

The MYSTERY of HISTORY

Companion Guide

Volume IV

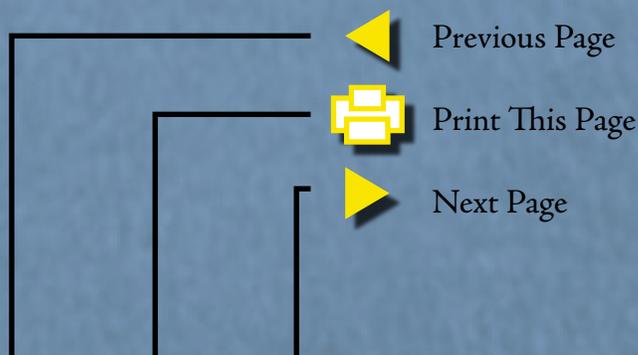
Wars of Independence
to Modern Times

Linda Lacour Hobar

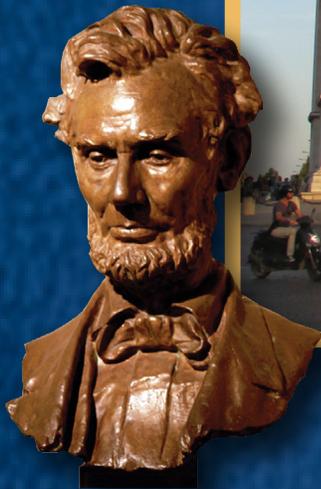
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The MYSTERY of HISTORY



Volume IV

Wars of Independence
to Modern Times

Companion Guide

Linda Lacour Hobar



Dover, Delaware &
Vero Beach, Florida

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Companion Guide

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Now that you have that background on the origin of the series, let me guide you through all the “steps” of this curriculum to prepare you for teaching. Each is very intentional, but all are optional. Keep in mind as you read that the earlier volumes were primarily designed for 4th to 8th graders, with easy adaptations for Younger and Older Students. However, because of the difficult nature of the twentieth century included in *this* volume, some will find it more readily suited for Older Students and in need of modification for Younger and Middle Students. I’ll go over that again when we get to the appropriate places for that discussion.

Steps of *The Mystery of History*

Step #1 — “Around the World” Quarter Summaries

As with all volumes in *The Mystery of History* series, Volume IV is divided into four quarters to help you pace the use of the material over the course of a traditional school year. (Some families intentionally take more than one year through my books, but each is “planned” for a school year.) 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, introduce new names and ideas to students, and set a general theme for the quarter. There are no quiz or test questions taken from this material.

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

Ideally, students and teachers alike can start each week in *The Mystery of History* by taking a short pretest found in the *Companion Guide*, titled “What Do You Know?” This nine-question pretest is designed to see what students might already know of the three lessons presented in that week and to spark interest about what they might not know. While many of the pretest questions can be answered by simple logic or from basic familiarity with history, I would not expect most students or teachers to know the answers to most of the questions. These pretests may be given orally and kept “light” for any age group, or printed and distributed for the serious-minded. Either way, I don’t recommend keeping grades on pretests. I would prefer they remain a springboard for discussion throughout the week as the answers are revealed in the lessons.

Step #3 — Lessons

Lessons in *The Mystery of History Student Reader* are the core of the program and are to be read by students and teachers. (Homeschoolers will find it most rewarding to read the lessons together with siblings and a teacher, or as an entire family. This approach leads to great family discussions!) As in Volumes II and III, Volume IV contains 84 lessons distributed evenly over four quarters, with each quarter containing seven “weeks” of material. Each week consists of three lessons from the *Student Reader* and the corresponding curriculum found in the *Companion Guide*. (The corresponding curriculum will be discussed in our next steps.)

In the hope of making world history as interesting as possible, all the lessons are written in a casual style, as if I’m right there with you, making occasional personal comments. Since the lessons appear chronologically, students will most benefit by reading them in the order in which they are

presented. When appropriate, I will refer back to previous lessons to help students “connect the dots” of world history.

For your convenience, lessons in *The Mystery of History* are also available in an Audio Book, which I have personally narrated with beautiful scores of time-period background music. (Non-musical tracks are also available.) The Audio Book can be played during class time (to give teachers a break from reading), at bedtime, or in the car. There are numerous ways to add the stories to your day for additional reinforcement. At present, only Volumes I to III are available in audio-book format (as CDs or downloadable MP3s), but I plan to release a quarter at a time of Volume IV MP3 files as soon as I can get them recorded. My Web site will provide more details (www.themysteryofhistory.com).

As for the length and difficulty of the lessons, each volume in *The Mystery of History* series jumps up about two grade levels. The reading difficulty of Volume I is at about a 3rd/4th-grade level; Volume II is on a 5th/6th-grade level; Volume III is at a 7th/8th-grade level; and Volume IV is on a 9th/10th-grade level. Since my primary audience is among the home educated, where students of several ages come together for instruction, I have provided creative, age-appropriate activities to help all students benefit from the material (no matter their personal reading level). That leads us to the next step!

Step #4 — Activities

When I started writing this series many years ago, my children were in 2nd grade, 6th grade, and 10th grade. This means that by my definition they were a “Younger Student,” a “Middle Student,” and an “Older Student,” respectively. Knowing that I wanted to meet the needs of all my children in one world history course, I wrote the lessons on a reading level somewhere in the middle range of my students, and then worked to provide a wide range of activities to keep them all intrigued, challenged, and well versed in their studies.

For example, after reading our lessons out loud together, my Younger Student was encouraged to use her senses in a hands-on project, re-enact history, or play meaningful games to build lasting memories of what we studied that day; my Middle Student was enticed to re-assemble the material in some creative way, or explore it on another level for better understanding; and my Older Student was led toward additional research or age-appropriate discussion and analysis. Sometimes we kept the whole family together for a game, meal, or field trip that matched our lesson. I created dozens of activities to meet a wide variety of interests and learning styles.

As a matter of fact, there are so many activities provided in the *Companion Guide* that I wouldn't expect you to do them all! Consider my ideas as tracks to run on when the time is right for your students to do more. However, if your students are of high school age and counting this course for a world history credit, I do want them to take the activities seriously and receive grades for those that were selected and are conducive to being scored. (Not all projects are subject to receiving a grade, like giving an interview to a world war veteran, but these kinds of activities can still be counted toward a credit by the time invested into them and for their completion.) You and the student may want to pick and choose ahead of time the activities that are the most appealing or that will push the student where a push is needed. Extra time on the activities will help a high school student fulfill the number of hours that are considered a “credit” (which traditionally is 4 to 5 hours per week).

Step #5 — Memory Cards

I receive a lot of questions about Memory Cards, so I have a special section dedicated to explaining them. (See the section titled “Memory Cards.”) But as a quick heads up, Memory Cards are homemade flashcards for students to create on their own or with some assistance. I’ll remind you to make them after every three lessons.

Step #6 — “Take Another Look!” Reviews

As a homeschool mom, I was not the most organized. I was sincerely dedicated to teaching my children, but because of my “Mary” personality (as opposed to “Martha”), I was rarely, if ever, prepared ahead of time. For this reason, I did much better as a teacher when I could streamline the “extra stuff” of any course to one day a week. You will find that in this curriculum, I’ve done the same for you! This means that on the last day of every week of lessons, I pull together loose ideas from the week by challenging students to build a timeline and complete some mapping exercises. I believe that timelines and maps are great learning tools in and of themselves. When you drop them into the context of world history, well, they are that much better! Let me elaborate on each.

“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 subject that includes photos and diagrams. (See the section titled “Wall of Fame Timeline Suggestions.”) But please know this ahead of time: There really is no right or wrong way to build a timeline. Be it a simple timeline on a wall or an elaborate one in a notebook, a timeline is a powerful visual aid to help students *see* the unfolding of chronological events of world history — particularly in fields that are not commonly correlated. *The Mystery of History* strives to pull *all* the pertinent fields of study together on the same timeline. In Volume I, this is most clearly seen with the correlation of Bible history and world history events. In Volume IV, I’m hoping that Americans (who are my primary audience) will see U.S. history in the context of world history — and better understand it. (A great example of this correlation would be learning about the French and Indian War in the colonies, which was really an extension of the Seven Years’ War in Europe.)

And, as a last quick note on timelines, if you choose to use Amy Pak’s figures from *Homeschool in the Woods*, there are so many of them that correlate with Volume IV that these may not fit on a sewing board. You may want to consider a timeline notebook to accommodate them! (Mature students may be ready anyway to move from a timeline on the wall to one in a lasting notebook.)

“SomeWHERE in Time” Mapping Exercises. Each week students are instructed to complete one or more mapping exercises according to their age level. Some projects are simple and fun, requiring only the use of a globe or something like a baked cake. Other projects are sophisticated and will require atlases and maps to color. All the maps you need are provided in the *Companion Guide* for you to print. Answer keys are also available. I recommend that you check the contents page of the maps section at the back of the *Companion Guide* for a list of the number of maps that each age group will need *if* they are to complete all the mapping exercises. Some of you will prefer to have these printed ahead of time to streamline your work. Others of you may prefer to print them as needed.

To fulfill credits for high school, I suggest for incentive that Older Students receive grades for completing their selected mapping projects with accuracy. It may be easiest to use a 100-point scale, where students receive 1–25 points for each of the following categories (or create your own):

25 points – Accuracy/correctness

25 points – Legibility/neatness

25 points – Effort/concern for detail

25 points – Timely completion

As for atlases, I exclusively used two in particular 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: 528-17792-0). (This atlas was previously titled *Answer Atlas* [ISBN: 0-528-83872-5]. The contents are the same.)

For your convenience, these atlases are available
on my Web site and that of my publisher. Visit:
www.themysteryofhistory.com or
www.brightideaspress.com.

In addition to these atlases, some students may greatly enjoy WonderMaps, a digital atlas created by my publisher, Tyler Hogan of Bright Ideas Press. From time to time, I give recommendations on a specific WonderMap that may tie in well to a lesson. Keep an eye out for these!

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. As with an “open-book” test, students are encouraged to use their *Student Reader*, timeline, Memory Cards, and finished maps to help them complete the exercises. 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 to test students on what they are learning and retaining from the course. Most students should receive a grade, unless they are simply too young or have special needs to consider. 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 out loud or with some help from others. Older Students may find these quizzes easy, as they are *primarily* designed for mature 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, there can be value in practicing “test-taking” study skills.

Generally, the questions selected for the quizzes 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. 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 world 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. (There are four worksheets in the *Companion Guide*.) Students are encouraged to use their *Student Reader*, Memory Cards, timeline, and finished maps to answer the questions! The worksheets are similar to the exercises but vary in length and depth. In fact, they can be quite involved and will require some extra time to complete. Younger Students or those with special needs may opt to complete the worksheets orally, get assistance with them, or skip them 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 for the semester tests using their *Student Reader*, Memory Cards, previous quizzes, and quarterly worksheets. 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 throughout 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 to do so. 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.” None of these additional books or resources is required to complete this course, but I do hope you find some enriching titles for your students. (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 movies to complement your studies of this time period. 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 to *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 binder for a 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

the school year, so I suggest starting with a 2-inch binder. As students complete an activity or printed map project, they will be directed to file it under the appropriate divider and subdivider.

Subdividers can be made out of regular notebook paper and labeled with individual country names, such as “China” or “England.” I frequently instruct students to file an activity sheet under the continent name and the country name of the project, for instance, “Asia: China” or “Europe: England.” Industrious families or classrooms may want to design beautiful country subdividers 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, which would require upgrades to larger binders along the way. Regardless of size, I hope students will truly “own” their notebooks as cherished scrapbooks of their work. In the Student 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 — 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 recommend printing one for each student to store behind the “Miscellaneous” divider in their Student Notebook. I hope the grade record sheet (divided by quarters) and my further notes on education will be helpful. (See “Methods of Education” following the section titled “Wall of Fame Timeline Suggestions.”)

Step #14 — Super Supplemental Products

Though I have provided you with a considerable amount of material to make this a complete world history course, there is always room for more fun and creativity! So, by request of our readers, my publisher has created four “Super Supplemental” products that you will want to consider as an additional purchase, depending on your student’s needs and your family’s season of life. In summary, here are our “Super Supplemental” products:

1. *Challenge Cards*: These are best described as premade “fact cards.” They can be used in addition to homemade Memory Cards, or in place of them. These are great for students who enjoy drill work.
2. *Coloring Pages*: All ages can enjoy coloring pages, though they may best serve Younger and Middle Students who would like to keep their hands busy while listening to the lessons. These keepsakes can easily be added to a Student Notebook.
3. *Notebooking Pages*: Many students do better at retaining facts if they write them down. The notebooking pages provide students of all levels with a place to summarize lessons or practice copywork. Again, these can store nicely in a Student Notebook.
4. *Folderbooks*: These are clever paper projects with file folders and printable images to capture highlights of each quarter studied. These are great tools for the “hands-on” learner.

This concludes our look at the steps of the curriculum. Keep reading for age-specific adaptations for Volume IV. For additional tips, answers to common questions, or encouragement from other *Mystery of History* families, please visit any of *The Mystery of History* Yahoo support groups.

The files section contains an assortment of tried-and-true suggestions from families, teachers, and schools all over the world who use *The Mystery of History*. 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/Mystery of History3>
- ◆ Volume IV: <https://groups.yahoo.com/neo/groups/MysteryofHistoryVol4/info>
- ◆ High School: <http://groups.yahoo.com/group/MysteryofHistoryHighSchool>

Age-Specific Adaptations

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 volume, but they may enjoy listening to selected stories once a week, twice a week, or more, while working on a coloring page at the same time. 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 Younger Students are not capable of enjoying history, one lesson at a time, with the understanding that some difficult lessons will be skipped altogether. (For example, "The Breakup of Yugoslavia" is a tough lesson, as is the Holocaust, though I do suggest ways in the activities to break this material down for the Younger Students who are ready for it.)

When it comes to some of the "extras" in this curriculum, Younger Students may benefit from (and actually enjoy) building a timeline, coloring maps, and reading additional literature relevant to the time period. 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 is probably not ready for this volume. Volume I, which is written on a younger level, would be a better place to start if you have not yet covered ancient history.

Middle Students

I consider a Middle Student as a child from about 4th to 8th grade. The first three volumes I wrote were completely geared toward this age group, requiring no modification in the curriculum. However, some content in Volume IV may exceed the grasp of Middle Students! Don't be surprised by that. Teachers will need to test and screen Volume IV lessons for sensitive students of any age who

are not ready to digest the more gruesome aspects of twentieth-century topics like the Holocaust, the Gulag system, and the devastation of atomic bombs. Even mature adults struggle with these topics. You may want to skip over them, reword them, or just give them a brief overview to keep the student moving forward.

My hope is that even the *worst* sides of mankind seen throughout world history would draw you and your students into healthy questions about the presence of evil in our world. For example, what is evil? Where does it come from? How did people in the Bible deal with evil? How do we protect ourselves from evil? What did Jesus Christ do to overcome evil and what does He expect of us? I'm not saying these are easy questions to answer, but they are essential. When appropriate, please use this course as a tool for addressing these deep questions!

One last note about the Middle Student: If you have a 4th to 8th grader who did well on the quizzes and tests in my other volumes, he or she should be warned that Volume IV quizzes and tests are more difficult. As the material advanced in difficulty, so did the quizzes and tests. As I've stated before, I don't believe any grading system is a perfect tool for testing knowledge, and in some instances, I'd skip grades altogether. But grades can be beneficial to motivate, stimulate study skills, and teach a work ethic. So, by all means, use them when you can for the Middle Student, and pull back on them when you need to.

Older Students

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

In high school, a "credit" is a unit of measurement reflecting 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 class that meets five days a week (for an hour each day) over a 36-week school year would provide a student with 180 hours of instruction. 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

A course in world history, by definition, can be the study of any time period ranging from ancient times to modern times. It is not necessarily the entire history of the world in one school year. Therefore, students may choose any volume of *The Mystery of History*, or more than one volume, for

their world history studies in high school. 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.” And Volume IV may best be defined as “World Wars and Modern History.” 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 layout of this course can be completed in 2 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 stay together on the lessons.

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 time requirements of a credit (adding about 2 hours of work a week). 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 novels are all included. 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 the 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 in addition to the basic layout that will fit these criteria.** In some months, students may choose one large project. In other months, they may work on several small ones. Enjoy the flexibility to shape 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. (Remember, there is a printable grade record sheet available to help you keep up with the grades!)

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 has been my privilege to write this series for you.

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 (as my students were) 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 may or may not appreciate. The value is in teaching them to consider main points, summarize facts, and articulate thoughts in their own words. Is this too much for some students? I think so. It will take some time and practice to master these skills. But there is value in trying! Meanwhile, 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. 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. (I’ve seen binders for 5-by-7-inch cards, but not for 4-by-6-inch cards.)

As an option to Memory Cards, Younger Students may be satisfied with filling in the coloring pages that match this volume. (See my Web site or that of Bright Ideas Press for details on downloadable Coloring Pages.) Or, if you have Amy Pak’s timeline figures on CD-ROM, you can enlarge figures to make your own 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 information about the lessons on the backs of the Memory Cards. 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. Resistant writers may fare better with the fronts of the cards written out by a teacher. (I liked doing this part to keep our cards more attractive in appearance.) Then, it may be enough for this student to write bullet points, phrases, or single-word associations on the backs of the cards. 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 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, Marie Antoinette wore very high wigs. It’s not critical to remember that fact, but writing it down will help a student to quickly distinguish her from other queens in history!

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 “Super Supplemental” products created by Bright Ideas Press and available on CD-ROM or as individual downloads. Supplemental products include Challenge Cards (premade fact cards), Coloring Pages, Notebooking Pages, and Folderbooks.

C. Older Students

Obviously, Older Students should take the writing of Memory Cards 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 level of 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 can 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 most 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 thoughts 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 to III 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 dark pink and black, 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
◆ Volume III-A	The Renaissance and Reformation	Light green
◆ Volume III-B	The Growth of Nations	Dark blue
◆ <i>Volume IV-A</i>	<i>The Struggle of Mankind</i>	<i>Dark pink</i>
◆ <i>Volume IV-B</i>	<i>Mankind's Hope in Christ</i>	<i>Black</i>

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

**Benito Mussolini
and the
Rise of Fascism**

Vol IV B **51**

Mussolini was the ruler of Italy. He ruled as a Fascist, using an axe as a symbol of his power.

1922

**Benito Mussolini
and the
Rise of Fascism**

Vol IV B

51

Mussolini became the Fascist dictator of Italy after a "bloodless revolution." He befriended Hitler and led Italy poorly through WWII. Mussolini was eventually arrested. He escaped, but was found and executed by the Italians. (He was hanged with meat hooks in Milan!)

1922

**Benito Mussolini
and the
Rise of Fascism**

Vol IV B

51

Mussolini was the Fascist dictator of Italy after his Blackshirt army "marched on Rome" in 1922. Mussolini sided with Hitler in WWII, but failed to lead Italy successfully. The Italians voted King Emmanuel III back to the throne, and Mussolini was arrested. The Germans helped him escape, but the Italians caught him and hanged his body in Milan for the public to ridicule! Following WWII, Italy established a two-house parliamentary republic and remains that today.

1922

III. Storing the Cards

Index cards can easily be stored using a rubber band or card box. But for using them as flashcards, I highly recommend keeping 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 Volume IV.

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, around ceilings, on butcher paper, wrapped around stairwells, taped on bathroom walls, 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 on a 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 with another volume when he or she is older. I suggest you adapt your methods of keeping a timeline *as you go* through this series, or repeat volumes, rather than stressing out over choosing *one* that will work for the next 5 to 10 years. I will share two of my favorite methods — ones that I’ve found the most suitable for a wide range of ages — the pattern cutting board, and a notebook.

I. The Pattern Cutting Board

One great way to make a foldable, portable, attractive timeline is to use a pattern cutting board (also called a sewing board). These 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. However, if you are going to use a sewing board, you may want to limit the figures that I recommend for a “simple” timeline. An “elaborate” timeline (with multiple pieces) will be challenging to fit on a foldable sewing board. (Not impossible, but challenging!)

A. Materials needed to make the board

- ◆ 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 1) My directions will work for either, except that the larger board will give you much more space to work with and will require more than one roll of adhesive paper for covering.
- ◆ 1 to 2 rolls of self-adhesive, multipurpose decorative covering, more commonly referred to as *Con-Tact* paper. Purchase 1 or 2 rolls, depending on which cutting board you are using. Choose a color or motif of your liking. The marbled ones are a great choice.

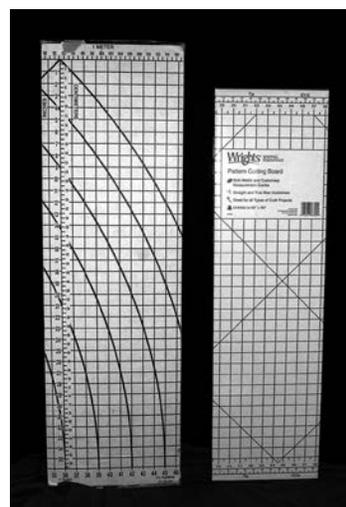


Photo 1

- ◆ 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 decorative cord or ribbon to make a closure for the board.
- ◆ 1 foot of clear packing tape (for securing the closure on the board)
- ◆ A yardstick
- ◆ Scissors
- ◆ A helper

B. Covering the board

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

1. You will not want to begin this project without the extra hands of an older child or another adult to help you lay the adhesive paper. Otherwise, it will take you much longer to lay the adhesive paper without 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. (Photo 2) 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 2

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 sharp scissors to “score” the outside of the cutting board in several places. By that, I mean to run the scissors down a few outside creases to cut a slight gap in the adhesive paper. (Photo 3) It will cause a small part of the board to be exposed on the outside, but don’t worry, it is the inside of the cutting board that will serve as the place for placing all the timeline figures.



Photo 3

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 4)

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 5)

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.

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 an attractive 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 decorative cord. Use clear packing tape to adhere the cord at its middle to the center point of the spine of the board. (Photo 6) This cord can be tied and untied by students when getting the board out to work on it.



Photo 4

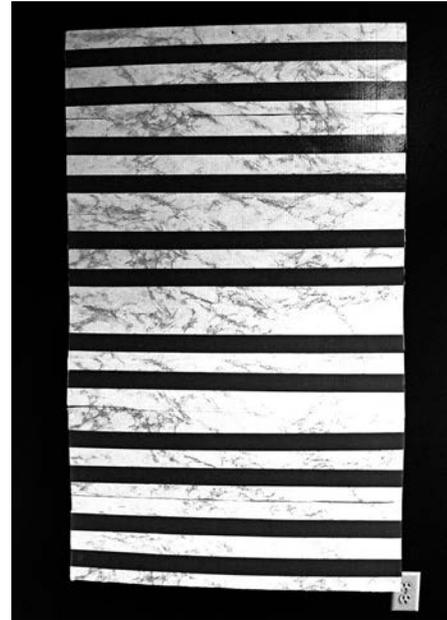


Photo 5



Photo 6

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 IV. Wars of Independence to Modern Times.” You might consider scanning and printing the cover of Volume IV and attaching it with clear tape, as pictured here. (Photo 7)



Photo 7

C. Preparing the figures

Now that your board is assembled, 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). Let me describe the advantages of each to help you decide which route to go. I'll then give you some “how-to's” for each plan.

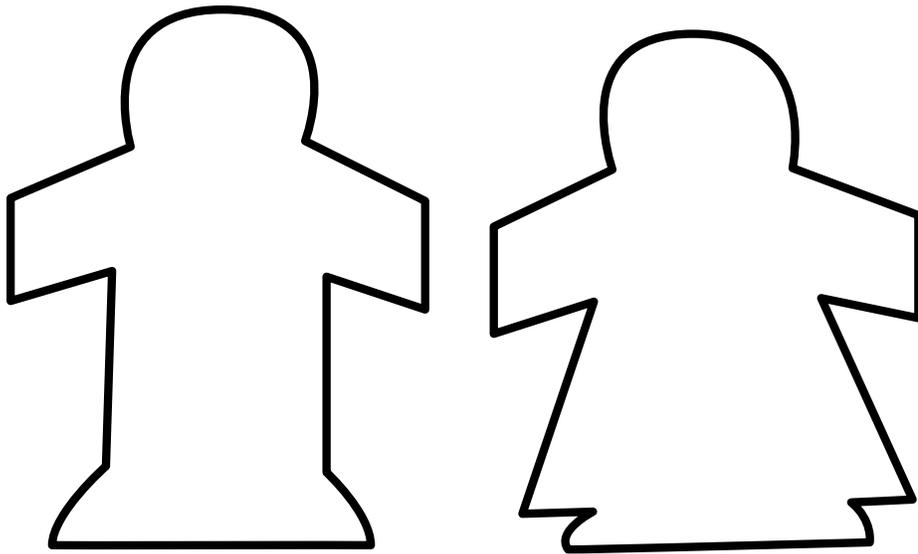
“**Plan A**” follows my ideas for making your own decorative timeline figures as described on each “Take Another Look!” Review page in this *Companion Guide*. My ideas rely heavily on a male and female template that I provide in this section, or on making other small images and objects (like banners and maps) by hand. 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.

“**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 print these figures in the gold text font used on the book's cover and put them on dark marbled contact paper. Figures could just as easily be left in black and white for students to fill in with colored pencils.

1. Plan A figures (making your own)

I find it easiest to make my own figures on 3-by-5-inch and/or 4-by-6-inch index cards using colorful markers and pencils to outline and decorate with. 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 extensively you get into 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 the patterns in this section.) To create durable patterns, I recommend



that you print the templates on copy paper, cut them out, and trace them onto sturdy card stock, poster board, or index cards. Trim them again and store them. (You'll be using them all year long.) While you may be tempted to make dozens of male and female figures ahead of time, I advise against it because sometimes I ask the students to add something to their character (like a book, a thought-box, or some distinct object). In those instances, it is far easier for students to draw these embellishments around the pattern, and *then* cut it out. I also suggest — for bold, attractive figures — that students outline them in dark marker before they cut them out. Trimming figures after they are outlined will be much easier. Of course, not all the figures will be “people.” I will also ask students to make banners, maps, and other documents to memorialize a historical event. The same outlining trick applies.

If you make your figures approximately 2 to 4 inches by 2 to 4 inches, then you can get seven to eight figures per line with ample space for adding other characters from other subjects you might be studying. (If you follow my ideas for a more extensive timeline, with multiple figures per lesson, you will need to squeeze several more figures per line!) 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. For example, I will ask students to add Bach and Handel to their timeline on the same occasion (they are in the same lesson), but Handel will get “moved over” for time period reasons when the students add the Thirteen Colonies and the Great Awakening.

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

Rather than make your own figures, you may choose to use pre-drawn images 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. The digital figures can be sized to fit your needs.) 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 over a hundred figures available, so you will be placing 8 to 10 per line.

Please know, however, that Amy Pak’s “people” figures are dated by the birth and lifespan of the character. So, frequently, Amy Pak’s figures will reflect dates that are different from the ones in my lessons. For example, Amy uses Benjamin Franklin’s lifespan (1706–1790), but I pull a significant date from his life (1752). To keep the difference from overwhelming you, I recommend putting Amy’s figures in the order that she gives them and keeping homemade ones in the order I suggest, by event. Don’t let the discrepancy confuse you! Our figures have been working together for years despite our different approaches to keeping dates.

D. 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. Occasionally, I give you a “simple” option (like making one banner for World War I), as well as more “elaborate” options (like the generals, battles, and other events related to World War I). You can decide by time, space, and student interest how far you want to go with building a timeline! Just keep in mind that more figures will require more space on your board and may need to be squeezed in. For those using *History Through the Ages* figures, I will also give you “simple” options, with a figure or two, and more “elaborate” options, with several figures for a topic.

Homemade or premade, after creating a timeline figure, we would tape it on at the appropriate place on the pattern cutting board. 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 8) or pre-drawn figures (Photo 9). The names of the corresponding pre-drawn figures are in *italics*.

- ◆ **Johann Sebastian Bach and George Frideric Handel (1708, 1742)** — Trace a male template on an index card to make Bach. I would give him a “stern face” with glaring eyebrows. Title the figure “J. S. Bach” and date the figure “1708.”

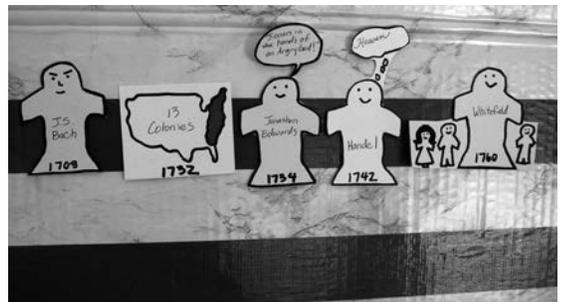


Photo 8



Photo 9

Trace a male template for Handel (running vertically) at the base of a 3-by-5-inch index card. Don't trim it yet! The extra space above his head gives you room to draw a "thought box" over Handel's head containing the word "Heaven" in cursive. ("Thought boxes," in cartoons, use circles to connect a thought to a character. "Quote boxes," on the other hand, have a thick "tail" to connect a sentence to a character. I'll use these terms frequently.) Title the figure "Handel" and date it "1742." Attach both figures loosely to your timeline because we will be adding some figures in between. (Simple tape on the back of the figure should suffice.) [From *History Through the Ages*, use *Johann Sebastian Bach* and *George Frideric Handel*.]

- ◆ **The Thirteen Colonies of North America (1732)** — On a half sheet of a 3-by-5-inch index card, draw a free style miniature map of the United States. Outline it with marker and shade the colonies with a different-colored marker. Title the figure "13 Colonies" and date it "1732" to represent the founding of the final colony. Place it on your timeline following Bach and before Handel. (Scoot Handel over!) [For a simple timeline using *History Through the Ages*, use *Founding of the Thirteen Colonies*. For a more extensive timeline, the following figures could also apply to this lesson: *Peter Minuit*, *Anne Hutchinson*, *Roger Williams*, *Village of Jamestown*, *Mayflower Compact*, *Charles II*, *William Penn*, *George II*, and *James Oglethorpe*.]

- ◆ **The Great Awakening Under Jonathan Edwards and George Whitefield (1734–1760)** — Use a male template to make Edwards (running vertically) on a 3-by-5-inch index card. Give Edwards a quote box that reads "Sinners in the Hands of an Angry God!" Title the figure "Edwards" and date it "1734" to represent the beginning of the Great Awakening. Place the figure after the Thirteen Colonies and before Handel. (Scoot Handel over again!)

Use a male template to make Whitefield (standing horizontally) on a 3-by-5-inch index card. Draw two to three small children standing next to Whitefield, then cut them out as one piece. Title the figure "Whitefield" and date it "1760" to reflect the general end of the Great Awakening. Look at the date. This figure can be placed after Handel, who can now stay put. [Use *The Great Awakening*, *Jonathan Edwards*, and *George Whitefield*. For a more extensive timeline, add *John Wesley* and *Charles Wesley*.]

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 10) I highly recommend this if space allows. When not in use, your timeline board can be folded with the closure cord wrapped around it and tucked away behind a cabinet or under a sofa. From time to time, we made a game of searching for a character on

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

II. Timeline Notebooks

In my opinion, mature Middle Students and most Older Students will find a wall timeline too juvenile for their liking. 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 in this 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*. If you are missing timeline figures from Amy Pak's older timeline figure sets (made previous to this volume), please contact *Homeschool in the Woods* for new figures that have been designed just for us!



Photo 10

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 complete 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’re using textbooks, a classical approach, a Charlotte Mason approach, unschooling, 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. This 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 listening to them being read) is the primary source of absorbing new information for these students. The activity that follows 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 provoke deeper thinking. 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 their thoughts and articulating their worldview.

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. Scope and sequence possibilities of this program will look different for every family, but if a family’s oldest child is in kindergarten, I would hope that they could cover Volumes I to III on a “lighter” level before 3rd or 4th grade, with a break after that for American history or local history. (American history follows Volume III very well because of the time period and the backdrop of the Reformation.) It may be that Younger Students never reach Volume IV during elementary school but rather, save it for middle school or high school. Some of the themes are just too difficult! In any order, I would hope that the pressure would be low on the written work for Younger Students but high on listening to the lessons and doing some of the activities for enrichment and enjoyment.

Ideally, a student who started *The Mystery of History* could repeat the series (at least Volumes I to III) between 4th grade and 8th grade as a true **day-to-day curriculum**. That would include pretests, lots of activities, all the quizzes, use of the Memory Cards, mapping, and timeline work.

Last in this progression, an Older Student who studied *The Mystery of History* in his or her younger years, or middle years, could once again repeat the material as a high school student (any volume) or simply focus on Volume IV, which is the most difficult of all the volumes. It is probable that a high school student could manage two volumes in one year at a fast pace, picking and choosing

areas of further study along the way. Details of counting high school credits can be found in my “Letter to the Teacher.”

This concludes my portion on methods of education. But I don’t want to close without encouraging you above all else to follow the Lord’s model of education! In the Old Testament, He instructed the Israelites to teach in this way:

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

–Deuteronomy 6:7–9

In the New Testament, Jesus 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 Volume IV – Grade Record

Student _____

Year/Grade _____

QUARTER 1 (Semester I) – WARS OF INDEPENDENCE							
	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 – WARS OF IDEOLOGIES							
	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) – WARS OF THE WORLD							
	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 – WARS OF MODERN TIMES AND THE HOPE OF MANKIND							
	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 10

True or False? Circle the correct answers to the best of your ability. Remember, this is a *pretest* and serves as a sneak peek into what you will be learning this week!

1. Wowing crowds with her candor, Harriet Tubman gave a famous speech — later titled “Ain’t I a Woman?” — on behalf of women’s suffrage. T F
2. For smuggling slaves through the Underground Railroad, Harriet Tubman once had a bounty on her head worth \$40,000. T F
3. Though his father was a free white man, Frederick Douglass was deemed a slave child by the owners of his African-American mother. T F
4. Hudson Taylor went to China as a missionary during the course of the Taiping Rebellion, one of the worst civil wars in history. T F
5. Hong Xiuquan, the leader of the Taiping Rebellion, believed he was the younger brother of Buddha and responsible for leading China. T F
6. In the Boxer Rebellion in China, a secret society of martial arts “boxers” rose up to drive Muslims out of China. T F
7. Florence Nightingale was presented to the king of Germany as an up-and-coming socialite, but she chose instead to work in a hospital. T F
8. In “The Charge of the Light Brigade,” Alfred, Lord Tennyson memorialized the tragic loss of British soldiers in the Battle of Balaclava. T F
9. May 12, the birthday of Florence Nightingale, is considered International Nurses’ Day in honor of the “Lady with the Lamp.” T F

Activities for Lesson 28

Famous American Abolitionists: Sojourner Truth, Harriet Tubman, and Frederick Douglass (Early to Mid-1800s)

28A—All Students (in the Northern Hemisphere)

1. **Field Trip Opportunity.** In acknowledgment of America’s painful past, more and more civil rights museums are opening in the United States. Visit a civil rights museum near you. (I have personally visited, and can highly recommend, the civil rights museums in Cincinnati, Ohio, and Memphis, Tennessee.)
2. **The Big Dipper.** Find the Big Dipper constellation at night and use it to find the North Star. How did this landmark in the sky help runaway slaves in America? What did the “North” mean to those who could reach it? *Note:* There are a number of sites that tell you how to find the North Star using the Big Dipper, but this site has additional helpful information:

www.physics.ucla.edu/~huffman/finddip.html

28B—Younger Students

A Hiding Place! If your home were a safe station on the Underground Railroad, where would you hide “passengers” escaping slavery? Have a family contest to determine the best hiding place. When choosing your hiding place, consider that some passengers might have to stay for a while and will need air, food, and water to survive. What other items of comfort would you want to provide for your passengers? In what other ways could you help them?

28C—Middle Students

1. For more information on the Underground Railroad, visit the following interactive Web site.
http://teacher.scholastic.com/activities/bhistory/underground_railroad
2. **What If . . . ?** What if the Underground Railroad existed in your country today? What modern devices would benefit any secret movement like the Underground Railroad (that is, GPS devices, mobile phones, etc.)? Divide students into small groups and brainstorm modern ways and means to smuggle people to freedom. Be as specific as possible, and share your ideas with your class or family.

28D—Older Students

1. **Diary of a Slave.** Write three imaginative diary entries as if you were a runaway slave in America. Compose one entry as if you were still in bondage and scheming a way to freedom. Write a second entry detailing the fears and dangers facing you on your escape. Write a third entry describing your feelings of freedom!

2. Re-enactment. Give an oral presentation (read or memorized) of Sojourner Truth's famous speech, "Ain't I a Woman." Bear in mind that the original speech was given spontaneously by Sojourner and was not recorded. For this reason, various versions of the speech have been captured in history. I recommend the version given below because it does not use words that would be offensive today and, unlike many variations, it does not imply that Sojourner had a southern accent. (If you remember, she had a Dutch accent all her life!)

www.fordham.edu/halsall/mod/sojtruth-woman.asp

Activities for Lesson 29

Hudson Taylor and the Taiping Rebellion (March 1854)

29A—All Students

Tasty! Eat Chinese food for lunch or dinner using chopsticks. While you eat, discuss the evident differences between the customs and the cultures of the Eastern and Western hemispheres. What do you think contributes to these differences?

29B—Younger Students

Chinese Dress. When Hudson Taylor chose to dress like the Chinese peasants, what did he wear? Based on traditions of the Chinese, who were influenced by the Manchu, he wore a long "pao" robe over wide trousers with a small, black, boxy cap. The robes of the Manchu fit tight at the neck and were decorated with wide panels of embroidery called "huabian." Over time, robes grew shorter in length, and pants grew narrower. As for shoes, men wore plain black slippers with white socks or clogs. Peasant women dressed much the same, with wide, cuffed robes over loose pants or skirts and clogs with wooden platform heels.

Build your own Chinese costume using a silky robe, pajama pants, a black ski cap, and Crocs-style shoes or black slippers. Pin the robe high around the neck, and pin wide, embroidered ribbon on the cuffs. For extra detail, pin wide, embroidered cuffs to the pants. *Boys Only:* Braid several strands of black yarn together, about a foot in length, and secure it to the back of the cap. Take pictures of your Chinese dress with the ponytail, or *queue*, brought to the front. Add to your Student Notebook under "Asia: China."



Chinese dress

29C—Middle Students

Chinese Word Fun. In the 1950s, the “pinyin” system was devised to transcribe Chinese characters into the Latin alphabet. Using the table below, learn and practice a few Chinese words transcribed for you with pronunciations. Use these words as frequently as possible throughout your day.

<i>English</i>	<i>Pinyin</i>	<i>Pronunciation</i>
Hello	Ni hao	Nee how
Goodbye	Zai jian	Zy jee-en
Please	Qing	Ching
Thank you	Xie xie	Shee-eh shee-eh
Breakfast	Zao fan	Zow fahn
Lunch	Wo fan	Woo fahn
Dinner	Wan fan	Wahn fahn
Father	Ba ba	Ba ba
Mother	Ma ma	Ma ma
Sister (older)	Jie jie	Jee-eh jee-eh
Sister (younger)	Mei mei	May may
Brother (older)	Ge ge	Guh guh
Brother (younger)	Di di	Dee dee
Friend	Peng you	Pung yo
Home	Jia	Gee-ah
School	Xue xiao	Shway shee-ow
Teacher	Lao shi	Laow shur

29D—Middle and Older Students

Missionary Appreciation. One of many famous missionaries to follow in the footsteps of Hudson Taylor and serve for a time with China Inland Mission was Gladys Aylward. For inspiration, read any of the numerous biographies about her amazing life and service.

29E—Older Students

1. Classic! Don't miss the inspirational classic titled *Hudson Taylor's Spiritual Secret*, by Dr. and Mrs. Howard Taylor (the son and daughter-in-law of Hudson Taylor).
2. War Buffs. Research the Battle of Wu Song, one of many battles fought in the Taiping Rebellion. The Battle of Wu Song is rated Battle #41 in William Weir's *50 Battles That Changed the World*. As mentioned in the lesson, at the cost of 20 million lives, the Taiping Rebellion was one of history's deadliest civil wars! Dissect the Battle of Wu Song with maps, statistical charts, and lists of military leaders to better understand the conflict. File your collection of statistics in your Student Notebook under "Asia: China."

Activities for Lesson 30

Florence Nightingale: "Lady with the Lamp" (October 1854)

MEMORY CARDS

Make your Memory Cards for Lessons 28–30.

30A—All Students

1. Remember International Nurses' Day on May 12 by writing thank-you notes to men and women in the nursing field.
2. How long is four miles? Walk, drive, or ride a bike four miles to appreciate the nighttime rounds of Florence Nightingale.

30B—Younger Students

Role-play. Dress in scrubs or white clothing to "play nurse" and be a Florence Nightingale to your with dolls or stuffed animals. Use real gauze and bandages to tend to their wounds.

30C—Younger and Middle Students

Turkish Paper Lantern. (*This craft is pretty nifty, but because of the need for a glue gun, it will require adult involvement.*) When Florence Nightingale walked the halls of the makeshift hospital in Crimea, she may have carried a Turkish-style paper lantern common to that area. With a few household items, you can build one that really lights!

Materials: Battery-powered tea light (for safety), corrugated cardboard packaging from a lightbulb sleeve, two Mason jar lid rims, one Mason jar lid insert, black pipe cleaner, glue gun, wooden spoon or similar instrument, rolling pin or drinking glass

Adult Supervision Needed

1. *Building the lantern base:* Have an adult hot-glue a Mason jar lid insert into a Mason jar rim, and set this aside to dry. Always be careful handling hot glue. You may use a wooden spoon or similar instrument to “press” the pieces together to avoid burning your fingers! (Photo 1)
2. *Building the lantern sides:* Empty a common lightbulb package to obtain the lightweight corrugated cardboard packaging that acts as a sleeve to two lightbulbs. (Photo 2)
3. Gently loosen the glue that holds the sleeve together to “unfold” the cardboard sleeve. Don’t worry if a little of the cardboard rips. You are going to trim the edge anyway.
4. Use scissors to cut the jagged, floppy edge off the cardboard (the piece that normally separates the lightbulbs). You can cut on the fold that is provided. (Photo 3)
5. Fold the cardboard on a crease. Use scissors to cut away four triangle-sized pieces on the folded edge. It will be easier to cut if the “smooth” sides of the cardboard are facing out. (Photo 4)
6. Repeat this step on every other crease so that you have three rows of “diamonds” when you open the cardboard. (Photo 5)
7. To “round out” the sides of the lantern, lay the cardboard on a work surface with the flat side facing up and the corrugated side facing down. Wrap the cardboard piece around a rolling pin or drinking glass and “roll out” the stiff edges of the cardboard. (Photo 6)



Photo 1

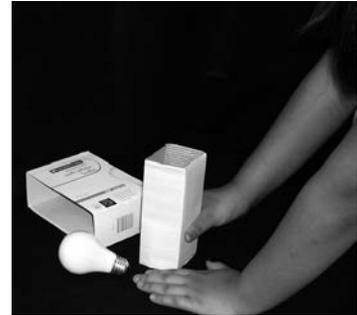


Photo 2

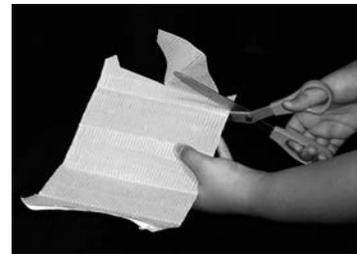


Photo 3



Photo 4

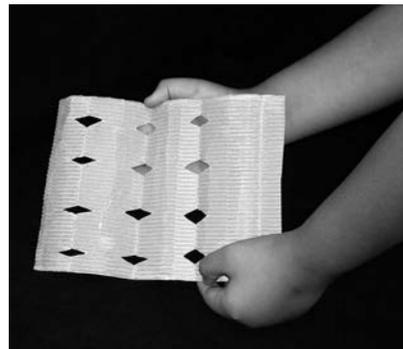


Photo 5



Photo 6

8. Before the next step, which involves hot glue, practice attaching the lantern sides to the base by positioning the rounded-out cardboard into the rim and adjusting the sides to lay flush to the rim. A little squeezing, twisting, and pulling will help. You will need to slightly overlap the edges of the cardboard to make the sides fit into the lid just right. Once you've eyeballed the fit, separate the pieces and move to the next step.

9. *Attaching the lantern sides to the base:* This is a tricky step that may require two hands. Lay the base on your work surface, with the open side of it facing up. Have an adult apply hot glue to the inside rim of the lid — but only add glue to about one-quarter of the diameter of the lid. The glue dries too quickly to go all around the lid at one time. While the glue is hot, insert the cardboard (as you practiced) and press it into place using the end of a wooden spoon. Be careful that hot glue does not ooze onto the fingers of the person holding the base of the lantern! (Photo 7)

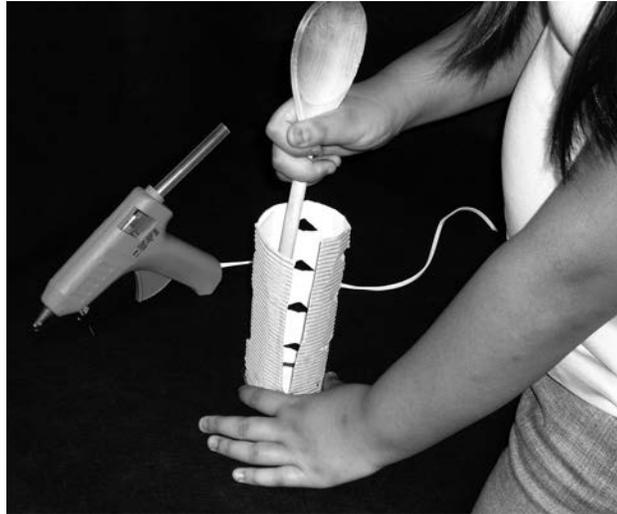


Photo 7

10. Continue to apply glue around the inside edge of the lid and press the sides into place as you go all the way around the lid.
11. When you feel that the base is secure to the sides, *have an adult apply a line of hot glue on the side of the lantern where the cardboard edges overlapped.* Set aside to dry.
12. *Making the top lid and handle:* Wrap and twist a black pipe cleaner to a second Mason jar lid rim. (Photo 8)
13. In much the same way that you attached the lantern sides to the base, *have an adult attach the top to the sides, using hot glue and the end of a wooden spoon to press the pieces together.* (Photo 9) (You are almost done!)



Photo 8



Photo 9

14. Turn on a battery-operated tea light. Drop it carefully into your lantern so that it sits at the bottom. (Photo 10) It will glow best in a dark room.
15. Talk about the miles and miles that Florence Nightingale walked at night by the dim light of a lantern to care for her patients. Take pictures with your lamp for your Student Notebook and file them under “Asia: Russia.” (Photo 11)



Photo 10



Photo 11

30D—Middle Students

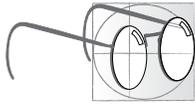
What Are Vital Signs? Vital signs are measurements of basic bodily functions to help nurses and doctors determine a person’s state of health. The four most common vital signs are body temperature, pulse (or heart rate), respiratory rate (breaths per minute), and blood pressure. The first three vital signs can be taken with household items like a thermometer and a timer. The last requires a manual or automatic *sphygmomanometer*, more commonly known as a blood pressure machine. From home, learn to take someone’s temperature and pulse, and practice counting breaths per minute. Visit a grocery store or pharmacy that has an automatic blood pressure cuff to measure blood pressure. Compare your blood pressure results to the average, noting the top number and the bottom number. Research what these different numbers are called and what they mean.

30E—Middle and Older Students

Read *Jack Archer: A Tale of the Crimea* by G. A. (George Alfred) Henty, first published in 1883, a historical novel detailing the adventures of two sailors in the Crimean War.

30F—Older Students

1. Poetry Appreciation. Read out loud with meaning “The Charge of the Light Brigade” by Alfred, Lord Tennyson and/or “Santa Filomena” by Henry Wadsworth Longfellow.
2. Service Hours. Need service hours to graduate? Consider volunteering as a “candy striper” at your local hospital. Candy stripers are hospital volunteers, nicknamed for the red-and-white-striped uniforms originally worn by volunteer students at the East Orange General Hospital in New Jersey in 1944.
3. Skim through the more interesting sections of *Notes on Nursing* by Florence Nightingale. An online version can be found at the following Web site:
<http://digital.library.upenn.edu/women/nightingale/nursing/nursing.html>



Take Another Look!

Review 10: Lessons 28–30

Wall of Fame

- ◆ **Famous American Abolitionists: Sojourner Truth, Harriet Tubman, and Frederick Douglass (Early to Mid-1800s)** — Use male and female templates to create Truth, Tubman, and Douglass — but before cutting them out, extend the length of the legs of one female figure to use for Truth to make her appear taller than Tubman. Give Truth a quote box saying “Ain’t I a Woman?” Give Tubman a striped conductor hat to represent the Underground Railroad. Glue black yarn onto the head of Douglass to represent his thick hair and give him a tie to represent his becoming a banker. Title and date each figure. [From *History Through the Ages*, use *Sojourner Truth*, *Harriet Tubman*, and *Frederick Douglass*. Optional additions: *Harriet Beecher Stowe* and *John Brown*.]
- ◆ **Hudson Taylor and the Taiping Rebellion (March 1854)** — Use a male template for Hudson Taylor. Braid three small pieces of yarn together and attach to Hudson’s head to represent the queue he wore to identify with the Chinese. Title and date the figure to follow the abolitionists. [Simple, use *James Hudson Taylor*. More extensive, use *Taiping Rebellion; Start of the China Inland Mission*; and *Boxer Rebellion*. Should you choose to add the Boxer Rebellion, it will need to be moved to the approximate location of 1900 on your timeline.]
- ◆ **Florence Nightingale: “Lady with the Lamp” (October 1854)** — Use a female template for Nightingale. Give her a small lantern to represent her nightly rounds. [Use *Florence Nightingale* and *Crimean War*.]

SomeWHERE in Time

Younger Students

Adult Supervision Needed

1. **Secret Map.** Imagine you are a conductor on the Underground Railroad and your home is a safe depot. How would you tell someone the whereabouts of your home without using street names or house numbers? (It would be too dangerous to give out such information.) What are the natural landmarks around your home that would point the way to your house? With pencil and paper, step outside and study these things from a block or two away from your home. (*Don’t go alone! Have an adult or older sibling accompany you.*) Sketch on your paper a bird’s-eye view of your block or property. Draw in trees, creeks, fire hydrants, and any other landmarks that would help someone find safe passage to your home from a few blocks away. Age your map by dipping it in tea or coffee. Allow to dry. Crinkle it to age it some more and store it in a plastic sleeve for your Student Notebook. With a marker, title the sleeve “If my house were on the Underground Railroad . . .” File it under “North America: United States.”

Middle Students

2. Crimea? Using a globe or atlas, find the peninsula of Crimea on the northern coast of the Black Sea. Using a map scale and a ruler (or tape measure), calculate the approximate distance from your home to Crimea. As of 2014, Crimea is “in the news” as Ukraine and Russia battle over control and annexation of the peninsula. Watch for Crimea in the headlines and pray for those who are caught in the crosshairs of the conflict.

Middle and Older Students

3. China. If you made and still have a map of East Asia/China as suggested in Week 10 of Volume II, or Week 25 of Volume III, then use this time to review that map using the instructions under “a. Review China” below. If you have not made a map of China in the past, follow the directions for each age group under “b. Features of China.”
 - a. Review China. Make a flashcard game for two or more to review the features of China. You will need a copy of Map 15, “China,” index cards, and the finished map of East Asia/China from Volume II (Week 10) or Volume III (Week 25) to study from.
 1. 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
 2. Study your previously made map of China. Take turns drawing the cards you just made from a pile. Earn a point for correctly identifying on your blank map of China the location of each card without looking. Check your answers. Play several times until these names are familiar and identifiable.
 - b. Features of China. Use Rand McNally’s *Atlas of World Geography* (or WonderMaps, “China”) to find the age-appropriate features listed in the table on the next page. **Middle Students:** Find everything in Column A. **Older Students:** Find everything in Columns A and B.) Transfer this information to a copy of Map 15, “China.” Shade the map as you desire with colored pencils. An answer key map is available, titled “Review 10-3 Answer Key.” File your completed map in your Student Notebook under “Asia: China.”

<i>China</i>		
<i>Features</i>	<i>Column A</i>	<i>Column B</i>
Countries/Regions	China Manchuria Mongolia Russia North Korea Vietnam Laos Myanmar (Burma) India Pakistan Afghanistan Kazakhstan	(Smaller neighbors) Taiwan Bhutan Nepal Tajikistan Kyrgyzstan
Capital Cities	Beijing (China) Ulan Bator (Mongolia) Hanoi (Vietnam) New Delhi (India) Islamabad (Pakistan)	Pyongyang (North Korea) Taipei (Taiwan) Kathmandu (Nepal)
Bodies of Water	Sea of Japan East China Sea South China Sea Bay of Bengal Huang River Yangtze River	Yellow Sea Bo Hai Taiwan Strait Yalu River (separates Manchuria from North Korea)
Mountains	Himalayas Altai Mountains	Great Khingan (border of Mongolia and Manchuria)
Deserts and Plateaus	Plateau of Tibet Gobi Desert	Takla Makan Desert



What Did You Miss?

Week 10: Exercise

Make It Right. Following the example provided, cross out one wrong word or name in each sentence and replace it with the correct answer. You may use your textbook. For your convenience, lesson numbers are in parentheses.

1. As Johann Bach entered his final years, his senses grew dim; and by age 65, he was completely ^{blind} ~~deaf~~. (1)
2. Unfortunately, Jonathan Edwards died from cholera shortly after taking a position at the College of New Jersey, which today is Princeton. (3)
3. During the Enlightenment, Voltaire wrote several works, including *The Social Contract*. (5)
4. At the Battle of the Plains of Moses, named for a farmer's field, the generals of the British and French armies were *both* killed in the fighting; but by 1760, Great Britain claimed victory in the French and Indian War. (7)
5. In 1774, the British issued the Inexcusable Acts to punish Bostonians for dumping 90,000 pounds of tea into the Boston harbor! (9)
6. After the death of his father, Mozart composed *Don Juan*, which is considered one of his darker operas. (11)
7. Showering 87,000 Austrians and Russians with cannon fire, Napoleon's greatest victory was in Moravia at the Battle of Trafalgar. (13)

8. After 20 years of relentless work in the British Parliament, John Newton finally saw the passing of the Abolition of the Slave Trade Act in 1807. (15)
9. Father Hidalgo, a leader in the Mexican War of Independence, was considered a royalist for being of Spanish descent but born in Mexico. (17)
10. On June 18, 1815, Napoleon lost the one-day Battle of Waterloo against the British, who served under the duke of York, and the Prussians, who served under Gebhard von Blücher. (19)
11. In 1821, leadership of the *Filiki Eteria* fell to Alexander Ypsilanti, a talented military man who was born in Greece and grew up in Germany. (21)
12. Pedro II ended slavery slowly in Brazil and didn't see it completely overturned under the passing of the Silver Law in 1888. (22)
13. After accepting money for their homeland, a large group of Chickasaw gathered in Nashville, Tennessee, on July 4, 1837, to start their long, wet walk to Oklahoma on the infamous Trail of Tears. (23)
14. Trusting God to build, staff, and supply his needs, George Müller opened his first hospital in 1836. It filled quickly, and he opened more! (24)
15. Stephen F. Houston, a settler and statesman of Texas, famously said of the brewing battle over Texas, "War is our only recourse. No halfway measures, but war in full." (25)
16. On his third expedition to Africa, David Livingstone found the south end of Lake Victoria before disappearing from 1867 to 1872. (26)

17. After writing *The Communist Manifesto*, Karl Marx wrote the first volume of *Mein Kampf*, a detailed series on economics written to destroy capitalism. (27)
18. Isabella Baumfree, later known as Harriet Tubman, was raised speaking Dutch and kept a Dutch accent all her life. (28)
19. In 1865, together with William Thomas Berger, Hudson Taylor formed a new mission agency titled the India Inland Mission. (29)
20. In "The Charge of the Light Brigade," Alfred, Lord Tennyson memorialized a Greek cavalry of 600 who died in the famous Battle of Balaclava. (30)