ireland was ruled by **tribal chiefs**. And none of these chiefs got along very well. War after war was fought between the different tribes of people. In fact, war was so common to the Irish that soldiers were buried standing up and facing their enemies. Why? So that even in death they were ready for battle!

As for the **spirituality** of the Irish, few people were more superstitious than they were. The Irish believed in all kinds of magic, from which come the fanciful stories of fairies, elves, and leprechauns. One Celtic (KELT-ick) religion was that of the **druids**. (The **Celts** [Keltz] were early Indo-European peoples that had scattered throughout Europe.) White-robed druid priests worshiped the sun, the moon, and the stars and performed all kinds of magic rituals. In fact, many of today's **Halloween** symbols come from the druids.

Other British missionaries had tried to share the Gospel of Christ in Ireland but without much success. The British had difficulty relating to Irish customs. But Patrick, because of his years of imprisonment there, found it easy to communicate with the warring, superstitious Irish. He was most well known for using the three-leaf **shamrock** (or clover) as a symbol of the Trinity, or the three persons of the Godhead. As a result of his teachings, the common masses of people loved Patrick. They knew he had returned to them out of compassion, and they eagerly embraced his message. But not all the people loved Patrick so easily. His greatest opposition was from the druid priests and tribal chiefs. He wrote in his autobiography that at least 12 times his life was in danger; that he was seized on numerous occasions; and that he was held captive! I wonder if he had flashbacks to his former days of slavery. Despite those troubles, Patrick persevered in his mission. It has been said of him that he "found Ireland all heathen and left it all Christian."²

In fact, Patrick started at least 300 churches and baptized 120,000 people! His ministry was amazing. Much like the early apostles, Patrick performed **miracles** that led many to believe. He supposedly gave sight to the blind and hearing to the deaf, cleansed lepers, cast out demons, and raised nine people from the dead! His ministry was so incredible that many legends and stories of Patrick grew that may or may not have been true. One tale suggests that he led snakes to the sea to drown. He was also said to have dug a hole to the underworld and sent monks down into it to give a report on Hades! It seems that the love of fanciful stories never completely left the Irish people although they grew to be a strong Christian nation.

2. *World Book Encyclopedia*, 50th Anniversary ed., s.v. "Patrick, Saint." Chicago: Field Enterprises Educational Corp., 1966.

Unlike most of the early apostles, Patrick fortunately never had to face a martyr's death. He died of natural causes in 461. After 30 years of ministry, he left the church in Ireland strong and growing. Irish abbots were dedicated to the pure teaching and preaching of Christ, copying the Scriptures by hand, and ministering to the poor.

It is no wonder that Patrick has been so well remembered. I hope that on March 17, which has been dedicated in his honor, you do more than wear green for "good luck." I hope you remember the great dedication of St. Patrick to ministering to his one-time captors and preaching the Gospel of Christ.

ACTIVITIES FOR LESSON 19

19A—Younger Students

1. Have your teacher help you sketch a large three-leaf clover on a piece of notebook paper. On each leaf, write the name of one of the three parts of the Trinity. They are the Father, the Son, and the Holy Spirit. Color your clover green and file it in your Student Notebook under "Europe: Ireland."
2. With your teacher's help, make a list of the symbols and traditions we see on St. Patrick's Day. Talk about the meaning of "traditions" with your teacher.

19B—Younger and Middle Students

In a hymnal, look for the songs written by St. Patrick titled "I Bind unto Myself Today" and "Christ Be Beside Me." Read or sing these. Isn't it beautiful that we have some of his songs in our modern hymnals?

19C—Older Students

Research the ancient druids and their customs that are held to today through the celebration of Halloween. Suggested resource is *Handbook of Today's Religions* by Josh McDowell and Don Stewart. See "Witchcraft."

434-453

ATTILA THE HUN

LESSON 20

Attila the Hun. What a name! The very sound of it is intimidating. In the fifth century, it was more than the name of Attila that scared people. It was the man. **Attila the Hun** was an incredible warrior king who did serious damage to the Roman Empire.

So who were the "Huns" anyway? They were a nomadic people who began to invade Europe from somewhere in central Asia. Strangely, no one knows exactly where they came from. But they literally swept from the East to the West, attempting to take everything in their path.

The stature and customs of the Huns are part of what made their reputation a fierce one. The Huns were short, thick people with flat noses and small "pig-like" eyes.³ Parents are said to have scarred their children's faces to teach them to tolerate suffering and pain. Of course it made them look scary, too!

3. T. Walter Wallbank and Alastair M. Taylor, *Civilization Past and Present*. Chicago: Scott Foresman and Company, 1949; p. 230.



Attila the Hun used his evil reputation to help him win battles against the Romans.

Attila a **tribute**. A tribute is a large sum of money. Paying a tribute to another king is like bribing a bully. The Romans in the East basically *paid* Attila to not hurt them anymore! To Attila, it was a victory. To the Romans, it was humiliating.

With renewed confidence, Attila decided to see what he could gain from the Western Roman Empire. In 451 Attila managed to not only receive tribute money from the emperor of the West, but he also received a gift of land south of the **Danube**. This spurred him on to blast through the country of **Gaul** (later known as France), ransacking towns and cities by killing men and capturing women.

Now I know I've made this guy sound pretty terrifying. But according to some historians, Attila was no more ruthless than Julius Caesar, whom many hold to be one of the greatest generals that ever lived. Some say Attila was in fact *merciful* to those he captured and treated them fairly. Supposedly, he was good to his own people and ruled them very well.

As for lifestyle, Attila's was unusually simple. Although he was a king, Attila dressed in plain clothes; he ate and drank like common people; and he put luxuries aside for others to enjoy. For example, Attila's palace was formed out of nicely carved wood but only draped with ordinary animal skins to keep out the cold. You could say he was far more practical than he was extravagant.

It seems to me, then, that to develop such a fearsome image, Attila was probably more clever than he was savage. Though unable to read or write, he was obviously smart when it came to being a conqueror. Attila allowed the evil reputation of the Huns to win some of his battles before he even fought them.

Well, whether it was brains or terror that made Attila the most powerful man in Europe, it didn't last. In June of 451, one of the bloodiest battles ever fought brought the fearless Attila to a stop. Both the Romans and the **Visigoths** (a Germanic tribe) had had enough of Attila. They joined forces together at what is called the **Battle of Chalons-sur-Marne**.

In the massive fight, 162,000 men died on the battlefield! This death toll included the king of the Visigoths, who was helping the Romans fight off the Huns. Attila survived the battle and within a year moved southward to conquer Italy. It could have been a disaster. But somehow, a church leader managed to talk Attila out of conquering the city of Rome. For reasons no one knows, Attila headed back through the Alps to where he came from. Perhaps he was retreating to make a new plan of attack. Or perhaps he was giving up.

The Huns are further described as rather bow-legged people. It was probably because of how much time they spent on horses. You see the Huns didn't migrate to Europe on foot; they stormed through on horses! It is said that they so relied on horses for their livelihood that they drank horse milk, ate horsemeat, and "cooked" food situated under their saddles as they rode! (The friction of the rider against the horse supposedly did the cooking, but I wouldn't want to try it myself.)

Now that you have a picture of these barbaric people, imagine the man who was their king from **434–453**. He was Attila the Hun. The Romans and Germans who feared him nicknamed him the "scourge of God." What did they fear? For one, Attila had an army of half a million men. That's a big army for a king without a country. I suppose that's why he went out to conquer new land. The empire he went after was the biggest one around—he went after Rome!

In 447 Attila the Hun began his blitz of terror by invading the **Eastern Roman Empire**. In order to make peace, **Theodosius II** (the Roman emperor of the East) agreed to pay

What Attila didn't know was that his life was about to come to an abrupt end—not from battle however. In 453 Attila died in his bed from a ruptured blood vessel. It may be that he overindulged in food and drink during his own wedding festivities. His death occurred on one of his many wedding nights. The Huns never fully recovered from the loss of their king. The Romans and the Germans, however, were relieved at the news that the “scourge of God” no longer lived to terrorize them.

What we learn from the life of Attila the Hun is that warrior-type power isn't lasting. After Attila's sudden death, his two sons divided his kingdom. Neither one was a capable ruler, however, and the agonizing reign of the Huns ended as quickly as it started. The name of this legendary warrior king remains in our history books, but little else exists to testify to the terror of the Huns.

ACTIVITIES FOR LESSON 20

20A—Younger Students

Ride a broom horse!

In the lesson, I stated that the Huns “swept from the East to the West, attempting to take everything in their path.” Do you know which way is east and which way is west in your home or school? Use the direction of the sun, which rises in the East, as a guide.

Now, just for fun and to remember the Huns sweeping “from the East to the West,” ride a *broom horse* from east to west across your home or classroom.

20B—Middle Students

Though it may be appalling to imagine drinking horse milk or eating horsemeat, list different products we do use that come directly from animals such as cows or pigs. Don't forget all the dairy products made from milk. Much like the Huns, our culture relies heavily on the use of animal products.

20C—Middle and Older Students

As you learned in the lesson, Attila had a terrifying reputation. From the Activity Supplement in the Appendix, read the descriptive paragraph of Attila as written by a Gothic historian. With that narrative in mind, write your own descriptive paragraph of a modern-day leader. Describe the walk, the talk, the gestures, and the reputation of the leader you chose. Without telling who it is, see if family members or your class can identify the leader you wrote about.

FALL OF THE WESTERN ROMAN EMPIRE

LESSON 21

Thousands of years ago, Rome was just a tiny village. But that village grew into a bustling city; that city became a major republic; and that republic expanded to become the largest and most powerful empire that had ever been! But, as many nations rise and fall over time, so even the Roman Empire fell. Today we'll look at how such an enormous empire could collapse—that is, at least how *half* of it collapsed in 476. It certainly wasn't easy!

The last time we took an in-depth look at the Roman Empire, it was under the rule of **Constantine the Great**. He's the one who made it against the law to persecute Christians in 313. After Constantine, the leadership of Rome passed through many different emperors over the course of a hundred years.

Some were good and some were bad. At the height of the empire, Rome ruled almost all of Europe, parts of the Middle East, and the northern coast of Africa. That's part of three different continents! The proud Romans even claimed the Mediterranean Sea as their own and called it **Mare Nostrum** (MAY ree NAHS truhm). That's Latin for "our sea."

It may be in part the huge size of Rome that had something to do with its downfall. As Rome swallowed up more nations, it was harder and harder to find enough soldiers to defend these newly conquered territories. So the Roman Empire began to hire foreigners and outsiders as soldiers. This worked to give the Romans *more* soldiers, but then the Roman army wasn't purely Roman anymore! It was made up partly of rebellious "**barbarians**"! (The Romans used the term *barbarian* to describe anyone from a tribe outside of Rome. It meant "ignorant one.")

To complicate matters, it cost a lot of money for the Romans to hire outsiders for their army. To pay for more soldiers, the government did two things: they raised taxes and they devalued money. The result of these actions was that prices rose sharply on things people bought, such as food, clothing, and houses. We call that **inflation**. With inflation and rising taxes, many people left the busy cities and headed to the country. This caused business and trade between the cities of the empire to suffer.

If these problems weren't enough to shake the Roman Empire, it so happened that tribes outside of Rome were looking for places to live. Remember the **Huns**? They are just one example of a nomadic group of people looking for land in Rome. Unfortunately for the Romans, there were many other groups doing the same thing.

To keep these different people groups straight, we'll look at them in alphabetical order in the following paragraphs. First there were the **Angles**. These "barbarians," as the Romans would have called them, began to move into the Roman region we now call England. In fact, the name England comes from the Old English words *Engla* and *land*, which together meant "land of the Angles." They were joined by



By 476 the Roman Empire covered parts of three continents—Europe, Africa, and Asia.



Pillars of ancient Roman buildings still rise over the city of Rome today or lie toppled on the ground in silence.

the **Jute** and **Saxon** tribes. You've probably heard of the *Anglo-Saxons*. The term comes from the blend of the Angles and Saxons who settled in England at the fall of the Roman Empire. (Most of our English language comes from these people!)

Another invading group was the **Franks**. The Franks were of German descent. Under the leadership of a king named **Clovis**, the Franks took northern Gaul from the Romans in 486. The area became so well populated by the Franks that it was named **France** after them. Interestingly, Clovis converted to Christianity at some time during his reign. His beliefs helped shape the future of France.

The **Goths** were another Germanic tribe that invaded the Roman Empire. The Goths split into two groups—one called the **Visigoths** (Western Goths) and the other, the **Ostrogoths** (Eastern Goths). The names are easy to confuse. If you remember, the Visigoths are the ones who helped Rome fight off Attila the Hun. Because they helped, the Visigoths were offered a small part of the Roman Empire. They were supposed to remain there in peace, but they didn't. In 409 the Visigoths rallied together and stormed Italy. By 410 they did the unthinkable and sacked the city of Rome itself! This capital city hadn't been invaded for nearly 800 years. It was a tough blow to the entire empire.

Vandals Attack the City of Rome

But the hardest blow to Rome was yet to come. In 455 there was yet another Germanic tribe seeking to conquer Rome. They were the **Vandals**. To this day the term *vandal* refers to someone who sets out to destroy or plunder someone's property. The term accurately fits that which happened in 455. The Vandals hit the city of Rome like a hurricane, and for two straight weeks they ripped it apart through looting and violence!

The attack by the Vandals came somewhat as a surprise because of the way they traveled to get to Rome. Instead of coming from the North as might have been expected, the *Vandals* attacked Rome from the South. They did this by crossing into Africa from Spain and then sailing across the Mediterranean. Once on the coast of Italy, the Vandals traveled up the Tiber River and burned much of Rome to the ground.

If burning the city wasn't harsh enough, thousands of Romans were taken as slaves. Men were taken from their families, and children were ripped away from their parents. Thousands of farms were ruined; fields and businesses were abandoned; and the population dropped from 1,500,000 to 300,000 in just 10 years. To protect themselves from complete destruction, village residents used debris from the cities to build walls around their towns. Italy was in terrible chaos.

You won't believe what was included in some of the looting by the Vandals. It seems they stole from the Romans what the Romans once stole from the Jews! I'm referring to the sacred items from the Temple. You see the Romans had kept some of the treasures from the Temple in Jerusalem when the emperor **Titus** attacked it in A.D. 70. Masses of golden candle-stands, special goblets, precious metals, and remnants of furniture were stored by the Romans for over 300 years until the Vandals swiped it all right out from under them. Kind of interesting, don't you think?

For centuries, the Romans had bullied and brutalized most of Europe into submission and murdered many a saint. **Daniel** of the Old Testament said in his prophecy that the fourth beast, referring to Rome, would be "*exceedingly dreadful*" and "*devour the whole earth, trample it and break it in pieces.*" (Dan. 7:19, 23)

Daniel was accurate in his prophecy, but the long reign of Roman terror did end. The very last western Roman leader, a youth named **Romulus Augustus**, was ousted from the throne by **Odoacer**, a German war chief. This happened in 476. It's been called the fall of the Western Roman Empire ever since. And although much of the fall was due to invasion by barbarians, the moral decline of Rome had much to do with it, too. From so many years of bloodshed, the Romans had lost the value of human life. Marriage was no longer sacred and materialism (too much wealth) had spoiled the masses.

The Dark Ages

Knowing all of this, you may now better understand why the *early* Middle Ages are sometimes called the **Dark Ages**. You see, the fall of the Western Roman Empire ushered in a dark time in the history of Europe. It was dark from the moral decay of Rome and for the lack of progress. The arts completely dwindled as prosperity collapsed. Scholars fled to what remained of the *Eastern* Roman Empire. (It was later called the Byzantine Empire.) People lost interest in education as they fought just to survive. Barbarian raiders destroyed books and schools so that over time, many lost the skill of reading or writing. That included the loss of reading God's Word!

Despite the numerous flaws of the Roman Empire, the Romans contributed many important things to the rest of the world. The Latin language that came from the Romans is the basis of five modern languages and has heavily influenced many others (including English). Engineering and architecture reached new heights under the Romans. This is made clear by the fact that some Roman roads, aqueducts, and bridges are *still* in use. Most importantly, Roman law and government provided a foundation for many governments today, including my own.

In closing, the fall of the Western Roman Empire is important history to know. With moral decay and materialism invading modern nations today, we could make the same mistakes as the Romans! Pray that we learn from history and not neglect its great lessons.



Ancient Roman pillars and frescoes lie abandoned, but not forgotten, in the city of Rome.

ACTIVITIES FOR LESSON 21

ALL STUDENTS

Make your Memory Cards for Lessons 19–21. The fall of the Western Roman Empire (476) is a date to memorize. Mark the card accordingly.

21A—Younger and Middle Students

Play a shopping game to understand “inflation.”

Materials: One fresh vegetable, one piece of fruit, a loaf of bread, a pair of blue jeans, one blanket, one bar of soap, a roll of toilet paper, one package of gum or candy, one small toy, one piece of jewelry, 10 dimes (exact change is necessary!)

1. With your teacher, set up a pretend store with the first 10 items listed above. (You may substitute with similar items.)
2. Your teacher will then give you the 10 dimes so you have a dollar's worth of spending money.
3. Pretend to “shop” and buy each item for one dime. Use your full dollar and buy *everything* your first time through.

4. Return your items to the store and the money to your pocket. Shop again, but this time each item you want to buy costs two dimes! You will quickly see that you won't have enough money to buy everything. You'll only be able to afford five things! Decide what you would buy if this were the only money you had for a month.
5. Play "store" again, but this time each item costs you three dimes! Now you can only afford to buy three of the items (with one dime left over). You may only be able to afford food!
6. Play one more time, with each item costing you a dollar! This time you can only afford *one* thing in your store. What would you buy if that were your only money for one month?

The game you just played depicts what happened in Rome when prices were "inflated." When prices for things go up, people cannot afford to buy as much. Discuss with your teacher how a bad economy contributed to the fall of the Roman Empire.

21B—Middle Students

Research the way of life in monasteries during the early Middle Ages. Investigate **St. Benedict of Nursia**, the founder of Benedictine monasticism. St. Benedict lived around 543. He taught that "idleness is the enemy of the soul." Write a short report and file it under "Europe: Italy" in your Student Notebook.

21C—Older Students

1. The fall of the Western Roman Empire occurred when Jerome (the saint who translated the Latin Vulgate) was about 70 years old. He was living in Bethlehem when he heard the news. In the Activity Supplement, read portions of a letter he wrote to a friend in response to the event. How would you expect an older, godly man to respond to the fall of Rome? Would he rejoice or would he weep?
2. Research a man by the name of **Stilicho**. By bloodline, he was half-Roman and half-Vandal. Who do you think he became a general for—the Romans or the Vandals? Write a short report on this fascinating story. File it in your Student Notebook under "Europe: Rome."



TAKE ANOTHER LOOK!

REVIEW 7: LESSONS 19–21

Wall of Fame

1. **St. Patrick of Ireland (c. 389–461)**—On a three-leaf clover, write the three parts of the Trinity: the Father, the Son, and the Holy Spirit. Write Patrick’s name beneath. [From *History Through the Ages*, use *Patrick*.]
2. **Attila the Hun (434–453)**—Give him a face with scars. [Use *Attila the Hun*.]
3. **FALL OF THE WESTERN ROMAN EMPIRE (476)** Draw a stick figure of a throne. Write the name of the Western Roman Empire on it. Attach the throne toppled on its side to depict that it “fell.” **Remember, this is a date to memorize.** [Use *The Fall of the Western Roman Empire*.]

SomeWHERE in Time

1. Make a puzzle of Great Britain and Ireland. But first, let’s start with some definitions.
 - The term “British Isles” is a geographic reference, specifically referring to the United Kingdom, Ireland, and adjacent islands.
 - The island of Ireland is divided between the Republic of Ireland and Northern Ireland (which forms part of the United Kingdom).
 - Great Britain consists of England, Scotland, and Wales.
 - Great Britain PLUS Northern Ireland equals “The United Kingdom of Great Britain and Northern Ireland,” often called the United Kingdom or “UK” for short.

Now, let’s get back to that puzzle of Great Britain and Ireland:

Materials: Outline Map 10, “British Isles”; colored pencils; poster board or light cardboard; glue; scissors; two plastic sandwich bags; permanent marker

- a. Color the map of Great Britain and Ireland these colors:
 - England – brown
 - Scotland – orange
 - Wales – yellow
 - Northern Ireland – green
 - Republic of Ireland – purple
- b. Glue this colored map onto a piece of poster board or light cardboard.
- c. Cut out each of the above pieces.
- d. Place in one bag the countries of England, Wales, Scotland, and Northern Ireland. Label this bag “United Kingdom.”
- e. In the other bag, place the Republic of Ireland. Label it “Ireland.”
- f. The two bags will help you remember that Ireland has two parts—one is part of the United Kingdom, the other is an independent republic. Practice putting the pieces together.

2. In order to see how the Roman Empire compares in size to three modern countries, try the following simple activity. Using Outline Map 3, “World,” and a historical atlas, complete the following steps:
 - a. Color the boundaries of the Roman Empire purple.
 - b. Color China red.
 - c. Color Australia gold.
 - d. Color the United States blue.
 - e. At the bottom of the map, make a key ranking each of these places from largest to smallest.

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Activity Supplement: pp. 578, 591, 619, 621.

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