

The MYSTERY of HISTORY



Volume III The Renaissance, Reformation, and Growth of Nations

Companion Guide: Curriculum
and Student Activities

Linda Lacour Hobar

Copyright © 2008, Linda Lacour Hobar

Library of Congress Control Number: 2008932479

ISBN: 978-1-892427-07-6

First Edition

All rights reserved. May be photocopied only for one family. Please contact Bright Ideas Press concerning school or co-op licensing fee. Making copies of this book, for any purpose other than stipulated, is a violation of the United States copyright laws.

Printed in the United States of America

Published by Bright Ideas Press
Dover, Delaware

www.BrightIdeasPress.com
1.877.492.8081

18 17 16 15 14 13

3 4 5 6 6 7 8 10

Unless otherwise indicated, Scripture is taken from the New King James Version. Copyright © 1982 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Design and Production by Aptara Corp.

Project Manager: Joe Antonio

Editorial Proofreader: David Fulk

Other Production Credits

Copyediting: Kathryn Dix, Kathryn Dix Publishing Services

Maps: Tyler Hogan, Wonder Maps, 1.877.492.8081

PHOTO CREDITS

Instructional photos for Activities 19B-2, 31C, 50C, and 68B provided by Jean Lockwood.

All other interior photos provided by Linda Lacour Hobar.

Cover and Title Page: Galleries des Batailles, Palace of Versailles © Massimo Listri/CORBIS

Contents

Letter to the Teacher.....	xiii
Memory Cards	xxiii
Wall of Fame Timeline Suggestions.....	xxviii
Methods of Education.....	xxxvi
Grade Record	xxxix

Semester I

The Renaissance and Reformation

QUARTER 1 — The Age of Rebirth (1455–1521)

Week 1

Pretest 1 — What Do You Know?.....	3
<i>Lesson 1. The Wars of the Roses (1455–1485)</i>	
Activities	4
<i>Lesson 2. Cosimo de' Medici and the Rise of the Italian Renaissance (1464)</i>	
Activities	7
<i>Lesson 3. Ferdinand, Isabella, and the Spanish Inquisition (1469)</i>	
Activities	8
Review 1 — Take Another Look!.....	10
Week 1 Exercise — What Did You Miss?	12

Week 2

Pretest 2 — What Do You Know?.....	13
<i>Lesson 4. Ivan the Great (1480)</i>	
Activities	14
<i>Lesson 5. Dias and da Gama Round the Cape of Good Hope (1487, 1497)</i>	
Activities	15
<i>Lesson 6. Lorenzo the Magnificent (1492)</i>	
Activities	21
Review 2 — Take Another Look!.....	22
Week 2 Quiz — What Did You Learn?.....	23

Week 3

Pretest 3 — What Do You Know?.....	26
<i>Lesson 7. CHRISTOPHER COLUMBUS SAILS TO AN “OTHER WORLD” (1492)*</i>	
Activities	27

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

Lesson 8. <i>The Return of Cristóbal Colón (1493–1502)</i>	
Activities	30
Lesson 9. <i>Ghana, Mali, and Songhai: Empires of West Africa (1493)</i>	
Activities	33
Review 3 — Take Another Look!.....	35
Week 3 Exercise — What Did You Miss?	37

Week 4

Pretest 4 — What Do You Know?.....	38
Lesson 10. <i>The Death of Savonarola (1498)</i>	
Activities	39
Lesson 11. <i>The Safavid Empire of Persia (1501)</i>	
Activities	40
Lesson 12. LEONARDO DA VINCI PAINTS THE MONA LISA (1503)*	
Activities	42
Review 4 — Take Another Look!.....	44
Week 4 Quiz — What Did You Learn?.....	46

Week 5

Pretest 5 — What Do You Know?.....	48
Lesson 13. <i>Michelangelo (1508)</i>	
Activities	49
Lesson 14. <i>Artists of the Northern Renaissance (15th–16th Centuries)</i>	
Activities	50
Lesson 15. <i>Erasmus Writes In Praise of Folly (1511)</i>	
Activities	51
Review 5 — Take Another Look!.....	53
Week 5 Exercise — What Did You Miss?	56

Week 6

Pretest 6 — What Do You Know?.....	57
Lesson 16. <i>Niccolò Machiavelli and The Prince (1513)</i>	
Activities	58
Lesson 17. <i>Raphael (1514)</i>	
Activities	58
Lesson 18. MARTIN LUTHER POSTS HIS “NINETY-FIVE THESES” (1517)*	
Activities	60
Review 6 — Take Another Look!.....	62
Week 6 Quiz — What Did You Learn?.....	64

Week 7

Pretest 7 — What Do You Know?.....	65
Lesson 19. <i>Cortés and Pizarro: Conquistadors of Spain (1519, 1531)</i>	
Activities	66

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

Lesson 20. <i>Ferdinand Magellan Sails West (1519–1522)</i>	
Activities	70
Lesson 21. <i>Martin Luther and the Spread of the Protestant Reformation (1521)</i>	
Activities	73
Review 7 — Take Another Look!	74
Worksheet 1 — Put It All Together, Lessons 1–21	77

QUARTER 2 — The Age of Reform (1522–1572)

Week 8

Pretest 8 — What Do You Know?	83
Lesson 22. <i>Suleiman and the Ottoman Turks (1522)</i>	
Activities	84
Lesson 23. <i>Ulrich Zwingli Leads the Swiss Reformation (1523)</i>	
Activities	85
Lesson 24. <i>The Anabaptist Movement and Menno Simons (1525)</i>	
Activities	86
Review 8 — Take Another Look!	89
Week 8 Exercise — What Did You Miss?	91

Week 9

Pretest 9 — What Do You Know?	93
Lesson 25. <i>Babur, Akbar, and the Mughal Dynasty of India (1526)</i>	
Activities	94
Lesson 26. HENRY VIII AND HIS MANY WIVES (1529)*	
Activities	96
Lesson 27. <i>Sir Thomas More (1529)</i>	
Activities	99
Review 9 — Take Another Look!	101
Week 9 Quiz — What Did You Learn?	103

Week 10

Pretest 10 — What Do You Know?	105
Lesson 28. <i>Titian and the Rise of Venice (1530)</i>	
Activities	106
Lesson 29. <i>Women of the Renaissance and Reformation (15th–16th Centuries)</i>	
Activities	106
Lesson 30. <i>John Calvin (1533)</i>	
Activities	109
Review 10 — Take Another Look!	111
Week 10 Exercise — What Did You Miss?	113

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

Week 11

Pretest 11 — What Do You Know?	115
<i>Lesson 31. Ivan the Terrible (1533)</i>	
Activities	116
<i>Lesson 32. Ignatius Loyola, Francis Xavier, and the Jesuits (1534)</i>	
Activities	117
<i>Lesson 33. Explorers of North America (1534, 1539, 1540)</i>	
Activities	118
Review 11 — Take Another Look!	120
Week 11 Quiz — What Did You Learn?	122

Week 12

Pretest 12 — What Do You Know?	124
<i>Lesson 34. William Tyndale: Father of the English Bible (1536)</i>	
Activities	125
<i>Lesson 35. Nicolaus Copernicus (1543)</i>	
Activities	126
<i>Lesson 36. Bartolomé de Las Casas (1550)</i>	
Activities	127
Review 12 — Take Another Look!	128
Week 12 Exercise — What Did You Miss?	131

Week 13

Pretest 13 — What Do You Know?	133
<i>Lesson 37. Mary Tudor (“Bloody Mary”) (1553)</i>	
Activities	134
<i>Lesson 38. ELIZABETH I (1558–1603)*</i>	
Activities	137
<i>Lesson 39. John Knox and the Scottish Reformation (1559)</i>	
Activities	137
Review 13 — Take Another Look!	140
Week 13 Quiz — What Did You Learn?	141

Week 14

Pretest 14 — What Do You Know?	145
<i>Lesson 40. Mary, Queen of Scots (1561)</i>	
Activities	146
<i>Lesson 41. Jeanne d’Albret (1562)</i>	
Activities	146
<i>Lesson 42. St. Bartholomew’s Day Massacre (1572)</i>	
Activities	147
Review 14 — Take Another Look!	149
Worksheet 2 — Put It All Together, Lessons 22–42	151
Semester I Test	156

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

Semester II

The Growth of Nations

QUARTER 3 — The Age of Reason (1572–1632)

Week 15

Pretest 15 — What Do You Know?	163
<i>Lesson 43. Tycho Brahe and Johannes Kepler: Stargazers of the Renaissance (1572)</i>	
Activities	164
<i>Lesson 44. Sir Francis Drake (1577)</i>	
Activities	165
<i>Lesson 45. WILLIAM THE SILENT LEADS THE DUTCH REVOLT (1581)*</i>	
Activities	167
Review 15 — Take Another Look!	168
Week 15 Exercise — What Did You Miss?	170

Week 16

Pretest 16 — What Do You Know?	172
<i>Lesson 46. Sir Walter Raleigh (1584)</i>	
Activities	173
<i>Lesson 47. England Defeats the Spanish Armada (1588)</i>	
Activities	174
<i>Lesson 48. Michel de Montaigne and Essays (1592)</i>	
Activities	175
Review 16 — Take Another Look!	177
Week 16 Quiz — What Did You Learn?	179

Week 17

Pretest 17 — What Do You Know?	180
<i>Lesson 49. THE WORKS OF WILLIAM SHAKESPEARE (1592)*</i>	
Activities	181
<i>Lesson 50. Tokugawa Japan (1603–1867)</i>	
Activities	182
<i>Lesson 51. Sir Francis Bacon and the Age of Reason (1605)</i>	
Activities	185
Review 17 — Take Another Look!	187
Week 17 Exercise — What Did You Miss?	189

Week 18

Pretest 18 — What Do You Know?	191
<i>Lesson 52. Cervantes Writes Don Quixote (1605)</i>	
Activities	192

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

Lesson 53. <i>Australian Aborigines (1605)</i>	
Activities	193
Lesson 54. THE FOUNDING OF JAMESTOWN (1607)*	
Activities	194
Review 18 — Take Another Look!	197
Week 18 Quiz — What Did You Learn?	199

Week 19

Pretest 19 — What Do You Know?	201
Lesson 55. <i>Samuel de Champlain and Henry Hudson Explore Canada (1608, 1611)</i>	
Activities	202
Lesson 56. <i>John Smyth: A Separatist of England (1608)</i>	
Activities	203
Lesson 57. <i>The Marriage of Pocahontas (1614)</i>	
Activities	204
Review 19 — Take Another Look!	206
Week 19 Exercise — What Did You Miss?	211

Week 20

Pretest 20 — What Do You Know?	215
Lesson 58. <i>The Thirty Years' War (1618–1648)</i>	
Activities	216
Lesson 59. THE PILGRIMS LAND AT NEW PLYMOUTH (1620)*	
Activities	218
Lesson 60. <i>Squanto (1621)</i>	
Activities	219
Review 20 — Take Another Look!	221
Week 20 Quiz —What Did You Learn?	223

Week 21

Pretest 21 — What Do You Know?	225
Lesson 61. <i>René Descartes (1628)</i>	
Activities	226
Lesson 62. <i>John Winthrop and the Puritans (1630)</i>	
Activities	227
Lesson 63. <i>Galileo Galilei (1632)</i>	
Activities	228
Review 21 — Take Another Look!	231
Worksheet 3 — Put It All Together, Lessons 43–63	232

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

QUARTER 4 — The Age of Resolve (1632–1707)

Week 22

Pretest 22 — What Do You Know?	238
<i>Lesson 64. The Jews of the Renaissance and Reformation (16th–17th Centuries)</i>	
Activities	239
<i>Lesson 65. Rembrandt (1634)</i>	
Activities	240
<i>Lesson 66. Thomas Hooker Founds Connecticut (1639)</i>	
Activities	242
Review 22 — Take Another Look!	244
Week 22 Exercise — What Did You Miss?	245

Week 23

Pretest 23 — What Do You Know?	247
<i>Lesson 67. John Amos Comenius: The Father of Modern Education (1641)</i>	
Activities	248
<i>Lesson 68. The English Civil Wars (1642–1651)</i>	
Activities	249
<i>Lesson 69. Robert Boyle: The First Modern Chemist (1645)</i>	
Activities	250
Review 23 — Take Another Look!	253
Week 23 Quiz — What Did You Learn?	257

Week 24

Pretest 24 — What Do You Know?	260
<i>Lesson 70. George Fox and the Quakers (1648)</i>	
Activities	261
<i>Lesson 71. Blaise Pascal (1654)</i>	
Activities	262
<i>Lesson 72. LOUIS XIV: THE SUN KING (1661)*</i>	
Activities	263
Review 24 — Take Another Look!	266
Week 24 Exercise — What Did You Miss?	267

Week 25

Pretest 25 — What Do You Know?	273
<i>Lesson 73. The Scottish Covenanters (1661)</i>	
Activities	274
<i>Lesson 74. K'ang-hsi the Manchu and the Ch'ing Dynasty (1662)</i>	
Activities	275
<i>Lesson 75. SIR ISAAC NEWTON (1666)*</i>	
Activities	276

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

Review 25 — Take Another Look!	278
Week 25 Quiz — What Did You Learn?.....	280
Week 26	
Pretest 26 — What Do You Know?	283
Lesson 76. <i>John Milton and John Bunyan: Puritan Authors of the Seventeenth Century</i> (1667, 1678)	
Activities	284
Lesson 77. <i>William Penn and the Founding of Pennsylvania</i> (1681)	
Activities	285
Lesson 78. <i>The Atlantic Slave Trade (Late 17th Century)</i>	
Activities	286
Review 26 — Take Another Look!	289
Week 26 Exercise — What Did You Miss?.....	291
Week 27	
Pretest 27 — What Do You Know?	293
Lesson 79. <i>William and Mary and the Glorious Revolution</i> (1689)	
Activities	294
Lesson 80. <i>John Locke</i> (1689)	
Activities	295
Lesson 81. <i>The Salem Witch Trials</i> (1692)	
Activities	296
Review 27 — Take Another Look!	298
Week 27 Quiz — What Did You Learn?.....	299
Week 28	
Pretest 28 — What Do You Know?	301
Lesson 82. <i>Jakob Amman: Founder of the Amish</i> (1693)	
Activities	302
Lesson 83. PETER I: CZAR OF RUSSIA (1696)*	
Activities	303
Lesson 84. <i>Isaac Watts</i> (1707)	
Activities	305
Review 28 — Take Another Look!	307
Worksheet 4 — Put It All Together, Lessons 64–84.....	309
Semester II Test	314
Outline Maps	319
Review Answer Key Maps	355
Appendix	
Section A: Activity Supplement.....	391
Section B: Supplemental Books and Resources	453
Section C: Pretest Answer Key	502
Section D: Answer Key	505

*Lesson titles in bold and all caps indicate key dates and people or events to memorize. There are 12 key dates in this volume.

Letter to the Teacher

Dear Friend,

Hello! Please allow me to personally welcome you to *The Mystery of History*. Whether you are new to this program or returning, I've a few things to share. Of course, I would rather be getting acquainted with you over a cup of coffee so I could in turn learn of *your* educational journey. But for now, please allow me to tell you mine. It will provide you with the background of this series and will hopefully inspire you in your efforts to teach world history (or to learn more of it for your own enrichment).

Background

Years ago, when homeschooling my own children, I found myself frustrated with trying to put history in order. I had loved world history in college, but that wasn't helping me teach my kids. I was aggravated at how fragmented and disjointed my education had been. I found myself staying up late at night, researching book after book to mesh world history and Bible history together on one timeline to teach my children. It made sense to me to teach *all* history on the same continuum because I was looking for God in it. Where was He, I wondered, over all the centuries of time? How did He make himself known from one generation to the next? What were the absolute truths and threads woven into time?

Those were just a few of my questions. I had more, so I continued to research the Bible and history late at night and teach my kids during the day. In my curiosity, I found that every set of doors I opened in my studies led to *another* set of doors — and I was deeply embedded in the maze of world history! I remember telling myself, and a few close friends, that if I ever had time, I would write my own curriculum for my children to capture my relentless curiosity for God, this world, and history. I wasn't serious. I just had a budding passion that wouldn't go away.

Well, in the spring of the year 2000, I was standing in my kitchen chopping vegetables when I felt as if the Lord whispered in my ear "The Mystery of History." Immediately, I knew what it was. I knew it was the title of a book yet to be written and that the "Mystery" was the Gospel. Being an evangelist at heart, and having a welled-up passion to teach and to learn, I felt I was being led to write about the Gospel in the context of world history.

Well, I put dinner on hold that evening. I dashed downstairs and wrote a dedication page to my children. That page can still be found in Volume I, unchanged since the day I wrote it. To me, it sums up the "calling" I felt, which is to write this series for my children and others that they might better know and understand God and His hand throughout the ages.

So, seven years later, here I am on Volume III. My children aren't so little anymore. Two are grown up, and the "baby," who is still at home, is taller than I am. But I'm still studying and writing. In doing so, I find myself continuing to push through doors that lead to *more* sets of doors to learn about God and world history. It's endless, and I still love it. I hope with more years under my belt that I've grown in my abilities to embrace and share this love with you and your families.

For your planning purposes, the scope of the volumes is as follows:

♦ Volume I	Creation to the Resurrection	(Creation – c. A.D. 29)
♦ Volume II	The Early Church and the Middle Ages	(c. A.D. 29–1456)
♦ Volume III	The Renaissance, Reformation, and Growth of Nations	(1455–1707)
♦ Volume IV	Wars of Independence to Modern Times	(1708–Present Day)

Now that we’ve covered this background, let me personally guide you through the steps of this curriculum to prepare you for teaching. Whether you are new to *The Mystery of History* or returning, keep in mind that all these components are optional. Please feel the freedom to shape and sculpt this work to suit your needs. What I’ve provided are tracks to run on that best match what I call “Middle Students,” or those from about 4th to 8th grades. “Younger” and “Older” Students will be improvising on both ends, but I provide the framework with over a hundred age-appropriate activities ranging from hands-on kindergarten work to full-blown high school research and writing exercises. (See the section of this letter titled “Adaptations for Younger and Older Students.”)

Steps of *The Mystery of History*

Step #1 — “Around the World” Quarter Summaries

Volume III is divided into four quarters. At the beginning of each quarter you will find a summary page in the *Student Reader* titled “Around the World.” This section is designed to give a brief overview of the time period and introduce new names and ideas to students. There are no quiz or test questions taken from this material.

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

Ideally, students and teachers alike can begin each week in *The Mystery of History* by taking a pretest from this *Companion Guide* titled “What Do You Know?” This nine-question pretest is meant not only to see what students might *already* know of the three lessons to come, but also hopefully to spark some curiosity about what they don’t know.

In fact, though many questions can be answered by logic, I would not expect most students or teachers to know the answers to these pretests. They’re pretty tough! For that reason, it might be easiest to give the pretests orally and to keep them light. For those who choose to distribute the written pretests, I recommend that grades not be recorded from them. Recorded grades could be discouraging to perfectionist students who expect too much of themselves. I would rather hope that as the week progresses, students and teachers would find themselves saying “Aha!” as answers to the pretests are revealed through reading the lessons.

Step #3 — Lessons

Lessons in *The Mystery of History Student Reader* are the meat of the program. Volume III contains 84 lessons distributed evenly over four quarters — each quarter containing seven “weeks” of material. Each week consists of three lessons from the *Student Reader* and their corresponding activities, exercises, quizzes, etc., from this *Companion Guide*. If you plan to finish the course in one school year (with some cushion between quarters), you will want to read at the pace of about three lessons a week. Many choose to spread the curriculum over more than one year. This is perfectly fine if your schedule allows!

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

As for the **length** of lessons, I’ve kept them about as long as those found in Volume II, which are longer than those in Volume I. Page breaks in the form of text subheads are built in to allow you to “pause” your reading if needed for little ones to squirm or to check the comprehension of your audience. Each volume is getting a little harder in **content** as students are more than likely “growing” with the program. However, if you are new to the series, you can jump right in. Previous study in *The Mystery of History* is recommended but not essential.

Step #4 — Activities

My kids were squirmy. They preferred hands-on work to sitting still through long portions of reading. Therefore, you will find that in *The Mystery of History Companion Guide* I’ve provided numerous choices of hands-on and/or research projects to coordinate with each and every lesson in the *Student Reader*. The activities are divided into age groups labeled “Younger Students, Middle Students, and Older Students.” The purpose of these activities is twofold. For one, the concrete nature of the activities (especially for younger ones) will help them remember the lessons by stimulating their senses. Second, the activities are meant to challenge higher-order thinking skills by taking students beyond the ability to simply listen, read, and regurgitate facts.

You will notice that the activities intentionally span a wide variety of learning styles. That is so you may pick and choose those that are going to benefit your students, either by complementing their learning style or by challenging them beyond their comfort zones. I think there is room for both in the course of your school year. Many activities are for pure fun — others are going to take some real work! I’m not the craftiest mom on the block, so for the simple activities, you will need only household items. However, as with every volume, I’ve tried to improve and “scale up” your choices. As a result, some activities are more difficult than those found in previous volumes.

The most important thing for you to know about the activities is that they are optional. I would never expect a student to attempt them all. You may, as a family or classroom, choose one

per lesson, one per week, one per month, or one per semester, depending on your season of life. Newborns, illness, crises, you name it — we all have seasons that are more demanding than others and so you have my permission to use these activities or NOT to use these activities as needed to enhance your studies.

Last, the directions for some activities are lengthy or they may require that patterns and charts be duplicated. As in Volumes I and II, when this happens I direct you to the Appendix section titled “Activity Supplement.” This “overflow” section in the Appendix prevents the *Companion Guide* from getting bogged down in the middle with lengthier directions and artwork.

Step #5 — Memory Cards

I receive a lot of questions about Memory Cards, so I have a special section in the front of this *Companion Guide* dedicated to explaining them. (See the section titled “Memory Cards.”) But in a nutshell, Memory Cards are homemade flashcards for students to create out of any size index cards. I remind you to make them after every three lessons. Some prefer to make them after every lesson, which of course is fine, too. As with everything *but* the lessons, these cards are optional to the program and will certainly look different when made by students of different ages. For your encouragement, my children rarely got excited about *writing* their cards, but they did enjoy playing memory games and drilling with them. I typically started every history day with these flashcards for quick review. We opted to write ours on 3-by-5-inch index cards and store them in a mini-binder. The small card binder made for a nice tool, though a rubber band or card file works fine, too.

Step #6 — “Take Another Look!” Reviews

In the Hobar household, science was as popular a subject as history, at least according to my children! Therefore, I divided my days of the week between history and science, making Monday/Wednesday/Friday *exclusively* history days, and Tuesday/Thursday *exclusively* science days. It worked for us. For that reason, it made the most sense to lay out *The Mystery of History* in what I call “weeks.” I tried to fit a manageable amount of work into three days a week. No one has to fit their work exactly into this time frame. It is just a guide.

With that background, you may understand better now why I enjoyed streamlining our timeline work and mapping work to only *one* day a week. We chose Fridays. I called those “review days” and thus they appear in the *Companion Guide* much the same, but I titled them “Take Another Look!” At the end of three lessons, or one “week” of work, I suggest that your students add figures to a timeline and complete one or more mapping exercises. The point is to “Take Another Look” at the lessons by pulling them together **chronologically and geographically**. Let me elaborate on these two components.

“Wall of Fame” Timelines. As with the Memory Cards, I get a lot of questions on building timelines. So I have created a special section on the matter that includes photos and diagrams. (See the section titled “Wall of Fame Timeline Suggestions.”) Remember, there really is no right or wrong way to build a timeline. It is merely a visual tool to help students *see* the unfolding of chronological events of world history — particularly in fields that are not normally correlated, such as the arts and the sciences. *The Mystery of History* strives to pull *all* the pertinent fields of study together on the same timeline. This is seen most clearly in Volume I with the correlation of Bible history and world history events.

As for the size and shape of timelines, one rule of thumb is this: the younger the student, the bigger you might want to build your timeline. It seems that little ones benefit the most from large, wall-sized timelines, and older students are more inclined toward keeping a compact timeline notebook. A timeline notebook can be a beautiful keepsake, chronicling years of study in numerous subjects! In either case, I provide you with directions in this book to make your own timeline figures by hand, or I suggest pre-drawn figures created by Amy Pak of *Homeschool in the Woods*. Amy Pak's products (timeline figures, notebooks, and placement guides) are also available at my Web site. (Visit www.themysteryofhistory.com.)

“SomeWHERE in Time” Mapping Exercises. Each week students are instructed to complete one or more mapping exercises. Please pick and choose these according to your students' abilities. Some projects are simple and require only the use of a globe. Others are sophisticated and will require atlases, overlays, and blank outline maps to color. All the outline maps you need are provided in this book for you to copy or print! (Check the contents page of the “Outline Maps” section at the back of this book for a list of the number of maps that a student in each age group will require in order to complete all the mapping exercises provided in this *Companion Guide*. Some of you may prefer to have these printed ahead of time to streamline your work. Others of you may prefer to print or copy on demand as needed.) When I ask students to label and color these maps, I divide the features they're working on into columns for Younger, Middle, and Older Students. Feel free to modify.

As for atlases, I used two to create the mapping exercises in this *Companion Guide*. They are:

Rand McNally's *Historical Atlas of the World* (ISBN 0-528-83969-1)

Rand McNally's *Atlas of World Geography* (ISBN 0-528-17792-0)*

The *Atlas of World Geography* is available only through educational outlets.

For your convenience, my publisher and I carry both atlases on our websites:

www.TheMysteryOfHistory.com

www.BrightIdeasPress.com.

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

At the end of every other week you will find an exercise titled “What Did You Miss?” These exercises are designed to make students dig a little deeper in recalling the details of previous lessons or pull together information that is otherwise “scattered.” For that reason, students are encouraged to use their *Student Reader*, timelines, or Memory Cards to aid them. Many of the exercises are set up in the format of a game or competition. Grades, rewards, or prizes are optional to motivate the students who need it.

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

Alternating with the exercises, every other week you will find quizzes titled “What Did You Learn?” These are designed as true quizzes for which most students should receive a grade, unless they are simply too young. As a unique feature of *The Mystery of History*, these quizzes are

cumulative in nature and ask students questions from the entire book. Even Younger Students may enjoy the challenge of answering these orally with some help from others. Older Students may find these quizzes easy, as they are primarily designed for Middle Students. But I would administer them anyway for the sake of review and recall. I don't believe in testing for the sake of busy work. Nor do I believe that tests can always reflect true learning. However, these cumulative quizzes will help students practice the retention of those facts that I believe are worth remembering.

Generally, the selected questions are asked in the chronological order in which the content was studied so that even at a glance, students see an outline of when events took place. You will observe that the quizzes become longer throughout the text and appear more complex. However, the questions are not necessarily harder. The format is just more intimidating. By all means, give assistance to those students who might be overwhelmed.

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

As students reach the end of each quarter, they will have covered a great deal of history. To help them sum it all up without confusing who's who, students are asked to complete a worksheet covering information contained in just that quarter. They ARE expected to use their *Student Reader*, timelines, and Memory Cards to answer the questions! The worksheets are similar to the exercises but vary in length and depth. In fact, they can be quite involved. Younger Students or those with special needs may opt to complete the worksheet orally, get assistance with it, or skip it altogether.

Step #10 — Semester Tests

The Mystery of History Companion Guide contains two semester tests. The first is to be given at the halfway point of the course and covers only the material found in Quarters 1 and 2. The second semester test appears at the end of the course but covers only the information found in Quarters 3 and 4. I remind students to study from their *Student Reader*, timelines, Memory Cards, and previous worksheets before taking their semester tests. These tests are not overly difficult in my opinion, nor are they designed to be. But they should bring satisfaction and the reward of a high grade to students who have paid attention through the course and remained diligent in their studies. As with the worksheets, Younger Students or those with special needs may opt to take these tests orally, with assistance, or skip them altogether.

Step #11 — Supplemental Reading

Though I've sought to make *The Mystery of History* a “complete” curriculum, it's utterly impossible. There is always more information to be found than what can be contained here. For that reason, I've provided a section in the Appendix titled “Supplemental Books and Resources.” Even more resources (crafts, games, kits, films, etc.) can be found on my Web site and that of my publisher. (Visit www.themysteryofhistory.com or www.brightideapress.com.) None of these additional books or resources is required to complete this course, but I do hope you find more for your students to read or view on DVD or video. (For high school students, more reading is expected to round out this course to a credit.) There are picture books, biographies, classics, historical novels, primary source materials, and numerous quality films to complement your studies of the fifteenth and sixteenth centuries. Of course, as this list is extensive, I have not had the opportunity to read or

view every resource listed. My publisher received expert help in compiling this list from conservative sources, but please preview all materials for their suitability for *your* family or classroom.

Step #12 — Student Notebooks

Besides having access to *The Mystery of History Student Reader*, each student should have an individual three-ring Student Notebook. This notebook should contain eight dividers, one for each of the seven continents and one for miscellaneous items. This notebook will grow over time. As students complete an activity or map project that is on paper, they will file it under the appropriate divider.

Subdividers can be made out of regular notebook paper and labeled with individual country names, such as “China” or “England.” I often tell the student to file a project under the continent name and the country name, for instance, “Asia: China” or “Europe: England.” Industrious families or classrooms may want to design beautiful country dividers that include an outline map of the country or its corresponding flag.

Students who are returning to *The Mystery of History* may want to keep their work from one volume to the next in the same binder. This could require a larger three-ring binder over time! I hope students will truly “own” their notebooks as scrapbooks of their work. In the notebook, students will file maps, reports, photos of activities, and some exercise pages. It would also be a great place to file vacation photos of historical landmarks.

Step #13 — CD-ROM Available

For your convenience, this *Companion Guide* is also available on CD-ROM. With the touch of a button, you can print quality maps, quizzes, and more from your home or classroom computer in the exact amount you need. Please read and respect our copyright laws for classroom and family use. This product is available on my Web site and from Bright Ideas Press.

Step #14 — Grade Record

For those of you who will be keeping grades for this course, I have provided a convenient grade record sheet just after the section titled “Methods of Education.” I hope the grade record sheet and my further notes on education will be useful in your preparations.

This concludes our look at the steps of the curriculum. For additional resources, encouragement, fellowship, or questions to the author and publisher, please visit any of *The Mystery of History* Yahoo support groups. To subscribe, visit:

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

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

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

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

Adaptations for Younger and Older Students

Younger Students

There is great flexibility in *The Mystery of History*. If you have Younger Students (approximately kindergarten to 3rd grade), they will not be ready for the full content of this course, but they may enjoy listening to the stories once a week, twice a week, or more. After the stories, they may want to choose a hands-on activity from the *Companion Guide* to reinforce their learning. Is that enough for a young student? You make the call. At their age, we would not expect mastery of world history but rather exposure to it. Much will go over their heads in regard to *connecting* the events of world history. But that doesn't mean they're not interested in the lessons one at a time. Save the art of connecting it all together for when they are more mature and their logic skills more developed. (Logic skills tend to be more refined between 4th and 8th grades.)

Younger Students may benefit from (and actually enjoy) building a timeline or coloring maps. This really depends on the student. Memory Cards might best be saved for another time unless the teacher would like to make them with the help of the student. Tests, quizzes, and worksheets may be attempted orally, with some help, or skipped altogether until a student cycles back through the material at an older age. Hopefully, you will do just that as the student matures.

I've taken the time to include a lot of things for the Younger Student because so many families ARE having little ones join their older siblings in studying *The Mystery of History*. It CAN be a rewarding and successful family adventure. Little ones can pick up so much from listening. But if your *oldest* child is in the range of a Younger Student, he or she might not be ready for this volume. Volume I, which is written on a younger level, might be a better place to start if you have not yet covered ancient history.

Older Students

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

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

In most states, high school history requirements include:

World history	1 credit
American history	1 credit
Government	1/2 credit
Economics	1/2 credit
Total	3 credits

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

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

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

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

1. Additional Literature. As mentioned earlier, books and films are recommended in this *Companion Guide* to challenge students to a higher reading level and to broaden their studies. Classics, original works, nonfiction, and historical fiction are all included, but even more resources (crafts, games, kits, films, etc.) can be found on my Web site and that of my publisher. (Visit www.themysteryofhistory.com or www.brightideaspress.com.) This supplemental resource list is ever growing and being added to by other MOH users on the Yahoo discussion group for high schoolers. Visit:

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

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

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

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

In grading activities, I suggest you score projects on a scale of 1–100, giving points for various elements of the project. For example, on a large research project, out of 100 points, a student may earn 10 points for neatness, 30 points for content, 20 points for research, 20 points for oral presentation, and 20 points for timeliness. These grades can be factored along with the accumulation of quizzes, exercises, worksheets, tests, and reading assignments to give a fair grade for the course.

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

For the sake of the Mystery,
Linda Lacour Hobar

Memory Cards

I. Purpose and Use of the Cards

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

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

A. Younger Students

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

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

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

popular at this age. If you have Amy Pak's timeline figures on CD-ROM, you can enlarge these up to full-size coloring pages. These could be stored in a Student Notebook in lieu of Memory Cards. It may be that Memory Cards are skipped altogether for Younger Students and reserved for making the next time the student goes through the material.

B. Middle Students

Students of this age should be challenged to write the title of the lesson on the front of their Memory Card and write information *about* the lesson on the back. What kind of information? I think it depends on the student. If you have a hesitant writer, who is overwhelmed with writing across the board, you may choose to scale down the writing of Memory Cards until he or she matures. It may be enough for this student to write bullet points, phrases, or single-word associations on the back of the card. Even without much information on the back of the cards, they can still be used for drills.

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

But for more enjoyment of the cards, challenge the students to write creative things on their cards by pulling out random, interesting facts from lessons. For example, Anne Boleyn supposedly had a sixth finger on her hand! It's not critical to remember that fact, but writing it down will help a student to quickly distinguish her from Henry's five other wives.

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

As with Younger Students, variations to the cards can be endless. Many choose to replace the cards altogether with lapbooks, scrapbook pages, or notebooking. I suggest you visit the MOH Yahoo group for ideas and free notebooking pages designed by homeschool parents. (<http://groups.yahoo.com/group/MysteryofHistory3>)

C. Older Students

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

II. Format of the Cards

The front of the card is simply the name of the lesson as listed in the Contents. A color code is suggested below. For neatness, efficiency, and consistency, I chose to write the lesson titles in bold markers for my students 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:

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

In Volumes I and II of *The Mystery of History*, I suggested that students follow a color code for writing the titles of lessons on the front of their Memory Cards. I provide that information again here. Color coding the cards will simply help for quick identification of time periods. It's not necessary for the success of the cards. If you are choosing to color code them, the cards to this volume will be in light green and dark blue, as you see in italics below.

♦ 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
♦ <i>Volume III-A</i>	<i>The Renaissance and Reformation</i>	<i>Light green</i>
♦ <i>Volume III-B</i>	<i>The Growth of Nations</i>	<i>Dark blue</i>
♦ Volume IV-A	The Struggle of Mankind	Dark pink
♦ Volume IV-B	Mankind's Hope in Christ	Dark purple

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

Elizabeth I

Vol III A

38

Elizabeth was the queen of England. She liked pretty dresses and wore white make-up on her face. She never married, but was queen for a long time.

1558–1603

Elizabeth I

Vol III A

38

Elizabeth I was the daughter of Henry VIII and Anne Boleyn. She became the queen of England after the death of her sister, Bloody Mary. Elizabeth was a capable leader. She helped establish the Anglican Church and tried to end persecution. She never married. The Elizabethan Age was named after her

1558–1603

Elizabeth I

Vol III A

38

Elizabeth I, the daughter of Henry VIII and Anne Boleyn, became the queen of England after the death of her sister, Mary I. Elizabeth practiced politics, religion, and romance with amazing diplomacy, seeking above all what was best for England. As a personal sacrifice, she remained unmarried. She also established the Anglican Church without bloodshed. Many hailed her as "Good Queen Bess." The Elizabethan Age, as named after her, lasted 140 years.

1558–1603

III. Storing the Cards

Index cards can easily be kept handy using a rubber band or card box. But for using them as flashcards, I highly recommend storing them in a two-ring mini-binder or using a spiral-bound, index-card holder. These can be found in an assortment of shapes and sizes at most office supply stores. In whatever style you may find, most come with 50 cards. If using a mini-binder, you can buy additional predrilled cards or make your own out of ordinary index cards by using a standard three-hole punch. (The spacing of this hole punch will match.) Most mini-binders *will* hold 84 cards to match the number of lessons in this volume.

Wall of Fame Timeline Suggestions

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

Understand first that there are many different methods for assembling attractive and functional timelines. I’ve seen them in notebooks, on walls, on butcher paper, wrapped around stairwells, mounted in bathrooms, and placed on pattern cutting boards (my personal favorite). The important thing is to make a timeline for your family or classroom that will work for you *this* year with *this* volume based on your students’ interests and the space you have available. Inevitably, students’ learning styles, interests, and abilities will change over the years (along with how much wall space you have!). It is reasonable to imagine that a large timeline on a wall or pattern cutting board might appeal to a visual learner or a younger student now. But this same student, or one who has a bent toward detail work, might prefer a timeline notebook in the future when he or she is older. I suggest you adapt your methods of keeping a timeline *as you go* rather than stress out over choosing *one* that will work for the next 5–10 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, 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 14 years of homeschool experience to draw from, but I don’t have all the volumes written yet for *The Mystery of History*. So I suggest you plan a timeline only *one volume at a time* and bear with me please, volume by volume, as I tweak, adapt, and modify my suggestions. I’ll elaborate now on my two favorite timelines — the pattern cutting board and the notebook. First, the pattern cutting board.

I. The Pattern Cutting Board

One great way to make a foldable, portable, attractive timeline is to use a pattern cutting board (or sewing board). These can be found at fabric and craft stores. When held vertically, it is the inside of the board that serves as the backdrop for the placement of timeline strips and illustrated figures.

One plan, which I will call “Plan A,” follows my ideas for making your own decorative timeline figures as described on each “Take Another Look!” Review page in this *Companion Guide*. This plan might appeal to students who are artistically inclined, or who really favor hands-on work. There is a little bit of built-in fun as some figures require wrinkling, burning, tearing, etc. The work required to make these pieces helps students to remember curious details of the character or event at hand. Thus, the advantage of this plan is its built-in reinforcement and the personal satisfaction gained from all the hard work put into it. (Photo 1)

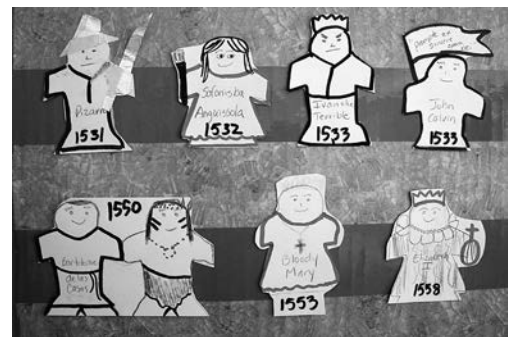


Photo 1

The other plan, which I will refer to as “Plan B,” uses the beautifully illustrated figures by Amy Pak from *History Through the Ages*. For your convenience, I reference these figures by name in *italics* on each “Take Another Look!” Review page in this *Companion Guide*. This plan might appeal to children who like to color, to older students, or to those who are just too busy or bogged down to make their own figures. The advantage of this plan is that it is quick, easy, and visually attractive. For effect, I chose to photocopy these figures on wine-colored paper to match the cover of Volume III. These could easily be left in black and white for students to fill in with colored pencils. (Photo 2) Regardless of whether you use Plan A or Plan B, I suggest you set up a pattern cutting board. (Photo 3) It’s a great visual. I recommend that families or classrooms share one board and build it together.



Photo 2



Photo 3

A. Preparing the timeline board

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. And I simplified everything by using packing tape or duct tape for the time strips rather than laminated poster board. Here are steps and materials to make these improvements should you so desire.

B. Materials needed

- ◆ 1 foldable pattern cutting board. To my knowledge, there exist two brands of these boards. The Wright’s brand, available at most Hobby Lobby stores, is the smaller of the two at 36 by 60 inches. The Dritz brand board, found at most Wal-Mart stores, is larger at 40 by 72 inches. (Photo 4) My directions will work for either, except that

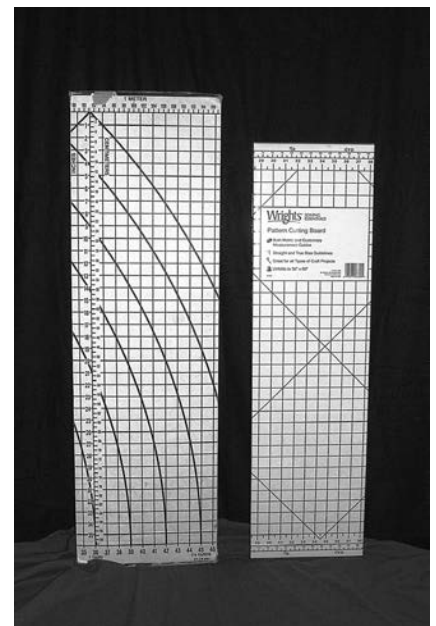


Photo 4

the larger board will give you much more space to work with and will require more than one roll of adhesive paper for covering.

- ◆ 1–2 rolls of self-adhesive, multipurpose decorative covering, more commonly referred to as *Con-Tact* paper. Purchase 1 or 2 rolls, depending on which cutting board you are using. Choose a color or motif of your liking. The marbled ones are a great choice.
- ◆ 1 roll of colored packing tape or duct tape (1.88 inches by 20 yards) to match your choice of adhesive paper.
- ◆ 1 yard of ropey cord or ribbon to make a closure for the board.
- ◆ 1 foot of clear adhesive tape (for securing the closure on the board)
- ◆ A yardstick
- ◆ Scissors
- ◆ A helper

C. Covering the board

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

1. You will not want to begin this project without the extra hands of an older child or another adult to help you lay the adhesive paper. Otherwise, it will take you much longer to lay the adhesive paper without crinkling it. (I tried!)
2. Lay the pattern cutting board open on the floor. Unroll the adhesive paper, and measure a strip the width of your board (the short direction, not the long direction). Cut the strip, peel off the backing, and with your helper, lay down the adhesive paper. If it is crooked, or has folds, it will lift off for a second try. Repeat these steps for both the front and the back of the cutting board, overlapping each strip a few inches over the last. When you reach the ends of the board, it is easiest to stop the adhesive paper at the edge, rather than attempt to wrap it around the edges. The exposed edges of raw cardboard will not present a problem. (Photo 5)
3. With both sides of the board covered, some will find that the board is “tight” and hard to fold up. To correct this problem, use a sharp pair of scissors to “score” the outside of the cutting board in several places. By that I mean to run the scissors down a few outside creases to cut a slight gap in the adhesive paper. 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. (Photo 6)



Photo 5

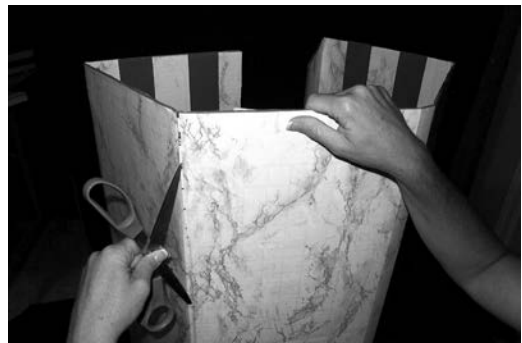


Photo 6

4. Open the cutting board so that the inside is facing up. It is now time to mark the places for the tape strips.
5. For the *Wright's* brand cutting board: Use a yardstick and pencil to mark 2 inches, 4 inches, 6 inches, and 8 inches from the top of *each* panel on the edge of the cutting board. Make the marks evenly on both edges of the board. (Photo 7)



Photo 7

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

6. For the *Dritz* brand cutting board: Use a yardstick and pencil to mark 2½ inches, 4½ inches, 7 inches, and 9 inches from the top of each panel on the edge of the cutting board. (Remember, this board is larger and requires the strips to be spaced farther apart.) Make these marks evenly on both edges of the board.



Photo 8

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

7. To make a cool closure for the board, fold it all the way shut. Mark the center point of the spine of the board. Find the middle of the length of one yard of ropey cord. Use clear packing tape to adhere the ropey cord at its middle to the center point of the spine of the board. (Photo 9) This cord can be tied and untied by students when getting the board out to work on it.



Photo 9

8. Last, I suggest that a title cover be attached to the outside of the board to identify its time period. It should read “The Mystery of History, Volume III. The Renaissance, Reformation, and Growth of Nations.” You might consider scanning and printing the cover of Volume III and attaching it with clear tape, as pictured here. (Photo 10)

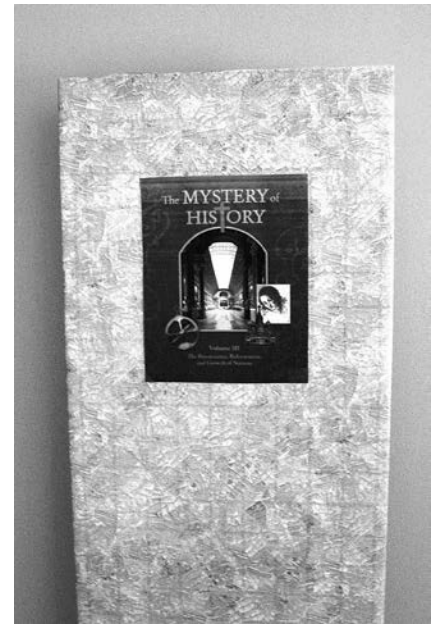


Photo 10

D. Preparing the figures

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

1. Plan A figures (making your own)

I find it easiest to make my own figures on white card-stock paper using colorful markers and pencils to outline and decorate with. Blank 3-by-5-inch and 4-by-6-inch index cards will work for most figures. (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 III, it will not be practical to continue this.) On “Take Another Look!” Review pages, I give ideas for making and decorating your figures. (Feel free to elaborate!) Your children’s interest level may dictate how extensive you get on adding these details. I have certainly helped make several figures myself over the years to move my students along in the process.

When I request that students make a person, I have provided a pattern of a male and a female. (See patterns on the next page.) I recommend that you photocopy these or simply trace the basic outline and cut it out. It would be wise to trace the pattern ahead of time for students, putting several on a page with ample space around each character. However, I would not cut out the patterns ahead of time because I often ask the students to add something to their character (like a harp, a book, or a crown). In those instances, it is far easier for students to draw these items around the pattern, and *then* cut them out. Of course, not all the figures will be “people.” I will also ask students to make boats, mountains, documents, maps, and the like. (Photo 11)

If you make your figures approximately 2–4 inches by 2–4 inches, then you can get seven to eight figures per line with ample space for adding other characters from other subjects

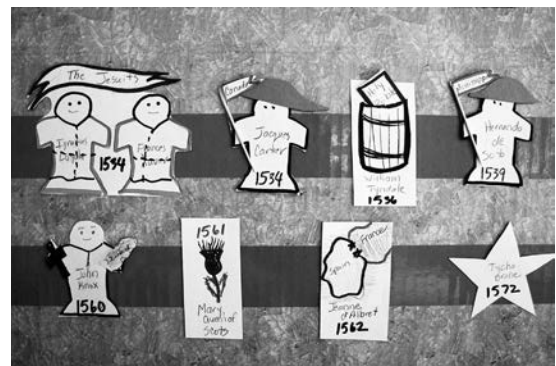
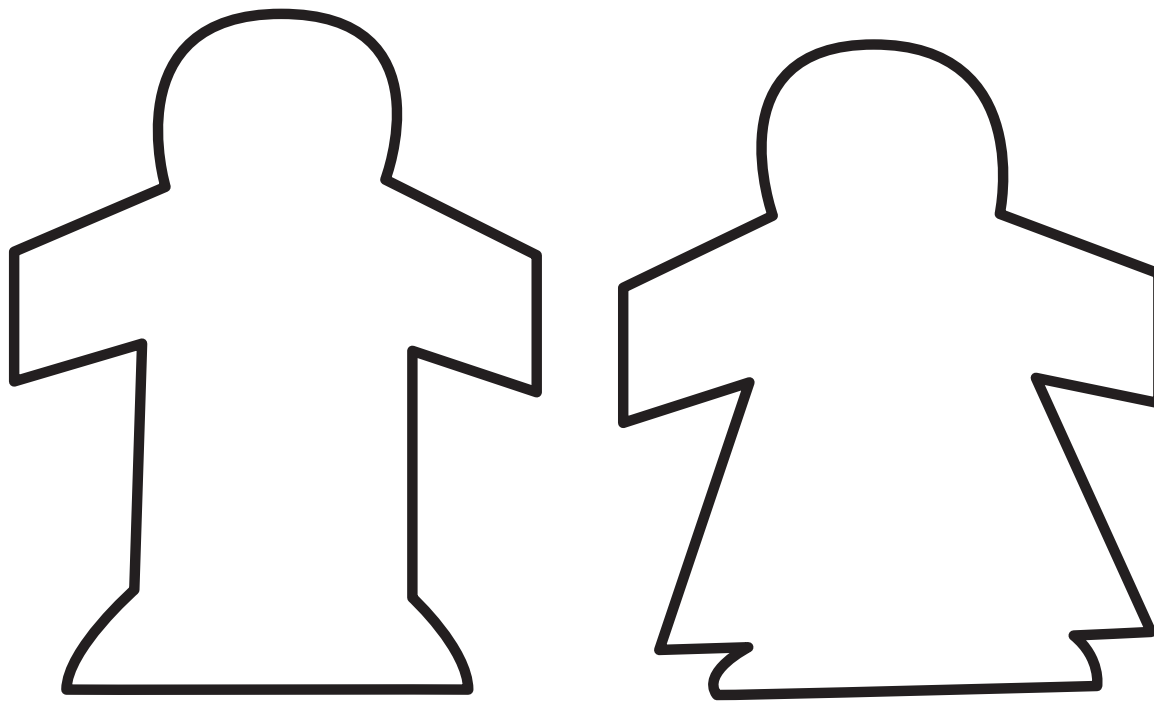


Photo 11



you might be studying. Note, too, that occasionally, I have the students add figures out of order, so please leave spaces or only tape them on loosely until the timeline is complete.

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

Rather than make your own figures, you may choose to use the 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. (Or you may purchase the figures on CD-ROM and choose to click and print the ones you need.) Students can color and/or cut out the figures prior to hanging them on the timeline. You can make this option as simple or as complicated as you want. Some students may even want to incorporate some of the creative ideas from Plan A into Plan B by decorating the pre-drawn figures with a few “extras.” There are 111 figures available. So, for spacing, place about nine characters per line.

E. Attaching the figures

I found it most convenient to work on our timeline only once a week. Though some families prefer to make the timeline figures on the day that they study the corresponding lesson, I like to do the exercise later in the week as a means of bringing characters back to mind from days earlier.

On review day we usually needed to create just three figures, one from each lesson of the week. If using *History Through the Ages* figures, occasionally there is more than one figure for each lesson. Either way, after creating a timeline figure, we would tape it on at the appropriate place on the pattern cutting board. The timeline strips for Volume I ran from the bottom up to help a student grasp that B.C. time is counted backward. I suggest that this

timeline, and all those 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.

The first figures placed on the board will be from Lessons 1, 2, and 3 of “Week 1.” The following is an excerpt from Week 1 that indicates my suggestions for homemade figures (Photo 12) or pre-drawn figures (Photo 13). The names of the corresponding pre-drawn figures are in *italics*.



Photo 12

- ♦ **The Wars of the Roses (1455–1485)** — Draw a red rose and a white rose, giving them each a face. Depict them wearing boxing gloves as if they are in a fight. Title your figure “Wars of the Roses” and place the date at the bottom. Place this figure on the year 1455 on your timeline. [From *History Through the Ages*, use *Earl of Warwick* and *Richard III*.]



Photo 13

- ♦ **Cosimo de’ Medici and the Rise of the Italian Renaissance (1464)** — Depict a man holding a book titled “Greek and Roman Classics.” On the figure, write the name “Cosimo de’ Medici – 1464” and place it on your timeline on the year 1464. [Use *Cosimo de’ Medici*.]
- ♦ **Ferdinand, Isabella, and the Spanish Inquisition (1469)** — Draw stick figures of a king and queen wearing crowns. Above them, draw a banner reading “The Spanish Inquisition.” Title the piece “Ferdinand and Isabella – 1469” and place it on your timeline on the year 1469. [Use *Ferdinand V and Isabella I*.]

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

As a final note, on the top center point of my timeline, I used a hole punch to create a hole just large enough so that I can “hang” my timeline on a nail on the wall while we are using it. (Photo 14) I highly recommend this if space allows. When not in use, your timeline board can be folded with the closure cord wrapped around it and tucked away behind a cabinet or under a sofa. From time to time, we made a game of searching for a character on the board or



Photo 14

pointing blindly to a random character and asking the student to supply some information about him or her. Remember, your timeline may not turn out perfectly, but it is just one of many ways to observe and appreciate God's marvelous hand in history. I hope you enjoy it!

II. Timeline Notebooks

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

Students of my program may not be studying all of Amy Pak's timeline figures (she has hundreds!). But they are there for your reference in the *Placement Guide* and may be of interest for your student to add. As noted before, on Review pages, I indicate which of Amy's figures best correspond to the lessons found in *The Mystery of History*.

Methods of Education

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

With that thought in mind, *The Mystery of History* series in and of itself is not any one method of education, because it is a single subject. *The Mystery of History* is a course in world history. So I prefer to view each volume in the series as a “tool” that can be added to *any* toolbox! Whether you are unschooling or using textbooks, classical education, a Charlotte Mason approach, or a compilation of many styles, *The Mystery of History* can be an effective part of your method. The series can stand alone or serve as a spine for your other studies.

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

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

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

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

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

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

In this curriculum, I have considered the trivium of learning and worked to incorporate it throughout. Here is how:

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

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

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

–Deuteronomy 6:7–9

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

The Mystery of History – Grade Record

Student _____

Year/Grade _____

QUARTER 1 (Semester I) – THE AGE OF REBIRTH							
	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 AGE OF REFORM							
	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 AGE OF REASON							
	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 AGE OF RESOLVE							
	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 25

Circle Sense. In the sentences below, circle the word that you think makes the most sense.

1. Charles II, the would-be king of England, once hid in an (oak tree, outhouse) to escape his enemies.
2. Charles II declared himself the head of the Church of (England, Scotland) and started a wave of persecution.
3. Worse than Charles II, James VII persecuted the (Puritans, Covenanters) of Scotland.
4. Manchuria is now part of (China, Russia).
5. Manchu rulers forced Chinese citizens to wear distinctive (sandals, pigtails).
6. K'ang-hsi the Manchu became one of China's most efficient emperors by establishing a well-organized (army, navy).
7. Legend says that Sir Isaac Newton came to understand the principles of gravity when he saw an (orange, apple) fall from a tree.
8. Isaac Newton's third law of gravity states that "for every action, there is an equal and opposite (reaction, spectrum)."
9. Isaac Newton was dubbed a knight for his contribution to the (mint, Royal Society) of England.

Activities for Lesson 73

73A—All Students

1. Outdoor Worship. Hold a reverent outdoor worship service. Incorporate your natural surroundings (logs, rocks, trees) to create the atmosphere of a church or cathedral.
2. Video Documentary. View the hour-long documentary titled *The Scottish Covenanters* available through Vision Video or Amazon. (*Caution:* I recommend that you preview this for Younger Students.)

73B—Younger Students

1. Oak Leaf Pin. Find a real oak leaf, or color your own, and pin it to your garment. Re-examine the lesson to answer these questions. What story did the English remember by wearing an oak leaf? On what day did they follow this custom and for about how many years?
2. Wanted and Welcomed. To understand the change of heart the English felt for Charles II, make two very different things to remember him by. First, on three-hole paper create a “Wanted” poster of Charles II when he was on the run. Second, on three-hole paper create a “Welcome!” banner to greet him when he returned home to England. Why did the English change their mind about Charles II? File your poster and banner in your Student Notebook under “Europe: England.”

73C—Middle Students

1. Read *Fair Sunshine: Character Studies of the Scottish Covenanters* by Jock Purves.
2. Memorial Poem. In a reverent manner, sketch an imaginary tombstone to cover a piece of notebook paper. Choose one martyr from the lesson. In memory of him or her, write a short poem as was the custom in Scotland. Transfer the poem in calligraphy-style handwriting to the tombstone on notebook paper. File it in your Student Notebook under “Europe: Scotland.” A real sample is provided below from the tomb of James Thomson, who died in 1679.

This hero brave who doth lye here
In truth's defence did he appear,
And to Christ's cause he firmly stood
Until he'd sealed it with his blood.
With sword in hand upon the field
He lost his life, yet did not yield.
His days did End in Great renown,
And he obtained the Martyrs Crown.¹

1. “The Covenanters: The Fifty Years Struggle 1638–1688.” Accessed on the Sorbie Family Page Web site, www.sorbie.net/covenanters.htm.

73D—Middle and Older Students

1. Testimony Time. Read Psalm 25, Psalm 103, and Revelation 19. These were Scriptures quoted by the Covenanters while facing death and persecution. What do you find meaningful in these passages? What Scripture has helped you through a difficult time? Share testimony of God's Word with your class or family.
2. The Geddes Girl. Though not included in this lesson, there is an interesting story about a girl named Jenny Geddes. Research this story and her reaction to civil authorities. Discuss the right or wrong of her actions.

73E—Older Students

1. For additional reading, choose either of the following:
 - ♦ *Martyrland: A Tale of Persecution from the Days of the Scottish Covenanters* by Robert Simpson. Historical narrative.
 - ♦ *Scottish Covenanter Stories: Tales from the Killing Times* by Dane Love. A collection of short-story accounts of the times.
2. Have you ever read *Robinson Crusoe*? This classic was written by Daniel Defoe, an Englishman of the same time period as our lesson. Research and write a short biography titled "The Life and Times of Daniel Defoe." Draw attention to the events in his lifetime that influenced his many works. File your paper in your Student Notebook under "Europe: England."

Activities for Lesson 74

74A—All Students

1. Early Birds. Be industrious like K'ang-hsi and start school and/or chores at 5 A.M. every day for a week (if you don't already). Evaluate the benefits of rising early.
2. Taste Test. Try a ginseng-flavored beverage. Middle and Older Students: What are the alleged benefits of ginseng?

74B—Younger Students

Kowtowing. Practice bowing in kowtow fashion (forcefully touching your head all the way to the floor). Talk about the humility and respect involved in this kind of bowing.

74C—Younger and Middle Students

Pigtails. Use three strands of black yarn to braid a single queue pigtail. Use an elastic band, hairpins, or a rubber band to attach it to your head. How would you feel if you were forced to wear a particular hairstyle? Take a photo of your queue and file it in your Student Notebook under "Asia: China."

74D—Middle Students

Priceless Pearls. Research the pearl industry. Write a one-page report explaining the “Who, What, When, Where, Why, and How” of how pearls are manufactured. File your report in your Student Notebook under “Asia: China.”

74E—Older Students

1. Read *Emperor of China: Self-Portrait of K'ang-hsi* by Jonathan D. Spence. This is a pleasant narrative derived from original source material of the emperor.
2. Art Appreciation. Explore the Internet for images of “Chinese painting of the Ch'ing dynasty.” Note the delicate beauty and balance. Print a favorite and file it in your Student Notebook under “Asia: China.”

Activities for Lesson 75

Memory Cards

Make your Memory Cards for Lessons 73–75. Mark the card for Lesson 75 as a date and title to memorize.

75A—All Students

Egg Spinning. Try this activity for a fun demonstration of Newton's first law of motion!

Materials: One hard-boiled egg (left in the shell), one raw egg (in the shell)

Take a hard-boiled egg and spin it on a hard surface. Stop the egg from spinning with your hand, but don't hold onto the egg! Quickly remove your hand. Observe the egg for any movement. Now take a raw egg and do the same thing (spin it on a hard surface; stop it with your hand; quickly remove your hand; observe the egg for any movement). Do this exercise several times. What do you observe?

Results: The hard-boiled egg *should* remain relatively still after you stop it with your hand. The raw egg, however, should wobble around even after you've stopped it. Do you know why? The answer has to do with Newton's first law of motion! Newton would say that an object stays in motion unless it is acted upon. In this egg exercise, you can stop the hard-boiled egg with your hand, but you *can't* stop the raw egg very easily because the runny yolk on the inside is still in motion! (We can't see the raw yolk sloshing around, but it is.) Isn't that cool? Demonstrate Newton's law to friends and family.

75B—Younger Students

1. Don't Break the Law. *Adult Supervision Needed.* Visit a playground to demonstrate Newton's first and third laws. Try (slowly and carefully) spinning on a merry-go-round and jumping off to demonstrate breaking Newton's first law. Try the swings and teeter-totter to demonstrate Newton's third law.

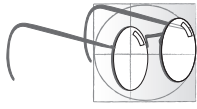
2. Rainbow Seven. Do you know the order of the seven colors of the rainbow? They are always the same. The colors (from inside to outside) are violet, indigo, blue, green, yellow, orange, and red. Sometimes they blend so closely together that they are hard to tell apart. Paint rainbows using the right colors or make real rainbows using a prism. Look for all seven colors.

75C—Middle Students

1. Remembering Rainbows. Memorize the order of the colors of the rainbow (from inside to outside, they are violet, indigo, blue, green, yellow, orange, and red) using the first letter of each color to make up a weird sentence. For example: (The) Very Impatient Boy Grabbed (the) Yarn Of Rosey. (Don't laugh! That was hard for me to come up with, and I still don't like it. I had to insert "The" for my sentence to make any sense. See if you can do better!)
2. Action/Reaction. Demonstrate Newton's third law of motion — "For every action, there is an equal and opposite reaction" — as creatively as possible.

75D—Older Students

1. Build a Sundial. As a child, Newton experimented with building sundials. But building sundials isn't child's play! It requires mathematical skill and the knowledge of your exact location on the globe. Research and use any of the numerous Internet sites that tell how to construct a working sundial. The sundial itself may be simple (using paper and a drinking straw) or elaborate (using a garden stone and a metal gnomon). In any case, the physics behind the sundial makes it a challenging project.
2. Theology of Newton. Most remember Newton for his scientific contributions. However, he had deep spiritual interests. Familiarize yourself with and read portions of one of Newton's more famous theological works titled *An Historical Account of Two Notable Corruptions of Scripture*.



Take Another Look!

Review 25: Lessons 73–75

Wall of Fame

- ♦ **The Scottish Covenanters (1661)** — Since the Covenanters worshiped outdoors in hiding, make a cross of natural materials such as small sticks, pine needles, or long blades of grass. Glue or tape the cross to a card titled “Scottish Covenanters – 1661.” [From *History Through the Ages*, use *Charles II* and *The Scottish Covenanters*.]
- ♦ **K’ang-hsi the Manchu and the Ch’ing Dynasty (1662)** — Using a male timeline figure, portray a young man with black hair and almond-shaped eyes. Give him a crown. Cut out the figure and glue it to a card with the sun drawn in one corner and the moon and a star in the other. (The sun and moon depict the long hours he worked.) Title the card “K’ang-hsi the Manchu – 1661.” [Use *Manchu Dynasty*.]
- ♦ **SIR ISAAC NEWTON (1666)** — Draw a tree with an apple falling to the ground. Title the card “Sir Isaac Newton – 1666.” **Remember, this is a date to memorize.** [Use *Sir Isaac Newton*.]

SomeWHERE in Time

If you made and still have the map of China/East Asia as suggested in Week 10 of Volume II of *The Mystery of History*, then use this time to review that map using the instructions under “Review China” below. If you have *not* made a map of China in the past, follow the directions for each age group under “Features of China” below.

1. **Review China.** Make a flashcard game. You will need a copy of Outline Map 17, “China”; index cards; and the finished map of China/East Asia from Volume II to study from.
 - a. Cut the index cards in half and on each half write one of the following place names.
 - (Bodies of water) Sea of Japan, Yellow Sea, South China Sea, Bay of Bengal
 - (Cities) Beijing (the capital), Shanghai, Hong Kong, Chongqing
 - (Geographical regions) Altai Mountains, Himalayas, Takla Makan Desert, Gobi Desert, Plateau of Tibet, Huang River (also called Hwang River, or Yellow River), Yangtze River
 - b. Study your previous map. Take turns drawing the cards you just made from a pile. Earn a point (or chocolate kiss) for correctly identifying on your blank map of China where to find the name on each card. Play several times until these names are familiar and identifiable.
2. **Features of China.** Use a copy of Outline Map 17, “China,” and Rand McNally’s *Atlas of World Geography* to find the features listed in the chart on the next page. **Younger Students:** Column A. **Middle Students:** Columns A and B. **Older Students:** Columns A, B, and C. File your completed map in your Student Notebook under “Asia: China.”

<i>Features</i>	<i>Column A</i>	<i>Column B</i>	<i>Column C</i>
Countries and Regions	CHINA MANCHURIA	(Large neighbors) Mongolia Russia Vietnam Laos Myanmar (Burma) India Pakistan Afghanistan Kazakhstan	(Small neighbors) North Korea Taiwan Nepal Tajikistan Kyrgyzstan Bhutan
Cities	BEIJING (CAPITAL)	(Capitals of some of the large neighbors listed above) Ulan Bator (Mongolia) Hanoi (Vietnam) New Delhi (India) Islamabad (Pakistan)	(Capitals of all small neighbors listed above, in corresponding order) P'yongyang Taipei Kathmandu Dushanbe Bishkek Thimphu
Bodies of Water	EAST CHINA SEA SOUTH CHINA SEA HUANG RIVER YANGTZE RIVER	Sea of Japan Bay of Bengal	Yellow Sea Bo Hai Taiwan Strait Yalu River (separates Manchuria from North Korea)
Mountains	HIMALAYAS	Altai Mountains	Greater Khingan (separates Mongolia from Manchuria)
Deserts and Plateaus	PLATEAU OF TIBET	Gobi Desert	Takla Makan Desert



What Did You Learn?

Week 25: Quiz

I. **Who Am I?** Choose the best answer from the Word Bank below.

1. A German geographer named the Americas after me. Who am I?
2. I preached a message of holiness to the residents of Florence and encouraged them to burn their “vanities.” Who am I?
3. While in Milan, I started the bronze sculpture of a magnificent horse, but like many of my projects, it was never finished. Who am I?
4. I sketched *Praying Hands* in honor of my brother who (in legend) sacrificed that I might attend art school. Who am I?
5. During exile, I wrote *The Prince* and dedicated it to the Medici family. Who am I?
6. On October 31, 1517, I posted my Ninety-five Theses on the door of All Saints’ Church in Wittenberg, Germany. Who am I?
7. After the death of Ferdinand Magellan, I steered the first European crew around the world on the *Victoria*. Who am I?
8. I was a red-bearded Greek pirate who fought for Suleiman in the Mediterranean. Who am I?
9. I was the proud, rightful wife of Henry VIII and the mother of Mary I. Who am I?
10. I was the last wife of Henry VIII and did my best to raise and educate his children. Who am I?

WORD BANK

Barbarossa

Albrecht Dürer

Amerigo Vespucci

Machiavelli

Savonarola

Martin Luther

Elcano

Catherine Parr

Leonardo da Vinci

Catherine of Aragon

II. True or False? Circle your answers.

11. Titian rose to fame for his portrait painting and became one of Milan's best-known artists. T F
12. John Calvin fled France and because of persecution, eventually settled in Geneva, Switzerland. T F
13. In 1534, Ignatius Loyola, Francis Xavier, and five other friends founded the Society of Jesus (or the Jesuits). T F
14. The archbishop of Canterbury bought copies of William Tyndale's Bible to distribute freely to the commoners in England. T F
15. Though not always successful, Bartolomé de Las Casas devoted his life to better treatment of Native Americans. T F
16. As the daughter of Anne of Cleves, Elizabeth I vowed never to marry. T F
17. After 19 years of imprisonment in Scotland, Lady Jane Grey was deemed guilty of treason against Elizabeth I who ordered her execution. T F
18. Elizabeth I honored Francis Drake with a green silk scarf and a fine ceremony for sailing around the world on the *Golden Hind*. T F

III. Fill in the Blanks. One blank is provided for each letter of the missing word.

19. Nicknamed the _____ Colony, the settlers on Roanoke Island disappeared, leaving only the clue "Croatoan" carved on a tree.
20. Michel de Montaigne was considered a _____ for his noncommittal, unbelieving views toward love, life, and faith.
21. Poor _____ were considered second only to the nobility in the social structure of Tokugawa Japan.
22. When Miguel de _____ wrote *Don Quixote*, he gently poked some fun at the dying art of chivalry in Spain.
23. After much hardship, the settlers at Jamestown survived by trading hogs, Indian corn, and sweet-tasting _____.
24. Though it remains controversial, John _____ has been labeled by some as a Baptist for his early convictions about believer's baptism.
25. In what has been called the Defenestration of Prague, Protestant citizens tossed Catholic leaders out of a _____ and triggered the Thirty Years' War across Europe.
26. It was _____, an English-speaking Native American, who taught the Pilgrims to fertilize their corn crops with raw fish.

IV. Matching. Match each description on the right with the correct person on the left.

- | | |
|--------------------------|--|
| _____27. John Winthrop | a. Founder of the Society of Friends |
| _____28. Galileo | b. Dutch artist known for his realist touch |
| _____29. Rembrandt | c. Puritan settler of Salem and Boston in Massachusetts |
| _____30. Thomas Hooker | d. Extravagant, absolute ruler of France |
| _____31. Oliver Cromwell | e. Manchu emperor of China |
| _____32. George Fox | f. Developed the law of falling bodies |
| _____33. Louis XIV | g. Founder of Connecticut and "Father of American Democracy" |
| _____34. K'ang-hsi | h. Lord Protectorate of England, Scotland, and Ireland |

V. Bonus. Earn up to three additional points for the following:

1. Name one famous artist of the Renaissance.
2. Name one of the works of the artist you selected.
3. Describe things you like and/or don't like about the work you chose.