

The MYSTERY of HISTORY

Second Edition • Companion Guide

Volume IV

Wars of Independence to Modern Times

Linda Lacour Hobar

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Volume
IV



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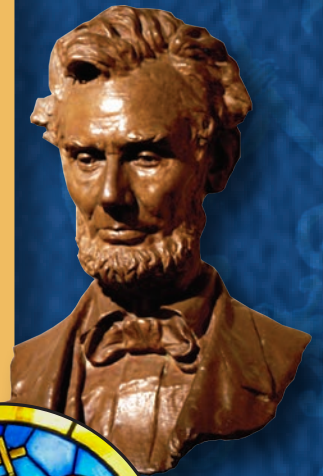
Volume
IV



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Linda Lacour Hobar

The MYSTERY of HISTORY



Volume IV
Wars of Independence
to Modern Times

Second Edition ♦ Companion Guide

Linda Lacour Hobar

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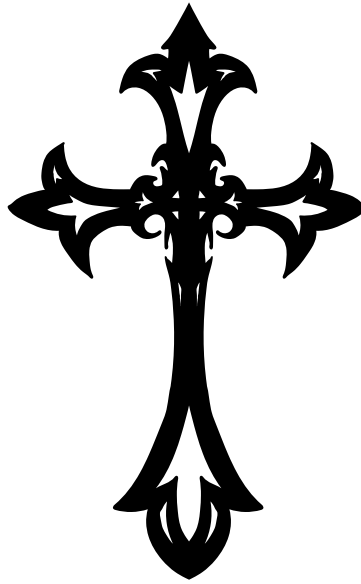
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It is with great joy that I dedicate this final volume to
our first grandchild, Dylan James Robertson,
and all who have followed,
with the prayer that each one of them knows, breathes, and grasps
the mystery of history,
which is Christ revealed.



*“I became a minister according to the stewardship from God
which was given to me for you, to fulfill the word of God,
the mystery which has been hidden from ages and from generations,
but now has been revealed to His saints.
To them God willed to make known what are the riches
of the glory of this mystery among the Gentiles;
which is Christ in you, the hope of glory.”*

Colossians 1:25–27

Acknowledgments

Many special and talented people have contributed to the making of *The Mystery of History*, Volume IV. Most of them I have previously thanked in the *Student Reader*. However, I want to acknowledge a few people again for their additional contribution to this second edition of the *Companion Guide* or for supporting me through this labor of love.

First, I thank the Lord, above all, for giving me salvation, a passion for world history, and the vision to write this series in 2000. Apart from Him, I “can do nothing” (John 15:5).

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Fifth, I thank my new editor, Mary Jo Tate, for stepping in to update, improve, and enhance this second edition with a fine balance of grace and professionalism.

In addition, there are a few people not mentioned in the *Student Reader* who have helped significantly with this *Companion Guide*.

Melissa Craig, thank you so much for contributing to the original “Supplemental Books and Resources” list. I could never provide this rich list of literature and films for our readers without you and Maggie.

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Models: I smile as I think of the numerous children who stepped in to share their bright-eyed faces and helping hands modeling the activities in these pages. It was a pleasure to work with all of you! A very big thank you to Aaliyah and Ari Bethea; XinXin and HanYing Drees; Emma, Grace, and Gabriella Duniganalston; Harrison Gray; Joseph and Caroline Hardy; Ashley Hobar; Caleb Lorenz; Anna, Luke, and Samuel Shoemaker; Phoebe Strozier; Zane and Zeke Taylor; William and Anna Bowen Webster; Veronica and Silas Welford, and Ayonna Rogers-Thomas.

Treanne Schutt, thank you for sharing your artistic abilities with us all and helping me to end this series on the beautiful images of the Alpha and the Omega.

Last, I thank parents and teachers all around the world who have contributed to the success of *The Mystery of History* by your faithful teaching of HIS-story to the next generation. To Him be the glory and honor.

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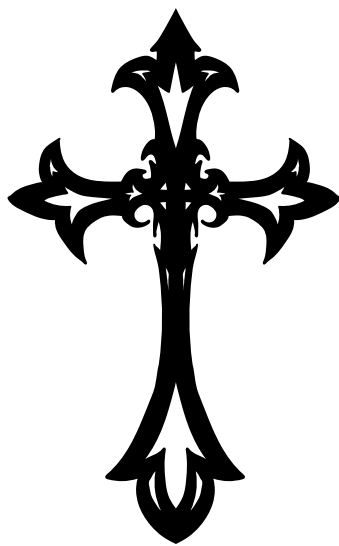
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Letter to the Teacher

Dear friend,

Hi! Welcome to *The Mystery of History*, Volume IV. Whether you're new to this series or returning, this letter is for you. Mainly, I want you to know why I started writing *The Mystery of History* in the spring of 2000 and where we are today.

About 10 years into my 17 years of homeschooling, I felt a special stirring in my soul. It was the kind that I couldn't ignore—the kind that led me to pray for an entire year about the next season of my life. At that time, my husband and I were missionaries with Campus Crusade for Christ. On the home front, I was deep into homeschooling and all that it demands. I wasn't sure where this special stirring was leading me, but I continued to pray that the Lord would guide, bless, and direct my steps.

Needless to say, the Lord—as only He can—answered my prayer for direction. It started with calls from friends and family wanting to know more about home education. Those inquiries narrowed my ministry focus to the growing needs of the homeschool world, which was still relatively new in the 1990s. I began hosting “how-to-homeschool” gatherings and speaking at support groups. With 10 years of homeschooling under my belt and children ages 15, 11, and 7, I had a lot to share about what was and wasn't working.

Well, one subject that wasn't working for me then was world history. I told these groups, nonchalantly at first, that I wanted to write my own curriculum because I *deeply* loved the subject and I wasn't satisfied with my options. As my ideas grew, I began to tell others with confidence *exactly* what I wanted in a history curriculum. I know now, though I didn't know then, that I was describing *The Mystery of History* to small groups before it existed! To me, the vision was clear but not the calling.

Finally, the Lord planted the last seed that gave life to this series. I was cutting vegetables in my kitchen when I believe He whispered to me, “The Mystery of History.” I knew immediately what it was. I believed it to be a calling and the name of the series He had already placed in my heart. (I credit God with the fact that it rhymes!) Well, I stopped cooking and wrote a dedication page to my children. (I have since added the word *grown* to that dedication page to describe my children who are now in their thirties!)

The rest is—history. With grace and mercy to cover my inadequacies, the Lord poured on me the passion, the strength, and the tenacity to finish four volumes of *The Mystery of History* in 14 years. And where I fall short, my talented husband, Ron, has joined our family business to contribute *his* skills, which are too numerous to count! As a husband-and-wife team, it's now our conviction and full-time vocation to teach, produce, and promote world history from a biblical worldview.

So that's *The Mystery of History*, from its humble conception to now. We welcome you, from the bottom of our hearts, to this journey into world history! We pray you see Him in the pages and grow in your faith in doing so.

For the Sake of the Mystery,

Linda Lacour Hobar

How to Use The Mystery of History

I encourage both new and returning users to become familiar with the steps below to get the most out of *The Mystery of History*. (You can pick and choose from the following steps or use them all!)

Step 1—“What Do You Know?” Pretests

Ideally, students and teachers alike start each week in *The Mystery of History* with a short pretest titled “What Do You Know?” (It is found in this *Companion Guide*.) This pretest is designed to see what students might already know from three upcoming lessons—or spark interest in what they don’t know. To make it light and stimulating for any age group, I don’t recommend recording grades on pretests.

Step 2—Lessons

Lessons in *The Mystery of History Student Reader* are the core of the program. There are three per week. (Volume IV contains 84 lessons, or 28 weeks of lessons with a margin to finish this course in a traditional 36-week school year, if desired.) In the hope of making world history as interesting and engaging as possible, all the lessons are written in a casual, conversational style, as if I’m right there with you, making occasional personal comments.

Since the lessons are in chronological order, students will benefit most by studying them in the order in which they are presented. In fact, to help students manage the lessons well, they are divided into four quarters. Each quarter starts with a short “Around the World” overview to introduce upcoming lessons and provide a bird’s-eye view of the time period.

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 4th- to 5th-grade level; Volume II is on a 6th- to 7th-grade level; Volume III is at an 8th- to 9th-grade level; and Volume IV is on a 10th- to 11th-grade level. This wide range allows all ages to benefit from this series with the addition of age-appropriate activities, which are the next step!

Step 3—Activities

When I started this series, my children were in 2nd grade, 6th grade, and 10th grade. By my definition they were a **Younger Student (1st–4th grade)**, a **Middle Student (5th–8th grade)**, and an **Older Student (9th–12th grade)**, 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 of their abilities—and then worked to provide age-appropriate activities for enrichment.

So this *Companion Guide* includes activities for Younger, Middle, and Older Students. Younger Students are encouraged to use their senses for hands-on projects, reenactments, meaningful games, and more. Middle Students are enticed to reassemble the material in some creative way or explore it further with research. Older Students are challenged with additional research, discussion, analysis, and much more. Occasionally, all students come together for games, meals, or field trips that match the time period.

I created *hundreds* of activities to meet a variety of interests and learning styles. As a matter of fact, so many activities are provided in this *Companion Guide* that I wouldn’t expect you to do them all! Choose wisely based on your time and resources. (One activity per week is quite acceptable.)

Step 4—“Take Another Look!” Reviews

After students have read three lessons and perhaps completed one or more activities, I suggest they set aside one day for **review** and **geography**.

For review, students can make **Memory Cards** (homemade flash cards) and/or create **timeline figures** for a wall or notebook. (For more information on these options, see “Memory Card Ideas” and “Wall of Fame Timeline Suggestions.”)

For geography, each week I provide age-appropriate **mapping exercises** directly related to the lessons of the week. Student maps to print and answer key maps are provided in this *Companion Guide*. You will, however, need atlases to find the information needed to complete the mapping exercises. To avoid frustration, we highly recommend that you have access to *WonderMaps*, a beautiful digital atlas created by Tyler Hogan at Bright Ideas Press, or the two atlases listed below:

- ✦ Rand McNally’s *Historical Atlas of the World* (ISBN 978-0528014475)
- ✦ Rand McNally’s *Atlas of World Geography* (6th Edition) (ISBN 978-052801896) Note: In 2023–2024, this atlas went through a name and edition change, but the contents remain the same. If you own the older version of this atlas (Rand McNally’s *Know Geography World Atlas* [Grades 9–12], ISBN 978-0528018947), it will work just fine.

For your convenience, all three atlases are available on my website:

www.TheMysteryofHistory.com

Step 5—“What Did You Miss?” Exercises and “What Did You Learn?” Quizzes

To gauge student retention and reinforce learning, I provide each week either an exercise or a quiz in this *Companion Guide*.

- ✦ The “What Did You Miss?” **exercises** are activities and games designed to make students dig a little deeper in recalling the details of previous lessons or pulling together information that is otherwise scattered.
- ✦ The “What Did You Learn?” **quizzes** are designed to test students in a more traditional manner and help you see what they’re learning and retaining. These quizzes are cumulative, meaning that students will regularly be drawn back to previously covered material.

Step 6—“Put It All Together” Quarterly Worksheets and Semester Tests

As students reach the end of each quarter, they will have covered a great deal of world history. To keep the facts straight, students are asked to complete a printable **quarterly worksheet** titled “Put It All Together” that covers information contained in just that quarter. (The four worksheets are in this *Companion Guide*.) Students are encouraged to use their *Student Reader*, Memory Cards, timeline, or other study aids to answer the questions. (The worksheet is the equivalent of an open-book test.)

In addition, this *Companion Guide* contains two **semester tests**. Semester Test I is to be given at the halfway point of the course and covers only the material found in Quarters 1 and 2. Semester Test II appears at the end of the course but covers only the information found in Quarters 3 and 4. These tests are not overly difficult in my opinion, nor are they designed to be. But they should bring the reward of a high grade to students who have paid attention throughout the course and remained diligent in their studies. (Young students or struggling students may opt to take these tests orally or with assistance.)

Step 7—Additional Resources

Though I've sought to make *The Mystery of History* a complete curriculum, it's utterly impossible to do so. We have five additional resources to complement your studies.

1. **Additional Books and Videos**—We've included a lengthy, well-researched section in the Appendix of this *Companion Guide* titled "Supplemental Books and Resources." Although they are not required to complete this course, these picture books, biographies, classics, historical novels, primary source materials, and numerous quality films help bring history to life. (To scale down your choices to the best of the best, see our "Read-Aloud Favorites.")
2. **Fine Arts Catalogue**—New to this second edition of the *Companion Guide*, we're providing a Fine Arts Catalogue in the Appendix to offer students the artists and titles of paintings, posters, engravings, etc. found in *The Mystery of History Student Reader, Volume IV*. Links to these beautiful works are included to help curious minds become better acquainted with the artists, develop a great appreciation for the fine arts, or be inspired toward further study of art history.
3. **Audiobooks**—For your convenience, lessons in *The Mystery of History* are also available in audiobook form exclusively through my website (www.TheMysteryofHistory.com). I personally narrate *The Mystery of History*, word for word, and my husband adds beautiful background music. (Nonmusical tracks are also available.) Audiobooks are a great choice for class time, bedtime, or on the go. (Audiobooks pair well with coloring pages, which are described below.)
4. **Supplemental Products**—Because there is always room for more fun and creativity, Bright Ideas Press has created four supplemental products that you will want to consider. (They can be purchased individually as downloads or all together in one Super Supplemental Collection.)
 - ✦ *Challenge Cards*: Best described as premade fact cards, these can be used in addition to homemade Memory Cards or in place of them. These are great for students who enjoy drill work.
 - ✦ *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.
 - ✦ *Notebooking Pages*: The illustrated notebooking pages provide students of all levels with a place to summarize lessons or practice copywork for retention.
 - ✦ *Folderbooks*: These are clever paper projects with file folders and printable images to capture highlights of each quarter. These are a good choice for hands-on learners.
5. **Online Classes and Lectures**—Last, you may be interested in *The Mystery of History* Online Academy! For further study of Volume III or IV, we offer two choices. First, we have self-paced classes, which provide streaming video lectures for every lesson (given by me personally) and an online learning platform that gives students daily structure, weekly online quizzes, and more. Second, for less cost and commitment, we offer the video lectures from our self-paced classes as a stand-alone streaming product. Both options require an 18-month membership. The self-paced classes are a good option for middle school or high school students who are studying *The Mystery of History* independently (with little to no parent/teacher involvement)—and who could use the structure provided. The stand-alone videos may be a good choice for students

working more closely with a parent/teacher who are not in particular need of structure. Please check out my website for all the details (www.TheMysteryofHistory.com). These classes and lectures are a great way to get more out of *The Mystery of History*!

This concludes our look at the steps of the curriculum. Please explore the rest of this *Companion Guide* for more information on the following:

- ✦ Scope and Sequence
- ✦ Teaching All Ages
- ✦ Methods of Education
- ✦ Memory Card Ideas
- ✦ Wall of Fame Timeline Suggestions
- ✦ Grading Tips

And don't miss the back of this *Companion Guide*, where you'll find an Appendix containing student maps to print ahead of time, a list of supplemental books and resources, a fine arts catalogue for further study, and a comprehensive answer key (including answer key maps.) If you have additional questions, Bright Ideas Press and The Mystery of History, Inc., both have a variety of social media touchpoints and can be reached through the contact information listed below. We're here to serve you!

The Mystery of History, Inc.

Website: www.TheMysteryofHistory.com

Email: info@TheMysteryofHistory.com

Bright Ideas Press

Website: www.BrightIdeasPress.com

Email: contact@brightideaspress.com

Customer service: 1.877.492.8081

Scope and Sequence

Any time is a good time to start world history! But for those of you who would like to envision your entire journey—based on when you start *The Mystery of History*—I’ve created a “Scope and Sequence” chart full of possibilities. Each option takes you through all four volumes of *The Mystery of History* in chronological order at least once (using audiobooks to catch up where needed).

- ♦ If you start early (1st–4th grade), you can repeat *The Mystery of History* and count later volumes for high school.
- ♦ If you start in middle school (5th–8th grade), you can go through *The Mystery of History* once at a comfortable pace and count later volumes for high school.
- ♦ If you start in high school (9th–12th grade), you can go through *The Mystery of History* once by using a combination of audiobooks (e.g., listening to Volumes I and II during summer break) and *Student Readers* with *Companion Guides* (e.g., using Volumes III and/or IV for one or two school years). If you need to choose only one volume for high school, we highly recommend Volume IV. Modern history will help students better understand today’s headlines, while equipping them to be tomorrow’s leaders!

For my American audience, I have included ideas in the “Scope and Sequence” chart, noted in italics, for when you may want to add social studies, geography, American history, state history, government, economics, and electives. (These are only suggestions!) Non-American students will want to replace those topics with their own history or other required courses.

The Key to Success

The key to successfully using *The Mystery of History* with the whole family is to focus first on the needs of the oldest child in the family. No matter what age the oldest child starts *The Mystery of History*, allow the rest of your students to learn alongside him or her in the same volume using the age-appropriate materials provided. (If students are vastly different in age, still allow the younger ones to tag along within reason. You’ll be surprised at what the little guys will pick up!) In other words, keep the family studying the same time period together to enjoy this course, streamline your efforts, and create good memories. Once the oldest child graduates or moves on, make adjustments for the next oldest child, and so on. It works! (For specific directions on starting *The Mystery of History* in high school, see the second page of the chart. The boxes in gray indicate the high school years, where credits are counted.)

The Mystery of History—Scope and Sequence Ideas

Starting in Grades 1–8

Grade Level	Starting 1st Grade	Starting 2nd Grade	Starting 3rd Grade	Starting 4th Grade	Starting 5th Grade	Starting 6th Grade	Starting 7th Grade	Starting 8th Grade
1st	Vol. I	Social Studies*	Social Studies*	Social Studies*				
2nd	Vol. II	Vol. I	American History*	American History*	Social Studies*			
3rd	Vol. III	Vol. II	Vol. I	State History*	American History*	Social Studies*		
4th	American History*	Vol. III	Vol. II	Vol. I	State History*	American History*	Social Studies*	
5th	State History*	American History*	Vol. III	Vol. II	Vol. I	State History*	American History*	Social Studies*
6th	Vol. I	State History*	American History*	Vol. III	Vol. II	Vol. I	State History*	American History*
7th	Vol. II	Vol. I	Vol. I	Vol. IV	Vol. III	Vol. II	Vol. I	State History*
8th	Vol. III	Vol. II	Vol. II	Vols. I–II	American History Part I*	Vol. III	Vol. II	Vols. I–II
9th	American History*	Vol. III	Vol. III	Vol. III	American History Part II*	American History Part I*	Vol. III	Vol. III
10th	Vol. IV	American History*	American History*	American History*	Vol. IV	American History Part II*	American History*	American History*
11th	Govt./Econ.*	Vol. IV	Vol. IV	Vol. IV	Govt./Econ.*	Vol. IV	Vol. IV	Vol. IV
12th	Elective**	Govt./Econ.*	Govt./Econ.*	Govt./Econ.*	Elective**	Govt./Econ.*	Govt./Econ.*	Govt./Econ.*

*Asterisks denote courses outside of *The Mystery of History*.

**We recommend *North Star Geography*.

The Mystery of History—Scope and Sequence Ideas

Starting in Grades 9–12

Grade Level	Starting 9th Grade	Starting 10th Grade	Starting 11th Grade	Starting 12th Grade
9th	Vol. III†	Govt./Econ.*	Govt./Econ.*	Elective**
10th	American History*	Vol. III†	American History*	American History*
11th	Vol. IV	American History*	Vol. III†	Govt./Econ.*
12th	Govt./Econ.*	Vol. IV	Vol. IV	Vol. IV‡

* Asterisks denote courses outside of *The Mystery of History*.

**We recommend *North Star Geography*.

† During the previous summer, listen to Vols. I–II audiobooks.

‡ During the previous summer, listen to Vols. I–III audiobooks.

Teaching All Ages

Younger Students

For those whose oldest students are in 1st–4th grade, it may be too soon for the entirety of *The Mystery of History*, Volume IV! (With world wars and the Holocaust, this volume is more difficult in theme and content than our other volumes, and the lessons are longer.) However, there are some exciting stories—with heroes and heroines—that some Younger Students are ready for in shorter segments. In other words, please pick and choose from this volume. To do so, I would consider reading two to three lessons a week (prescreened for appropriateness) and completing one to three corresponding activities. (At only two lessons a week, Volume IV will last more than one school year.) Some children who have shorter attention spans may prefer one small bit of work a day. That could mean reading the lesson one day and doing the corresponding activity the next day. I would not necessarily suggest that Younger Students attempt written pretests or quizzes unless they are strong readers and inclined to do sit-down work. The pretests, exercises, or quizzes could be skipped altogether or presented orally instead and kept fun (without a grade). You can customize your review options at the end of the week (based only on the lessons you covered):

- ✦ Memory Cards could be made by the teacher and pulled out for games or drills.
- ✦ Timeline figures could be made with teacher assistance for favorite figures in history but not for all.
- ✦ Maps could be done on an as-interested basis. Some mapping exercises require colored pencils and student maps to label or color; others are as simple as using a student's finger to trace on a map or globe.

In addition to all the options available in this *Companion Guide*, we offer the following supplemental products: coloring pages, Challenge Cards, notebooking pages, and Folderbooks. (Coloring pages are the most popular supplemental product among Younger Students and pair well with audiobooks!)

To summarize, here are two sample weeks for a family whose oldest child is in 1st–4th grade. (I've added a few popular supplemental products as suggestions only.)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Oral pretest Listen to Lesson 1 (audiobook or teacher) while completing a coloring page.	Activity 1	Listen to Lesson 2 while completing a coloring page.	Activity 2	Dictate Memory Cards. Start a timeline or Folderbook.

Another variation:

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Oral pretest Listen to Lesson 1. Activity 1	No history	Listen to Lesson 2. Activity 2	No history	Work on timeline figures and/or simple mapping.

Middle Students

If your oldest child is in 5th–8th grade, this curriculum is perfectly suited for your family without the need for adaptation. But to give you tracks to run on, I’ve provided two samples of how you might teach Week 3.

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Review previous lessons with Memory Cards. Pretest 3 Read Lesson 7.	Read Lesson 8. Activity 8 Read from the supplemental book list.	Read Lesson 9. Activity 9 Continue reading from the supplemental book list.	Review day choices: Memory Cards, timeline figures, and/or mapping Complete quiz/exercise.	Off day for co-op or more reading from the supplemental book list

In this first sample, the activities may be skipped sometimes, as in the example above on Monday, which is a bit more crowded with Memory Cards and a pretest. The other activities are chosen based on what is best for the course load of your 5th–8th-graders. If the activities are simple, you might have two children doing a fun, hands-on project and two others working on more challenging research—whatever accommodates the family as a whole.

Another option for Week 3 (that fits what we most often did) would look like the one below. We preferred separate days for science and history. Our supplemental reading was spread out sporadically through the week, depending on our schedule.

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Review previous lessons with Memory Cards. Pretest 3 Read Lesson 7. Activity 7	Science Day (no history)	Read Lessons 8 and 9 together. Choose one activity from Lesson 8 or 9. Make Memory Cards.	Science Day (no history)	Review day to include timeline and mapping. Complete quiz/exercise.

Older Students

I define Older Students as 9th grade and up who are seeking to count *The Mystery of History* as a high school credit. It can be done! But let’s review the definition of a credit.

A **credit** is a unit of measurement reflecting the number of hours needed to complete a course of study. An acceptable high school credit typically ranges from 135 to 180 hours of instruction per school year. (Consult your state’s requirements for details.) For example:

- ✦ A science course that meets 4 days a week (for an hour each day) would provide a student with 144 hours of instruction in a 36-week school year. This course would receive **one credit** on a high school transcript.
- ✦ A drama course that meets only 2 hours a week for 36 weeks would provide a student with only 72 hours of instruction. In that case, the drama course would receive a **half credit** on a transcript.

In most American states, high school history requirements commonly include the following:

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

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 needs to spend 3.75 hours per week on the course. To meet the maximum of 180 hours of instruction, a student needs to spend 5 hours per week on the course. To average those figures, a student should spend about **5 hours per week** in a 28-week school year to earn a full credit in world history.

By definition, world history can be the study of *any* time period of history, ranging from ancient times to modern times. It is not necessarily the entire history of the world in one course. Therefore, a student may choose any volume of *The Mystery of History*, or more than one volume, for a world history credit. Suggested labels for a transcript are as follows:

- ✦ Volume I—Ancient World History
- ✦ Volume II—Medieval Studies
- ✦ Volume IV—The Renaissance and Reformation
- ✦ Volume IV—Modern History

Getting back to fulfilling a credit, in my experience, one volume of *The Mystery of History* can take 2–5 hours per week, depending on the choices made along the way. Basic work alone may include pretests, lessons, Memory Cards, timeline work, mapping exercises, quizzes/exercises, worksheets, and semester tests. (Supplemental products can fill additional time.) But to truly get the most of a high school credit, I encourage high school students to lean heavily on the following:

1. Additional Literature. For your convenience, a list of “Supplemental Books and Resources” is provided in the Appendix to challenge students to a higher reading level and to broaden their studies. Classics, primary sources, nonfiction, historical fiction, and poetry are all included. Classics and primary

source materials are highly recommended and will be most satisfying and challenging to those bent toward a classical education. (For enjoyment at any age, don't miss our "Read-Aloud Favorites.")

2. Grades on Older Student Activities. Unlike Younger and Middle Students, Older Students should be required to complete some activities through the school year with a grade to reflect performance and completion. The *number* of activities may be determined by student and teacher, depending on the difficulty of the activities chosen and the time it will take to complete them. Remember, students are trying to fill approximately 5 hours per week in 28 weeks to meet the requirements for a credit. Choose activities that will fit this criterion and enjoy the flexibility. In some months, students may choose one large project; in other months, they may work on several small ones. (My online high school students are required to complete one activity per week.) Ideas on giving grades for the activities are available in the section titled "Grading Tips."

Methods of Education

Numerous models and methods of education are popular today, including the Charlotte Mason method, classical, eclectic, traditional textbooks, unit studies, unschooling, and so on. I like to look at methods of education this way: Each method is a toolbox that holds together your plans and preferences for school.

With that thought in mind, *The Mystery of History* series is not a toolbox at all—but rather a multifaceted tool that can be added to *any* toolbox! Whether you are a relaxed unschooler, a traditionalist, a classicist, a Charlotte Mason enthusiast, or a compilation of many styles, *The Mystery of History* can be an effective part of your method. The series can stand alone or serve as a spine for your other studies in homeschool, private school, co-op, or other types of education.

In particular, *The Mystery of History* strongly lines up with both a classical approach to education and the Charlotte Mason method. It also complements some of the ideas of Benjamin Bloom. (I don't adhere to all of Bloom's ideologies!) For these reasons, I want to share more about these methods and ideas for those who are just beginning to identify their models of education.

Classical Education

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

Stage 1 is referred to as the *grammar* stage. It primarily describes children in kindergarten through 3rd or 4th grade who *absorb* information. 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. All this is found in *The Mystery of History*, Volume IV with 84 history lessons and hundreds of hands-on activities to activate the imagination and stimulate the senses. (As a reminder, by theme and content, not all lessons in Volume IV will be suitable for Younger Students, and the lessons are longer and may need to be broken down into shorter segments.)

Stage 2 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 includes 4th grade through about 8th grade. Students begin to ask more *why* questions at this stage because their ability to think abstractly has developed further and they begin to process things more logically. *The Mystery of History* easily meets this criterion by offering history lessons *plus* hands-on learning, critical thinking exercises, timeline work, quizzes, and much more.

Stage 3 of the trivium of learning is referred to as the *rhetoric* stage. These are students from about 9th grade and up. By this stage, students should *apply* information that has been learned and assimilate that knowledge into a belief system. Beyond the history lessons in *The Mystery of History*, Older Student activities challenge students in the areas of research, apologetics, Bible study, literary analysis, discussion, and much more.

One last aspect of classical education is the process of repeating some material at each level of the trivium so that students grasp it with an increasing depth of understanding. In other words, a good classical

education provides age-appropriate information to a student in the younger years, repeats it on a higher level in the middle years, and repeats it again at an even higher level of learning in the older years. Not all curricula fit that mold, but *The Mystery of History* does. Please see the “Scope and Sequence” section for ways to repeat *The Mystery of History* through the years and derive the most from it.

The Charlotte Mason Method

Charlotte Mason was a practical and delightful British educator of the late 1800s and early 1900s whose common-sense principles have remained popular worldwide and have been warmly embraced by home educators. In all education, Charlotte Mason encouraged the use of living books, hands-on learning, short lessons, narrations, and a humanities-based approach to learning.

For history, Charlotte Mason encouraged a chronological approach, well-illustrated living books, additional literature, experiential learning, timeline work, and narration exercises—all of which are a natural part of *The Mystery of History*! If the Charlotte Mason approach to education inspires you, *The Mystery of History* will suit you well.

Bloom’s Taxonomy

Benjamin Bloom was an educational psychologist in the 1950s who helped educators identify six different classifications of learning in Bloom’s Taxonomy. They range from lower-level learning to higher-level learning in this order: knowledge, comprehension, application, analysis, synthesis, and evaluation.

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

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

However, in an attempt to require higher-level thinking, I designed the enrichment activities for each lesson to challenge students’ minds to apply, analyze, synthesize, and evaluate information. The broad choice of activities should appeal to a wide range of learning styles and keep students interested.

Final Reflection

I don’t want to close this section without encouraging you above all else to follow the Lord’s model of education! He instructed the Israelites to teach His words this way:

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

In His earthly ministry, 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.

Memory Card Ideas

Memory Cards are homemade flashcards, most commonly made out of 3-by-5-inch ruled index cards. I suggest that students create one card for every lesson. Students in a family setting can share in making the cards and create one set for the entire family.

It's not uncommon for students to be resistant to writing these cards, but most will discover that once they do, the cards are fun to drill with. Of course, there is a great value in making the cards that the students usually can't appreciate. It teaches them to summarize main points, articulate the lesson in their own words, and practice writing their thoughts. Is this too much for some students? Probably! Memory Cards will vary from student to student and look different for each age group. Let's consider age-appropriate expectations and suggestions for use. See the end of this section for sample Memory Cards for Younger, Middle, and Older Students.

Younger Students

It may be advantageous for a parent or teacher to create Memory Cards that are blank on the back for Younger Students. It may only be necessary for young ones (who can read) to see the lesson title on the front of the card and be prompted to remember some main points. (The nonreading student can be prompted by an illustration or premade timeline figure. More on that below.) Whatever the case, Younger Students do not necessarily need to write out *any* main points on the back of their cards.

I 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 they remember about the lesson (from a title or a picture). If they remember a simple point, that is enough. If students want to retell you the whole story—well, get comfortable with a cup of coffee. Some students will enjoy telling you everything they remember. Students at this stage are primarily absorbing a lot of new information, so don't expect them to connect the lessons together yet.

These cards have endless variations. 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 work much better, particularly those that are blank on both sides. (Small binders are easy to obtain for the 5-by-7 cards, and they make a nice keepsake.) Other students may prefer to cut and paste timeline figures to the back of these cards rather than build a timeline for the wall or a notebook. (We recommend Amy Pak's *History Through the Ages* timeline figures, which are available on my website.) You know your students best. Very young children may skip Memory Cards altogether and instead make them the next time they go through the material.

Middle Students

Students of this age should highly consider making Memory Cards (not necessarily their own set but contributing to a set made by the whole family or classroom). Most are ready to write the title of the lesson on the front of their card and write information *about* the lesson on the back. What kind of information? It depends on the student. If you have a hesitant writer who is overwhelmed with writing across the board, you may choose to scale down the writing of Memory Cards until he or she matures. It may be enough for this student to write bullet points, phrases, or single-word associations on the back

of the card. Even without much information on the back, the cards can still be used for drills.

On the other hand, Memory Cards can be a perfect bridge to teaching Middle Students to practice the skills of summarization and/or narration. If your Middle Students are ready, challenge them to write complete sentences and work their way up to full paragraphs. (Lined cards will work best.) For ideas about content, have students consider a typical encyclopedia entry. Have them note how brief but fact-filled most entries are. This is a good model on which they can begin to pattern their cards. Or they may simply follow the standard report format of answering *who*, *what*, *when*, and *where*. (The *why* and *how* can be reserved for Older Students.)

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

Older Students

Obviously, Older Students should take the writing of Memory Cards the most seriously. They should be able to articulate a few main points of each lesson on a card *and* 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 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. (My youngest daughter enjoyed making cards and frequently spilled the contents onto a second card.) Use these cards to refine students' 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.

Format of the Cards

The front of a Memory Card is simply the name of the lesson as it appears in the Table of Contents in the *Student Reader*. (I prefer to use the blank side of an index card as the front.) When my students were young, I chose to write the titles myself for neatness, efficiency, and consistency. Once they were older, they wrote out the titles.

The back of the Memory Card, ruled or not, is the student's blank slate. I recommend that the volume number appear in the top left corner, the lesson number in the top right corner, and the date of the lesson at the bottom. But after that, the space in the middle is theirs for narration, copywork, or summarization.

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

Benito
Mussolini

Vol. IV

38

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

1558-1603

Benito
Mussolini

Vol. IV

38

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!)

1558-1603

Benito
Mussolini

Vol. IV

38

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 up with him and hanged his body in Milan for public ridicule! Following WWII, Italy established a parliamentary republic.

1558-1603

Wall of Fame Timeline Suggestions

On each and every “Take Another Look!” review page, I encourage students to add timeline figures to a timeline. There are many different methods for assembling attractive and functional timelines. I’ve seen them in notebooks, on walls, on butcher paper, wrapped around stairwells, mounted in bathrooms, and placed on pattern cutting boards (my personal favorite). The important thing is to make a timeline for your family or classroom that will work for you *this* year with *this* volume based on your students’ interests and the space you have available. Inevitably, those factors will change with time.

I suggest that you adapt your methods of keeping a timeline *as you go* rather than stress out over choosing *one* that will work for the next 5 to 10 years. Think one year at a time with the vision of going big when they’re young and going small when they’re older. If you need, I have provided specific recommendations for both big and small options. My favorite big timeline is built on a pattern cutting board; my favorite small timeline is kept in a notebook. By all means, be as simple or elaborate as you want. I’ve concluded that *any* timeline—be it messy, crooked, or crowded—is better than no timeline at all!

I. The Pattern Cutting Board

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

Plan A follows my ideas for making your own decorative timeline figures as described on each “Take Another Look!” review page. This plan might appeal to students who are artistically inclined or who really enjoy hands-on work. A bit of fun is built in 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. Thus, the advantage of this plan is its built-in reinforcement and the personal satisfaction gained from all the hard work put into it. (**Photo 2**)



Photo 1

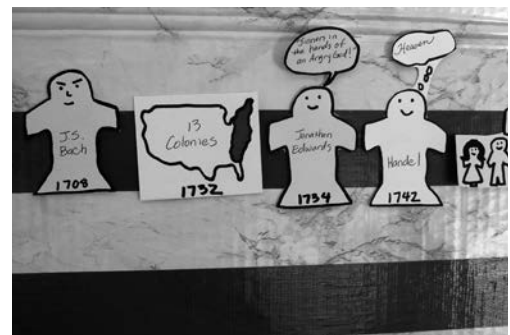


Photo 2

Plan B uses the beautifully illustrated figures by Amy Pak from *History Through the Ages*. (Please note that due to different approaches in research and study, my dates and Amy Pak's dates may not line up exactly. If they don't match, they will be close.) For your convenience, I reference these figures by name in italics on each "Take Another Look!" review page. This plan might appeal to children who like to color, to Older Students, or to those who are just too busy or bogged down to make their own figures. The advantage of this plan is that it is quick, easy, and visually attractive (**Photo 3**). I chose to print these figures on blue paper to blend with the cover of Volume IV, but they could easily be left in black and white for students to fill in with colored pencils. Regardless of whether you use Plan A or Plan B, I suggest that you set up a pattern cutting board or something similar using a cardboard project board or scraps of a refrigerator box. It's a great visual. I recommend that families or classrooms share one board and build it together.



Photo 3

A. Materials Needed

- ✦ 1 foldable pattern cutting board (also called a cutting mat or pattern and craft board). To my knowledge, there are three brands of these boards. The *Wright's* brand and *Singer* brand measure 36 by 60 inches; the *Dritz* brand is larger at approximately 40 by 72 inches (**Photo 4**). My directions will work for either size board, 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. (These boards can be found at many craft/fabric stores and some Walmart stores.)
- ✦ 1–2 rolls of self-adhesive, multipurpose decorative covering, more commonly referred to as *Con-Tact* paper. You'll need 1 roll for the *Wright's* or *Singer* cutting board or 2 rolls for the *Dritz*. Choose a color or motif of your liking. The marbled ones are a great choice.
- ✦ 1 roll of colored packing tape or duct tape (1.88 inches by 20 yards) to match your choice of adhesive paper
- ✦ 1 yard of ropy cord or ribbon to make a closure for the board
- ✦ 1 foot of clear adhesive tape (for securing the closure on the board)
- ✦ A yardstick
- ✦ Scissors
- ✦ A helper (I'm not kidding on this one!)

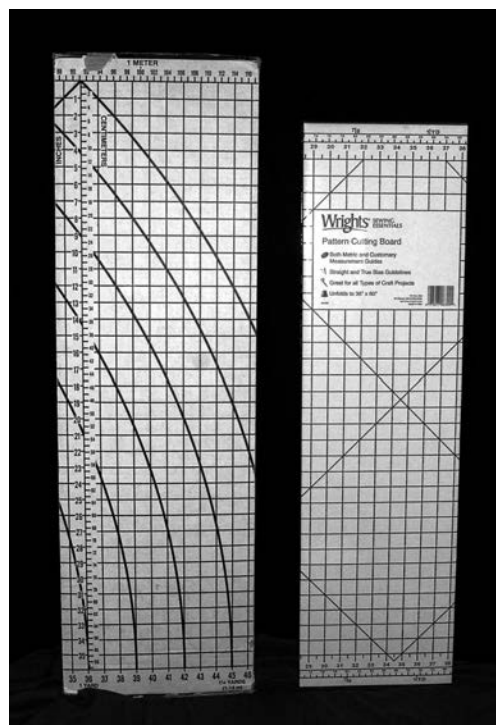


Photo 4

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 place the adhesive paper. Otherwise, it will take you much longer to position the adhesive paper without crinkling it. (I tried!)
2. Lay the pattern cutting board open on the floor. Unroll the adhesive paper and measure a strip the width of your board (the short direction, not the long direction). Cut the strip, peel off the backing, and with your helper, lay down the adhesive paper. If it is crooked or has folds, it will lift off for a second try. Repeat these steps for both the front and the back of the cutting board, overlapping each strip a few inches over the last. When you reach the ends of the board, it is easiest to stop the adhesive paper at the edge rather than attempt to wrap it around the edges. The exposed edges of raw cardboard will not present a problem. (Photo 5)
3. With both sides of the board covered, you may find that the board is tight and hard to fold up. To correct this problem, use a sharp pair of scissors to score the outside of the cutting board in several places. Run the scissors down a few outside creases to cut a slight gap in the adhesive paper (Photo 6). This will cause a small part of the board to be exposed, which is why I suggest doing this on the outside rather than the inside. It is the inside of the cutting board where you will place all the timeline figures.
4. Open the cutting board so that the inside is facing up. It is now time to mark the places for the tape strips.
5. For the *Wright's* or *Singer* brand cutting board: Use a yardstick and pencil to mark 2 inches, 4 inches, 6 inches, and 8 inches from the top of each panel on the edge of the cutting board. Make the marks evenly on both edges of the board. (Photo 7)

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



Photo 5



Photo 6

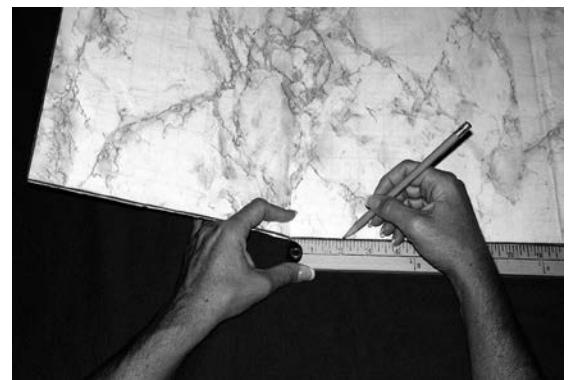


Photo 7

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 2 parallel strips on each panel. There will be 12 tape strips in all. (Photo 8)

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

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 2 parallel strips on each panel. There will be 12 in all.

7. To make a decorative closure for the board, fold it all the way shut. Mark the center point of the spine of the board. Find the middle of the length of one yard of rope cord. Use clear packing tape to adhere the cord at its middle to the center point of the spine of the board (Photo 9). Students can tie and untie this cord when storing and using the board.
8. Last, I suggest attaching a title cover 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 in color (from the front of this *Companion Guide*) and attaching it with clear tape, as pictured here on a partially closed board. (Photo 10)

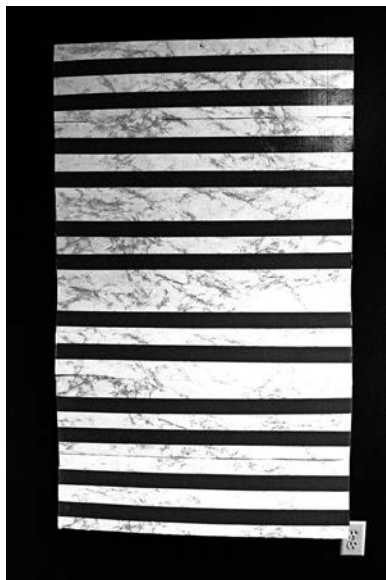


Photo 8



Photo 9



Photo 10

C. Preparing the Figures

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

1. Plan A (Making Your Own Figures)

Materials: Approximately 150 blank 3-by-5-inch index cards (If you use 4-by-6-inch cards, you will not need as many.), pencils, colored pencils, fine-tip colored markers, scissors, glue, some household items that will be specified when needed

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

At the end of this section, I have provided patterns of a male and a female for the times when I instruct students to make a person. I recommend that you print these templates (or simply trace the basic outline) and cut them out. It would be wise to trace the pattern ahead of time for students, on index cards (or cardstock) with ample space around each character. However, do *not* cut out the patterns ahead of time because I often ask the students to add something to their character (like a banner, a book, or a crown). In those instances, it is far easier for students to draw these items around the pattern before cutting it out. Of course, not all the figures represent people. I also ask students to make boats, mountains, documents, maps, and the like. (See **Photo 2**.)

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

2. Plan B (Using Predrawn Figures)

Rather than make your own figures, you may choose to use the predrawn ones from *History Through the Ages*. (See **Photo 3**.) These digital figures, which are a separate purchase, can be printed on colored paper to match the theme of the time period or used as is. Students can color and/or cut out the figures prior to placing them on the timeline. (As noted earlier, dates may vary between my figures and Amy Pak’s figures. Please use the differences as a teaching moment to discuss various ways we view history through single significant dates or through life spans.)

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 predrawn figures with a few extra details. For all of Amy Pak’s pieces to fit on the smaller pattern board (*Wright’s* or *Singer* brand) place about 12 figures per line.

D. Attaching the Figures

Some families prefer to make the timeline figures on the day that they study the corresponding lesson. However, I like to do the exercise one time later in the week as a means of bringing characters back to mind from days earlier. (To be perfectly honest, I prefer to drag out timeline supplies only one day a week instead of three.)

On review day, you usually need to create just three figures—one from each lesson of the week. If you are using *History Through the Ages* figures, occasionally there is more than one figure for each lesson. Either way, after creating a timeline figure, tape it on the board at the appropriate place. If you used *The Mystery of History*, Volume I, you may recall that I suggest the date strips run from the bottom up—to help students grasp that B.C. time is counted backward. I suggest that timeline strips for Volumes II–IV run from the top down. (This makes better sense when the timeline sewing boards are all lined up together.)

The first figures placed on the board will be from Lessons 1, 2, and 3 of Week 1. **Photo 11** is an example of homemade figures using my suggestions; **Photo 12** gives an example of Amy Pak's predrawn figures. Both have merit, and either choice will work for a meaningful display.

You will notice in the sample on the next page that for your convenience the names of Amy Pak's predrawn figures are in italics. *History Through the Ages* contains hundreds of figures, so this information will streamline your hunt for the figures that best correspond to *The Mystery of History*.

I suggest that the rows of figures run from left to right as students work their way down the board. This makes a great visual that helps students see their progress through the course by the growing number of figures that are added to their timeline.

As a final note, on the top center point of my timeline, I used a hole punch to create a hole just large enough so that I can hang my timeline on a nail on the wall while we are using it. (See **Photo 1**.) I highly recommend this if space allows. When not in use, your timeline board can be folded with the closure cord wrapped around it and tucked away behind a cabinet or under a sofa. From time to time, we made a game of searching for a character on the board or pointing 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!

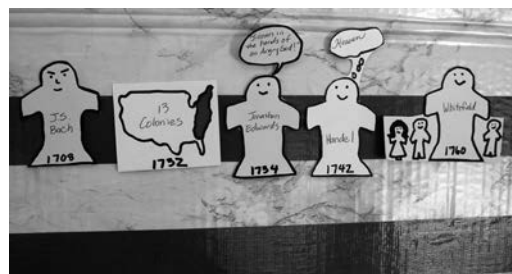


Photo 11



Photo 12

II. Timeline Notebooks

Mature Middle Students and most Older Students may find a wall timeline too juvenile for their taste. For them, I strongly recommend building a timeline notebook. There are many on the market, or you can make your own out of a binder. My personal favorite is the printable one designed by Amy Pak of Homeschool in the Woods, titled *History Through the Ages: Record of Time*. (Amy provides beautiful printable binder covers to fit both vertical and horizontal notebooks.) 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 website www.TheMysteryofHistory.com or you can visit www.HomeschoolintheWoods.com.

Students using *The Mystery of History* may not be studying all of Amy Pak's timeline figures (She has hundreds!), but they are in the *Placement Guide* and may be of interest for your student to add.

- ✦ **Johann Sebastian Bach and George Frideric Handel (1708, 1742)** — On an index card cut in half, use the male template to make Bach. I would give him a stern face with glaring eyebrows. Title the figure "J. S. Bach – 1708." Trace the male template for Handel 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. (In cartoons, thought boxes 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 – 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 an index card cut in half, draw a freestyle miniature map of the United States. Outline it with marker and shade the colonies with a different-colored marker. Title the figure "13 Colonies – 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 the male template to make Jonathan Edwards 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 "Jonathan Edwards – 1734" to represent the beginning of the Great Awakening. Place the figure after the Thirteen Colonies and before Handel. (Scoot Handel over again!)

Now use the male template to make George Whitefield on a 3-by-5-inch index card. (In this case, use the card horizontally.) Draw 2–3 small children standing next to Whitefield, then cut them out as one piece. Title the figure "George Whitefield – 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*.]



Johann Sebastian Bach
1685-1750 A.D. German composer and organist of the baroque period. He wrote over 200 cantatas among other compositions and is remembered for works such as the *St. Matthew Passion*.



George Frideric Handel
1685-1759 A.D. German-born English Baroque composer known for his many operas and oratorios. He is specifically remembered for his grand oratorio, *Messiah*, as well as other pieces such as *Water Music* and *Music for the Royal Fireworks*.



Founding of the Thirteen Colonies

Established by 1732 A.D.

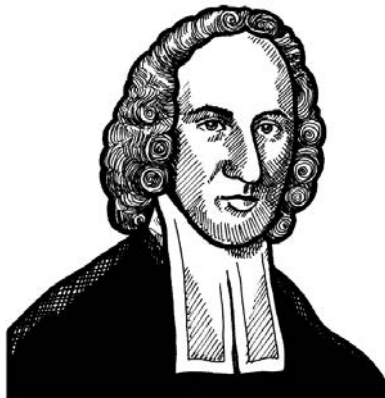
With the founding of the first colony of Virginia in 1607, English settlers continued to populate the New World over the course of another century, adding Massachusetts, New Hampshire, New York, Maryland, Rhode Island, Connecticut, Delaware, North Carolina, New Jersey, South Carolina, Pennsylvania, and ending with Georgia in 1732.



The Great Awakening

mid 18th century A.D.

A series of religious revivals that swept across the devoutly dry colonies of America. Led by a variety of enthusiastic preachers such as Jonathan Edwards, Gilbert Tennent, and George Whitefield, it culminated in changes of doctrine and political and social thought. The movement also erupted with missionary activity and led to the establishment of several colleges and academies.



Jonathan Edwards

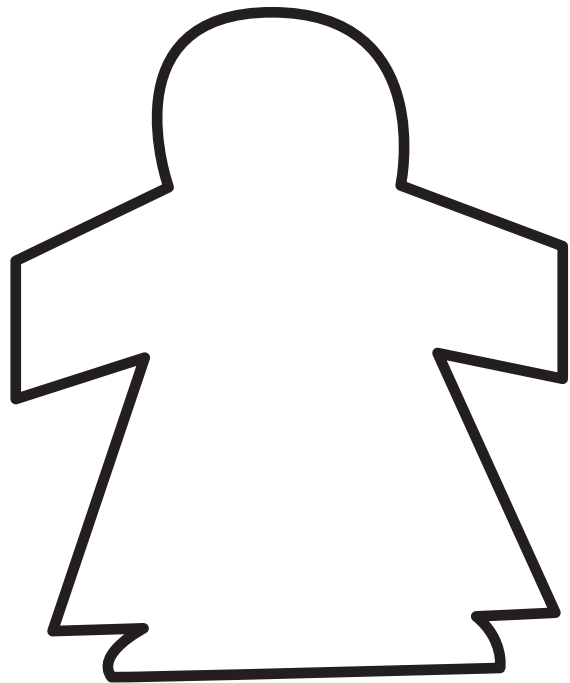
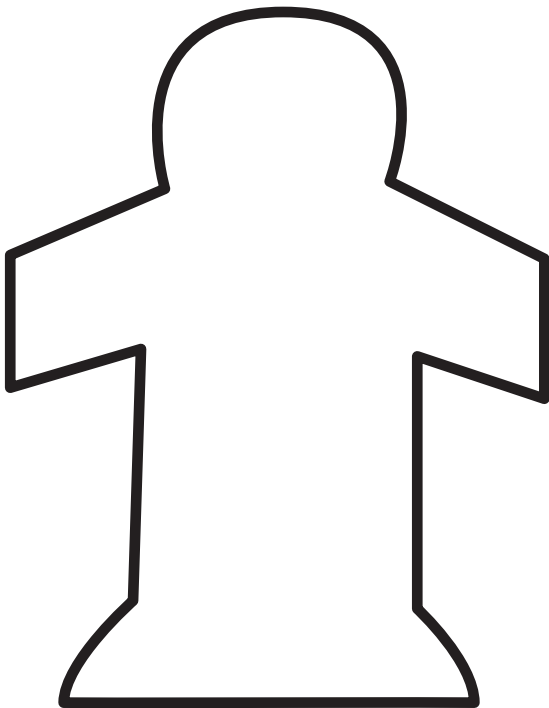
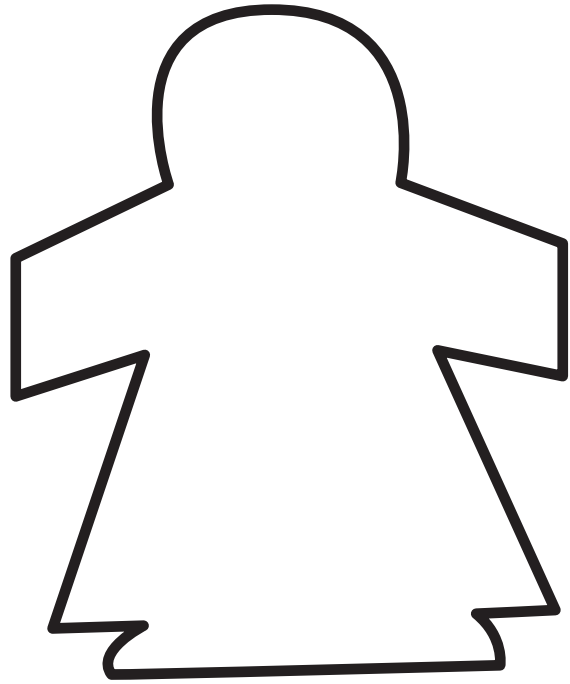
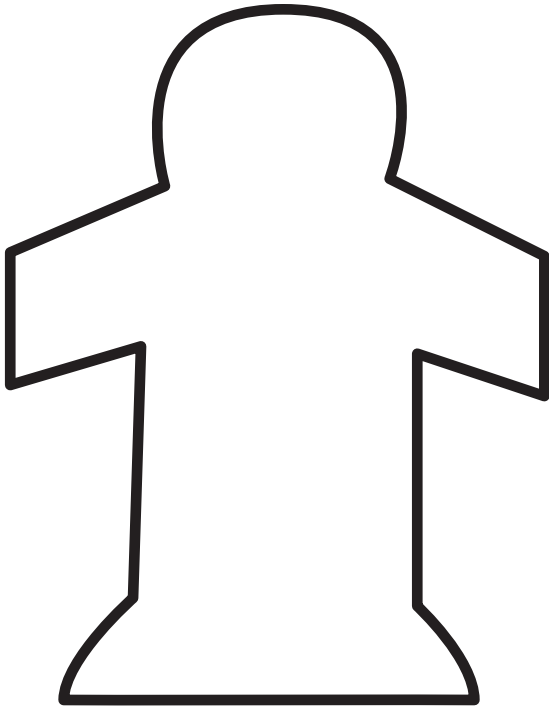
1703-1758 A.D. American philosopher and considered the greatest theologian of American Puritanism, his powerful sermons inspired the Great Awakening, sparking revival in America.



George Whitefield

1714-1770 A.D.

British Methodist, revivalist, and follower of John Wesley, he was a key figure in the spread of Methodism among the colonies in America during the Great Awakening of Protestantism. He inspired the establishment of over 50 universities and colleges in the U.S..



Grading Tips

Generally speaking, grades are an imperfect tool. Grades may not reflect true learning, inspire all personalities, or account for learning challenges. However, grades may help you manage, measure, and motivate students! For those interested in keeping grades for *The Mystery of History* or just recording your progress, I've created a printable **Progress Report**, which you can find just following this section. This sheet provides empty boxes for all the optional components available in each week of *The Mystery of History*. Using check marks, points, or grades, you can fill as many or as few of the boxes as you want to help you move through this curriculum at your own pace. I provide a few grading tips for each age group below.

For **Younger Students**, I recommend that you put check marks in the boxes provided to simply mark the components you actually complete each week. Most Younger Students are not ready for all the components of this curriculum, so I would expect a lot of empty boxes at the end of this course. (Focus your time on the lessons and the hands-on activities that go with them!) As for grades, an occasional letter grade on a special project (e.g., A) or a fractional grade on a quiz (e.g., 14/15) may be all that a Younger Student needs for motivation or inspiration. Above all, enjoy the younger years without getting bogged down by too much grading. Use the Progress Report as a guideline for you but not necessarily for the student.

For **Middle Students**, I recommend giving an assortment of check marks, points (1–100), and fractional grades (e.g., 18/20) for work that is completed or quizzes that are taken. It is reasonable that Middle Students receive grades only on the quizzes and semester tests—to see how they're doing with retention. Beyond that, it's acceptable to give them simple check marks for everything else!

However, some students will want more. If they're industrious or highly motivated by grades, by all means offer points and grades for work they're proud of. Just keep in mind that the optional components of this curriculum are designed for enrichment and to help with retention. I don't think it is necessary for Middle Students to complete *all* the work in this *Companion Guide* or for you to grade it all. You know your student's best efforts, and you know their worst. I recommend that you use grades for Middle Students when needed to manage, measure, and motivate. Use the Progress Report as a guideline for you and the Middle Student.

For **Older Students**, I highly recommend that you keep a grading system for *The Mystery of History* that works for you. As a minimum guideline, you could collect and average weekly quiz grades and open-book exercises to measure student retention and understanding. If students perform well on these—excellent! You may want to grade more and average in the scores of quarterly worksheets and semester tests. If students are not performing well on the weekly quizzes and exercises, you may need to slow down, examine learning styles, or drop some of the optional components. (There is a lot of material in this curriculum!)

As a maximum guideline, you could grade every component of the curriculum with check marks, points, and/or grades to measure effort, retention, and understanding. In the self-paced classes I offer, I recommend integrating a point system *and* a grading system together. It's not for everyone. But if you're interested, this is one way to track points and grades:

1. Students can earn up to 100 points for all the weekly assignments that are completed. (See the “Weekly Assignment Points” chart below.)
2. Students earn a standard percentage grade for each weekly quiz, exercise, or semester test. (One of these three options is offered each week.) For example, if a student gets 14 correct answers on a 15-question quiz, he or she receives a 93%.
3. The student’s final weekly grade is an average of the weekly assignment points and the quiz score. For example, if a student earned 80 weekly assignment points and received a 90 on a weekly quiz, the weekly grade would be 85 ($80 + 90 \div 2 = 85$).
4. At the end of the year, a parent/teacher can add up all the weekly grades and divide by 28 (the total number of weeks in this course) to get a final grade. For those interested, I created a **Grade Record** sheet with boxes to log weekly assignment points and weekly quiz grades. Use the Progress Report and the Grade Record sheet *with* your Older Student to monitor how the course is going.

By my integrated point and grade system, students are rewarded for doing work—whether they perform well on quizzes or not. My point system is below. For bonus points, I encourage high school students to read at least one piece of literature a month from the “Supplemental Books and Resources” list in the Appendix. If you use a different set of components, that’s fine; just make sure that you adjust the points received so that the student can earn 100 points for doing all the assigned work.

<i>Weekly Assignment Points</i>	
Pretest	No points or grade
Reading 3 lessons per week	45 points
Completing 1 activity per week	20 points
Making 3 Memory Cards or 3 timeline figures per week	15 points
One mapping exercise per week	20 points
	100 possible points per week
Bonus points: reading additional literature.	

I hope these grading tips prove helpful to your journey through *The Mystery of History*!

The Mystery of History – Progress Report

Student _____ Year/Grade _____

QUARTER 1 (SEMESTER I) – WARS OF INDEPENDENCE							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Pretest							
Lessons							
Activities							
Memory Cards or Timeline Figures							
Mapping							
Total Points							

QUARTER 2 (SEMESTER I) – WARS OF IDEOLOGIES							
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Pretest							
Lessons							
Activities							
Memory Cards or Timeline Figures							
Mapping							
Total Points							

QUARTER 3 (SEMESTER II) – WARS OF THE WORLD							
	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Pretest							
Lessons							
Activities							
Memory Cards or Timeline Figures							
Mapping							
Total Points							

QUARTER 4 (SEMESTER II) – WARS OF MODERN TIMES AND THE HOPE OF MANKIND							
	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28
Pretest							
Lessons							
Activities							
Memory Cards or Timeline Figures							
Mapping							
Total Points							

The Mystery of History – Grade Record

Student _____ Year/Grade _____

QUARTER 1 (SEMESTER I) – WARS OF INDEPENDENCE							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Weekly Points							
Quiz or Exercise %							
Weekly Grade							

QUARTER 2 (SEMESTER I) – WARS OF IDEOLOGIES							
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Weekly Points							
Quiz or Exercise %							
Weekly Grade							

QUARTER 3 (SEMESTER II) – WARS OF THE WORLD							
	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Weekly Points							
Quiz or Exercise %							
Weekly Grade							

QUARTER 4 (SEMESTER II) – WARS OF MODERN TIMES AND THE HOPE OF MANKIND							
	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28
Weekly Points							
Quiz or Exercise %							
Weekly Grade							



What Do You Know?

Pretest 14



Fill in the Blanks. Use the Word Bank below to fill in the blanks.

1. The right for women to _____, known as “women’s suffrage,” is still being denied in some countries of the world today.
2. In her fight for women’s suffrage in Great Britain, Emmeline Pankhurst formed the Women’s Social and Political Union with the slogan “_____, not words!”
3. The _____ (including Nellie McClung) campaigned in Canada for women’s suffrage after the Nineteenth Amendment passed in the United States.
4. Of all the Impressionist painters, _____ remained the most loyal to the style he made popular.
5. To capture mood and movement in his works, Edgar Degas enjoyed painting _____, standing at rehearsal or primping behind the stage.
6. Influenced by the Impressionists, Mary Cassatt, an American painter, shifted to outdoor painting and specialized in everyday themes of mothers and _____.
7. Ohiyesa, a Native American, was raised among the Dakota, also called the _____ Indians.
8. Ohiyesa changed his name to _____ and attended a white boarding school out of obedience to his father.
9. Chief Joseph was born into the Chutepalu tribe, better known as the _____, a nickname meaning “pierced nose” given them by the French.

WORD BANK

Claude Monet
vote

Charles Alexander Eastman

Deeds
Nez Perce
children

Sioux
Famous Five
ballerinas

The Worldwide Fight for Women's Suffrage



Activities for Lesson 40

40A—Younger Students

Colorful Causes. I mentioned in our lesson that suffragists in Great Britain and the United States used various colors to represent their cause. British women used purple for dignity, white for purity, and green for hope. American women started with yellow and moved toward purple, white, and gold. Let's use ribbons to remember their fight to vote.

Materials: Strands of ribbon in purple, white, green, yellow, and gold

1. Use ribbons in the color combinations described above to make hair bows, braided bracelets, or shirt pendants for both the British and the American causes.
2. Wear your ribbons all week to remember the long, hard work of the suffragists!
3. Can you explain to others what the colors represent?

40B—Middle Students

Picket-Line Poster. People have long relied on picket-line posters to bring awareness to a cause. Let's make our own—for women's suffrage!

Materials: Scratch paper, pencils, ½ sheet poster board, markers, dowel rods, duct tape

1. On scratch paper, draft several clever picket-line slogans for women's suffrage (e.g., "Votes for Petticoats!").
2. Put your favorite slogan onto a half sheet of poster board. (I would use pencil first, for good spacing, and then darken it with marker.)
3. Use duct tape to attach a sturdy dowel rod or two.
4. As an appropriate conclusion, march around your home or classroom with your sign and *vote* for the best slogan!

40C—Middle and Older Students

1. Susan B. Anthony Coin. I think Susan B. Anthony would be proud to know that she was the first woman in U.S. history to have her silhouette minted on a coin (Photo 40C-1). Though this one-dollar coin went out of circulation in 2007, it is commonly sold and resold among coin collectors at various prices, depending on condition. (My dad collected coins, and he had several.)



Photo 40-1C

- a. *With parental approval*, search eBay or elsewhere on the internet for the range of prices today for a Susan B. Anthony coin.
 - b. If possible, consider a reasonable purchase to start your own coin collection.
 - c. Or print an enlarged image of the coin from the internet or sketch your own by hand. Cut it out and glue it on notebook paper titled “Susan B. Anthony—Honored by the U.S. for Her Fight to Win the Vote!” File this in your Student Notebook under “North America: United States.”
- 2. Class President!** This activity requires at least two students.
- a. Hold an election for a class president.
 - b. Create ballots and a ballot box.
 - c. Give campaign speeches.
 - d. Allow all students to vote.
 - e. Discuss the results if all students were *not* allowed to vote!
 - f. Once a class president has been elected, assign genuine responsibilities to your class president (such as being a liaison between students and the person who creates the lunch menu).
 - g. Utilize the position to create improvements in your classroom or homeschool.

40D—Older Students

1. **The Famous Five.** Who were the Famous Five? Let's learn more.

Materials: Printer, pen or pencil, index cards, scissors, envelope, glue, notebook paper

- a. Using books or the internet (*with parental approval*), research the names and stories of the Famous Five.
- b. Write a paragraph about each woman on the lined side of an index card.
- c. If you can find images of the women online, print, trim, and glue them to the other side of each card.
- d. Collect all five cards in an envelope.
- e. Glue the front of the envelope to notebook paper for your Student Notebook.
- f. Label the envelope "The Famous Five" and file it under "North America: Canada."

2. **WCTU.** *With parental approval*, search the internet for the unique role of the Woman's Christian Temperance Union (WCTU) during the fight for women's suffrage.

- ✦ How and why did the WCTU intersect with women's suffrage?
- ✦ What Christian activist movements exist today to improve human rights?
- ✦ Discuss what causes move you today and why. (For example, I'm an avid supporter of the pro-life movement, which we will be covering in an upcoming lesson!)

The Impressionists: Monet, Degas, Renoir, and Cassatt

Activities for Lesson 41

41A—Younger Students

Sponge Paint. Let's use paint and sponges to create an Impressionist-style painting.

Materials: Precut sponges from a craft store (or your own sponges cut into simple shapes), tempera paints, heavy paper, pencil, paint smock or old T-shirt, newspaper or butcher paper

1. Protect your workspace with newspaper or butcher paper.
2. Protect your clothing with a paint smock or old T-shirt.
3. Use a pencil to sketch an ordinary scene (like a house, a flower, or a tree) on heavy paper.
4. Pour 3–4 dollops of different-colored tempera paints on a protected workspace. (Try not to mix the colors!)
5. Follow the rules of the Impressionists and form dots and splotches, using one sponge for each color of paint.
6. Apply the paint, using various colors to bring the scene to life.
7. Display your work for all to enjoy.

41B—Younger and Middle Students

Sidewalk Shadows. The Impressionists paid close attention to the movement of the sun and the shadows it creates at different times of the day. To better understand the movement of shadows, perform this simple exercise on a sunny day (starting in the morning).

Materials: Outdoor space, duct tape, sidewalk chalk,

1. Using duct tape, mark a fixed spot (with an X) outdoors on a sidewalk or driveway.
2. Stand on the fixed spot with your arms stretched out wide like the letter T.
3. Using sidewalk chalk, preferably in colors that will show up well on a photo, have a friend, parent, or teacher trace the outline of the shadow you make. Use the chalk to write the time of day on the outline.
4. A few hours later, stand in exactly the same place that you did before and repeat this exercise with different-colored chalk. As you did earlier, record the time of day on the outline of your shadow.
5. Repeat this as many times as you like, following the shape of your shadow throughout the day and observing the changes it makes.

6. Take a picture of the final sidewalk image and glue it to notebook paper.
7. Title your page “The Impressionists Study Shadows” and file it in your Student Notebook under “Europe: France.”

41C—Middle Students

Mother and Child. In the style of Mary Cassatt, try your hand at drawing and/or painting an everyday scene of a mother figure (your mother, grandmother, or aunt) with her children. Try to capture a tender scene that expresses appreciation! (She will treasure this.) Take a photo for your Student Notebook to file under the continent and country where your mother figure lives.

41D—Middle and Older Students

PowerPoint Art Gallery. Create a PowerPoint presentation of our four artists. (If you’re in a classroom, divide the class into four groups. Assign each group one artist.)

1. Make an introductory slide for each artist with biographical information (in bullet points).
2. Create individual slides of four or more of each artist’s famous works. (Classroom groups working on one artist will want to provide 10–12 slides of each artist.)
3. Include titles and dates of the works you choose and arrange them in chronological order to perceive changes from early works to later works.
4. Share your presentations with your family or class.

41E—Older Students

1. Berthe Morisot. If you like the works of Mary Cassatt, you will probably like the works of the French artist Berthe Morisot (mentioned in the endnotes of our lesson). Her specialty was capturing women in everyday scenes of her era. *With parental approval*, find your favorite works by Morisot on the internet. Cherish them, share them, or print them for your Student Notebook to file under “Europe: France.”

2. Monet Calendar. Prints of Claude Monet’s paintings are commonly found in calendars and planners. Let’s make our own.

Materials: Current calendar or planner, printer, scissors, glue. Optional: colored pencil

- a. *With parental approval*, use the website below to find 12 of your favorite seasonal Monet prints that will best depict the 12 months of the year. (This website provides an easy way to scroll through a complete gallery of Monet paintings and allows the copying of images for private use.)

www.claudemonetgallery.org

- b. Print the images in color or black and white in the approximate dimensions needed to fill your calendar or planner.
- c. If you choose to print in black and white, use colored pencils to bring the paintings to life.
- d. Trim images if needed and glue in place to fit your calendar or planner. Enjoy your personalized piece!

Charles Eastman (Ohiyesa) and Chief Joseph

Activities for Lesson 42

42A—Younger and Middle Students

1. Tom-Tom and Mallet. The Dakota Sioux Indians (like those who raised Ohiyesa) played short, framed tom-toms with a mallet as well as hand drums. Let's make our own following the directions below.

Materials for a tom-tom: A plastic container such as a clean plastic ice cream bucket and lid (about 8½ inches wide at the top and 5 inches deep); an empty pretzel container and lid or a food-grade bucket with a lid (Photo 42A-1-1)

Optional materials for a tom-tom cover: tan felt, Indian-style fabric, or brown packing paper (If you choose packing paper, you will need Mod Podge or school glue.)

Materials for a mallet: One 12-inch wooden dowel (¼ inch in diameter), a 2½-inch Styrofoam ball, glue, a square of felt or lightweight leather fabric about 10 by 10 inches, leather lace, strips of fabric and/or rustic ribbon, a few stray beads

- a. *To make the tom-tom:* If your container has a handle, remove it.
- b. Cut felt or fabric to wrap the sides of your container. (We won't cover the lids because they will make a better sound if left exposed.) Glue the felt or fabric in place.
- c. *Optional:* You may want to cover your container with strips of brown packing paper to create a nice animal skin effect. To do this, tear packing paper into rugged shapes a few inches in size, dip them in Mod Podge or school glue, and apply these pieces so that they overlap. (Photo 42A-1-2)



Photo 42A-1-1



Photo 42A-1-2



Photo 42A-1-3



Photo 42A-1-4



Photo 42A-1-5

- d. Cover the container completely on the sides and the bottom of the tom-tom and allow it to dry (Photo 42A-1-3).
- e. Restore the lid to your covered container, and your drum is complete. Set it aside.
- f. *To make the mallet:* Carefully poke the dowel into the Styrofoam ball. Don't push so hard that you go all the way through it! (Photo 42A-1-4) Once you have made the hole, remove the rod and add glue to the hole. Reinsert the rod and allow it to dry.
- g. Lay the head of the mallet in the center of a square piece of felt or leather.
- h. With an extra pair of helping hands, wrap the ball and secure the cover with a piece of leather lace (Photo 42A-1-5). Trim the excess.
- i. Decorate the other end of the mallet with strips of fabric, beaded leather lace, or rustic ribbon (Photo 42A-1-6). Glue will help these embellishments stay in place.
- j. The rest is obvious—your drum is ready to use! Experiment with the sounds you get from the top and the bottom of the tom-tom. Play along with soundtracks of Indian music or create your own sounds with war cries.
- k. Take pictures and glue them to notebook paper (Photo 42A-1-7).
- l. File them file in your Student Notebook under “North America: United States”



Photo 42A-1-6



Photo 42A-1-7

2. Feather Hair Ties. Like Chief Joseph, many Native American men and women adorned their hair with feathers. If your hair is more than an inch or two long, you can make a feather hair tie with a few supplies from the craft store.

Materials: 1 long feather; several short feathers; thin leather lace; a few beads (with holes large enough to thread the leather lace through them); string, pipe cleaner, or Wikki Stix. Optional: bobby pin and Indian attire

- a. Use string, pipe cleaner, or Wikki Stix to wrap together the ends of one long feather and a few short ones.
- b. String one or more beads onto a thin strip of leather lace. Tie the lace to the end of the feather in a tight knot, leaving equal or unequal lengths on both ends of the knot. (Photo 42A-2-1)
- c. Use one of the laces to secure the feather to a small section of hair on the side of your head. (You may need a bobby pin.)
- d. Add Indian attire if available and take a photo. Glue it to notebook paper and title the page “Remembering Chief Joseph.” (Photos 42A-2-2 and 42A-2-3)
- e. File it in your Student Notebook under “North America: United States.”

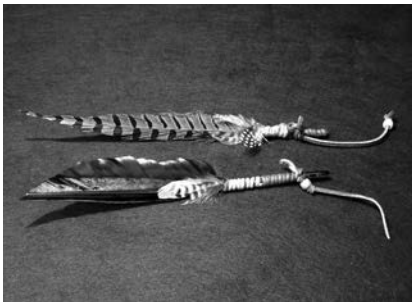


Photo 42A-2-1



Photo 42A-2-2



Photo 42A-2-3

42B—Middle Students

1. Living in Two Worlds. Let’s remember that Charles Eastman lived in two worlds.

Materials: Printer, glue, notebook paper

- a. *With parental approval*, find and print pictures of Charles Alexander Eastman in European clothes and in traditional Indian clothes.
- b. Trim and glue them side by side on notebook paper.
- c. Title your paper “Charles Alexander Eastman: Living in Two Worlds.”
- d. File the images in your Student Notebook under “North America: United States.”

2. Scouting. *Adult Supervision Needed.* Charles Eastman had a great influence on scouting in the United States. Let's earn a self-made badge.

Materials will vary, but may include colored pencils, scissors, glue, and notebook paper.

- a. Learn an outdoor survival skill of your choice. For example, learn how to read animal tracks; how to identify poison ivy; or, *with adult supervision*, how to build a fire with flint rock.
- b. Create a scouting badge made with paper and colored pencils to represent the skill you learned.
- c. Trim and glue it to notebook paper titled "Charles Alexander Eastman Helps Start Scouting in America."
- d. File it in your Student Notebook under "North America: United States."

42C—Middle and Older Students

Whatever Happened to . . . Sitting Bull? In books or on the internet (*with parental approval*), research the unusual career and the ultimate fate of Sitting Bull, the chief who defeated General Custer.

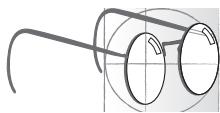
Materials: Printer, scissors, glue, notebook paper, pen or pencil

1. Copy or print pictures of Sitting Bull.
2. Trim and arrange the pictures on notebook paper, leaving room for captions.
3. Write captions to tell moving snippets of his story.
4. Title your paper "The Story of Sitting Bull" and file it under "North America: United States."

42D—Older Students

Fact or Fiction? For over a century, it was believed that there were no known survivors of Custer's army in the Battle of the Little Bighorn. Yet over the years, at least two hundred fame seekers claimed to have survived the battle or seen it from a distance. In more recent years, opinions are changing, and there may have been one legitimate survivor!

1. *With parental approval*, search the internet for the claims of Frank Finkel and his descendants, who state that Frank was indeed a survivor of Custer's Last Stand.
2. Report your own conclusion to your family or class.
3. Do you think Finkel's story is fact or fiction?



Take Another Look!

Review 14: Lessons 40–42

Memory Cards

Make your Memory Cards for Lessons 40–42.

Wall of Fame

- ✦ **The Worldwide Fight for Women’s Suffrage (19th and 20th Centuries)** — On a small piece of paper (approximately 1 by 2 inches), draw a miniature poster saying “Win the Vote!” Cut it out and glue it to an index card cut in half. Add the lesson title and date. You may place this anywhere on your timeline in the nineteenth or twentieth century. [From *History Through the Ages*, use *Susan Brownell Anthony & Elizabeth Cady Stanton and 19th Amendment Gives Women Right to Vote (1920)*.]
- ✦ **The Impressionists: Monet, Degas, Renoir, and Cassatt (1874)** — You may choose to make an individual figure of each of our artists using the male and female templates. Or you can mimic the style of Impressionism on ¼ of an index card. Decorate it using different-colored ink dots. Draw a gold frame around your image. Cut it out and glue it to an index card cut in half. Add the lesson title and date. [Use *Edouard Manet, Claude Monet, (Hilaire-Germain) Edgar Degas, Pierre-Auguste Renoir, and Mary Stevenson Cassatt*.]
- ✦ **Charles Eastman (Ohiyesa) and Chief Joseph (1876, 1877)** — Use the male template to make Charles Eastman and Chief Joseph. Draw a bow tie on Eastman to depict his adoption into white culture. Give Chief Joseph a feather headpiece. Title and date each accordingly. [Use *Battle of Little Big Horn “Custer’s Last Stand,” Battle of Wounded Knee, and Chief Joseph*.]

SomeWHERE in Time

All Students

1. **Where in the World?** This is a simple review game for two or more players, patterned after the vintage game “Pin the Tail on the Donkey.”

Materials: Poster-sized world map, blindfold, Post-it Notes, pushpins (or magnets)

- a. Hang a poster-sized world map on a wall, a corkboard, or a metal surface (like a refrigerator).
- b. Divide students into two teams.
- c. Blindfold a participant from the first team and give him a Post-it Note and a pushpin or a small magnet (depending on the surface your map is attached to).
- d. Spin the student around a few times and point him toward the world map. Have the student choose a random place on the map and mark it (with the Post-it Note and pushpin or magnet). Remove the blindfold.
- e. The challenge for the student is to name one thing in Quarter 1 or 2 that happened in or near the part of the world he marked. If the student can name an event or link it to a person we studied,

the team gets a point. If the student cannot link the place marked to an event or person, the other team gets a chance at naming something or someone.

- f. Regardless of who wins the point (in some cases, there may not be a winner), the next team takes a turn.
- g. Rotate teams until a predesignated number of points is earned.
- h. Parents and/or teachers are encouraged to play! Have fun and refer to your *Student Reader* if needed.

Younger Students

2. Moving around the U.S. Charles Alexander Eastman and Chief Joseph moved many times around the United States. Sometimes their moves were forced!

Materials: Reference map of the United States

- a. Using the information in the table provided and a map of the United States, find all the states that these men lived in.
- b. Talk about these states as you go. Have you been to any of them? Do you live in one of them?
- c. What features of these states would have been good for these men and their tribes (e.g., open land for hunting, water sources, natural shelter, etc.)?
- d. What features of these states would have posed challenges (e.g., mountains, extremely hot or cold climates, etc.)?

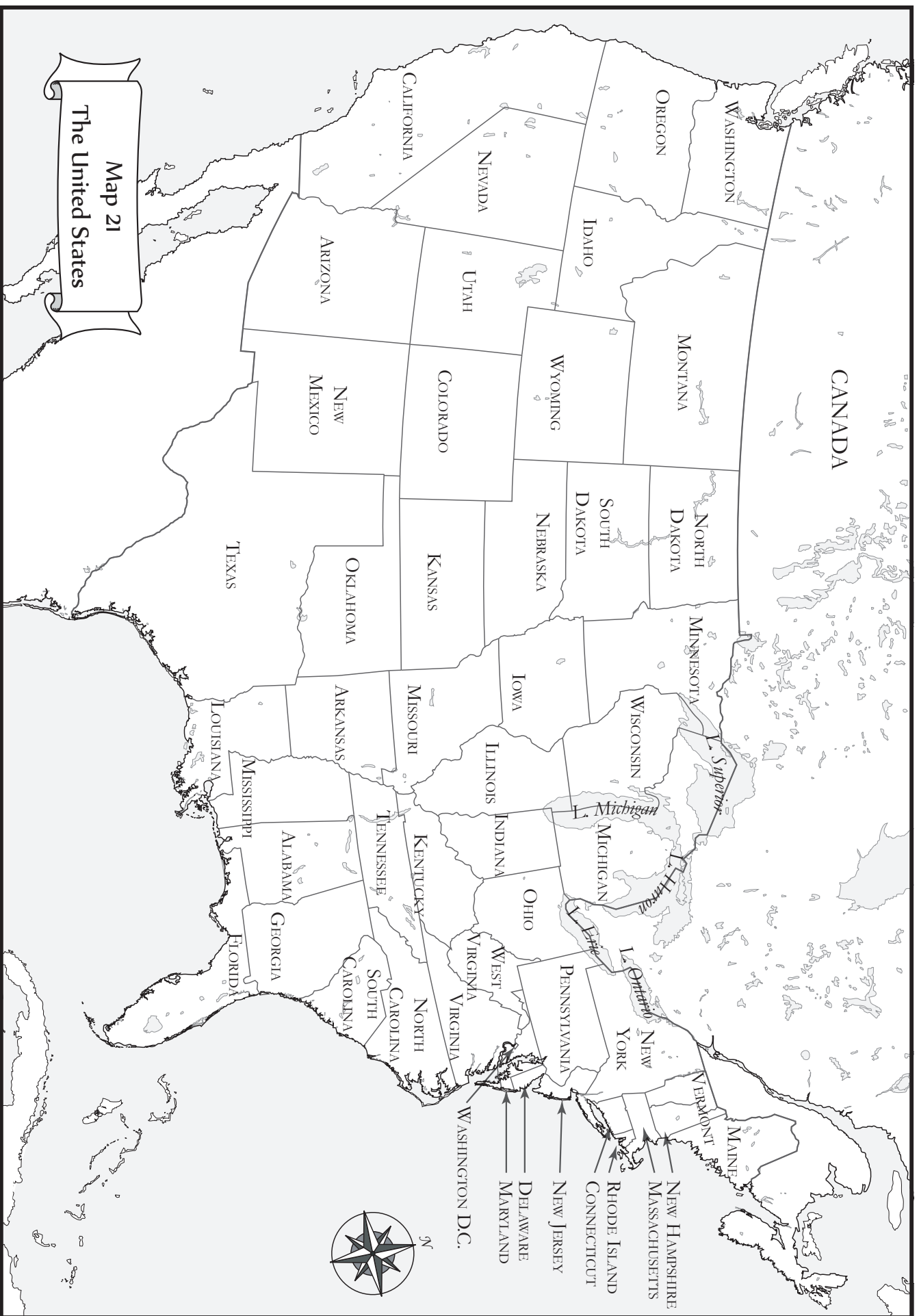
Charles Alexander Eastman	Chief Joseph
Redwood Falls, Minnesota	Oregon
Canada (among other Dakota Indians)	Idaho
Nebraska (boarding school)	Oregon
Beloit, Wisconsin (Beloit College)	Montana
Galesburg, Illinois (Knox College)	Wyoming
Hanover, New Hampshire (Dartmouth College)	Yellowstone National Park
Boston, Massachusetts (Boston University)	Fort Leavenworth (Kansas)
South Dakota	Oklahoma
Lake Huron	Idaho
Michigan (final resting place)	Washington (where he died)

Middle and Older Students

3. Connect the Dots. Both Charles Alexander Eastman and Chief Joseph relocated around the United States and Canada many times. (I mentioned at least 10 moves for each man in Lesson 42.) Sometimes they moved by choice; sometimes they were forced to relocate. Using the information in the table provided, mark the major places of relocation for Charles Eastman and Chief Joseph on a map of the United States.

Materials: Student Map 21, “The United States”; pen or pencil

- a. *For Charles Eastman*, start by using a filled-in star to mark his birthplace (Redwood Falls, Minnesota).
- b. Use an empty star to mark on your map each major place that Charles Eastman moved to in his journeys.
- c. Make a filled-in star for Eastman’s final move to indicate where he died.
- d. With a colored pencil of your choice, connect all the stars from beginning to end. Add arrows to the line to designate the direction of his moves.
- e. *For Chief Joseph*, use a filled-in square to mark his birthplace in Oregon.
- f. Use an empty square to mark every major state that Chief Joseph moved to or traveled through in the flight of the Nez Perce.
- g. Make a filled-in square for Chief Joseph’s final move to indicate where he died.
- h. With a colored pencil of your choice (different from the one used above), connect all the squares from beginning to end. Add arrows to designate the direction of his moves.
- i. Create a legend explaining these four features of your map: Charles Alexander Eastman’s Birthplace and Resting Place (Start/End); Charles Alexander Eastman’s Journeys; Chief Joseph’s Birthplace and Resting Place (Start/End); Chief Joseph’s Journeys.
- j. Color your map with light-colored pencils if desired.
- k. Title your map “The Relocations of Charles Alexander Eastman and Chief Joseph.”
- l. An answer key map titled “Review 14-3” has been provided.
- m. File your map in your Student Notebook under “North America: United States.”





Put It All Together

Worksheet 2: Lessons 22–42

We have covered 21 lessons in the second quarter. It's time again to "Put It All Together" and focus only on these lessons. To complete this worksheet, you may use your *Student Reader*, Memory Cards (if you made them), timeline, and maps. This worksheet, along with Worksheet 1, will help prepare you for the upcoming Semester I Test. So use this to your advantage!

I—Dates to Memorize. Write out the Quarter 2 names and dates that I have asked you to memorize four times each using the lines below.

Karl Marx and *The Communist Manifesto*

1848

1. _____
2. _____
3. _____
4. _____

Charles Darwin and the Theory of Evolution

1859

1. _____
2. _____
3. _____
4. _____

The War Between the States

1861–1865

1. _____
2. _____
3. _____
4. _____

II—Fill in the Blanks. Use Lesson 22, “Brazil Emerges from a Colony to an Empire,” to fill in the blanks.

1. Brazil is the largest country in South America and, at present, the _____-largest country in the world.
2. In 1500, Portuguese explorer Pedro Álvares Cabral claimed Brazil for _____ without permission of native Brazilians.
3. Trusting Indians, like the _____ and the _____, fled deep into the interior of Brazil to avoid enslavement by the Portuguese.
4. The Portuguese settlers of colonial Brazil turned toward the enslavement of 3.5 to 4.5 million _____ for manpower.
5. In 1816, prince regent Dom João became John VI, the king of Portugal, and expanded his title to “King of the United Kingdom of _____, _____, and _____” (the southernmost portion of Portugal).
6. Because of political needs in Portugal, King John VI went home and left Brazil in the hands of his son, Dom Pedro _____.
7. With the encouragement of his wife, _____, and the heart of a Brazilian, Pedro declared Brazil an independent nation from Portugal on September 7, 1822.
8. Pedro was crowned Pedro I, the first _____ of Brazil, and his Austrian-born wife became the _____ of Brazil.
9. Lacking the support of the Brazilians, Pedro I handed over the crown to his _____-year-old son, Pedro II, who saw his coronation at age _____.
10. One of Pedro II’s many accomplishments was securing the final abolition of slavery under the _____ of 1888.

III—Who Are We? Place the correct letter in each blank to match these indigenous Americans (listed in alphabetical order) to the statement that best describes them.

- | | |
|-----------------------------|---|
| _____ 11. Cherokee | a. Were forced out of Oregon |
| _____ 12. Chickasaw | b. Plains Indians, also called Sioux |
| _____ 13. Choctaw | c. Lost three wars against the United States |
| _____ 14. Creek | d. Inhabit Nunavut |
| _____ 15. Dakota | e. Play <i>toli</i> , a form of stickball |
| _____ 16. Inuit | f. Farming Indians, also called Muscogee |
| _____ 17. Métis | g. Language written by Sequoya |
| _____ 18. Nez Perce | h. Inhabit Brazil |
| _____ 19. Seminole | i. Led the Red River Resistance |
| _____ 20. Tapuias and Tupis | j. Built log homes in Mississippi, Alabama, and Tennessee |

IV—Opposition! As in Quarter 1, we covered several conflicts in Quarter 2. Using the Word Bank on the next page, fill in the *primary* opponents in each conflict listed in this table. In addition, circle the final victor of each event. Hint: Russia will be used twice. A sample is provided.

Wars of Quarter 2	Opponent	vs.	Opponent
21. Texas War of Independence	Texans	vs.	Mexicans
22. Taiping Rebellion		vs.	
23. Boxer Rebellion		vs.	
24. Crimean War		vs.	
25. Eureka Rebellion		vs.	
26. Cinco de Mayo		vs.	
27. Battle of the Little Big Horn		vs.	
28. American Civil War		vs.	
29. Red River Resistance		vs.	
30. Battle of Tsushima		vs.	

WORD BANK

Métis	General Custer	Ch'ing dynasty
French & Mexican conservatives	gold miners	Russia
Taiping Heavenly Kingdom	Union	Japan
Christians & missionaries	Russia	Chief Sitting Bull
Confederacy	Mexican liberals	Charles Hotham's soldiers
Chinese Boxers	Canada	Ottoman Empire & Allies

V—Checking the Theorists. We studied two world-impacting theorists in this quarter: Karl Marx and Charles Darwin. Read the following list of “I” statements, and designate with a check mark the column to which each statement best applies. Some statements will apply to both Marx and Darwin! A sample is provided.

“I” Statements	Karl Marx	Charles Darwin	Both
31. I was born in Prussia (Germany).	√		
32. I was exiled three times.			
33. I attended Christ’s College.			
34. I lived with my family in poverty.			
35. I wrote <i>The Descent of Man</i> .			
36. I was a friend to Friedrich Engels.			
37. I impacted the world with my published theory.			
38. I wrote <i>Das Kapital</i> .			
39. I had several children.			
40. I was a friend to Thomas Henry Huxley.			
41. I was buried near Isaac Newton.			
42. I was an agnostic.			
43. I viewed economics as the problem of mankind.			
44. I was an atheist.			

"I" Statements	Karl Marx	Charles Darwin	Both
45. I was a born naturalist.			
46. I lived in England.			
47. I coined the term <i>natural selection</i> .			
48. I was married.			
49. I attended the University of Berlin.			
50. I suffered a painful illness.			

VI—Right the Wrong. Cross out one wrong word in each sentence below and replace it with the correct word according to Lessons 24, 26, 28, and 29. A sample is provided.

Hebrew

51. Shortly after his conversion to Christ, George Müller felt the desire to learn the ~~Chinese~~ language and become a full-time missionary to Jews in mainland Europe.
52. George Müller's heart changed, however, upon seeing a great need for the Gospel among the masses in Dublin, where he was attending language school.
53. David Livingstone was born in Ireland as one of five children in a warm family with a strong work ethic.
54. David Livingstone's son, who also opposed slavery, fought and died for the Confederate army in the American Civil War.
55. Standing nearly five feet tall, Isabella Baumfree (Sojourner Truth) suffered grave humiliation and abuse at the hands of her slave masters.
56. As a free woman, Sojourner Truth fought and lost three court cases, including a case to free her 5-year-old son.
57. Desperate for freedom, Harriet Tubman escaped from slaveholders and followed the Southern Cross at night to safety in Pennsylvania.

58. Nicknamed the Gandhi of her people, Harriet Tubman made a 10-year career of smuggling southern slaves into the North or as far away as Canada.
59. Like Harriet Tubman, Frederick Douglass was born a slave in Ohio.
60. As a “graduate from the peculiar institution,” Frederick Douglass spoke at antislavery rallies with the help of John Brown, a journalist and publisher of *The Liberator*.
61. Shortly after his conversion to Christ, Hudson Taylor felt a clear call to India as a missionary of the Gospel.
62. Before his death in London, Hudson Taylor had recruited 600 to 800 missionaries to China, with over 400 Chinese helpers.

VII—Chronology. Lesson 40 provides the dates when women of several areas around the world won the right to vote. Match the areas on the right with the chronological dates on the left by placing the correct letter next to each number. A sample is provided.

- | | |
|-------------------------|--------------------------|
| <u> f </u> 63. 1787 | a. Africa (most) |
| <u> </u> 64. 1838 | b. Canada |
| <u> </u> 65. 1893 | c. France |
| <u> </u> 66. 1894 | d. Great Britain |
| <u> </u> 67. 1917 | e. Kuwait |
| <u> </u> 68. 1918 | f. New Jersey |
| <u> </u> 69. 1920 | g. New Zealand |
| <u> </u> 70. 1929 | h. Pitcairn Island |
| <u> </u> 71. 1930s | i. Russia (Soviet Union) |
| <u> </u> 72. 1944 | j. South America (parts) |
| <u> </u> 73. 1960 | k. South Australia |
| <u> </u> 74. 1971 | l. Switzerland |
| <u> </u> 75. 2007 | m. United States |

VIII—The French Connection. In this quarter, the French people were uniquely connected to Cambodia, Mexico, and Canada. With a closer look at Lessons 34, 37, and 38, indicate which country best matches the names, places, or events listed below by placing an X in the proper column. A sample is provided.

Names, Places, or Events	Cambodia	Mexico	Canada
76. Nova Scotia			X
77. Cinco de Mayo			
78. Henri Mouhot			
79. Union Act			
80. Carlota			
81. Norodom I			
82. Angkor Wat			
83. Quebec			
84. Maximilian			
85. French Indochina			
86. Louis-Joseph Papineau			
87. Napoleon III			
88. Khmer people			
89. Métis			
90. Monroe Doctrine			

IX—Name That Painter. I've listed below (in alphabetical order) the names of all the Impressionists' paintings mentioned in Lesson 41. In the blank next to each work, identify the painter following the code below. A sample is provided.

M – Monet

D – Degas

R – Renoir

C – Cassatt

- | | |
|---|--|
| _____ 91. <i>At the Races, Gentlemen Jockeys</i> | _____ 101. <i>L'Absinthe</i> |
| _____ 92. <i>Boating on the Seine</i> | _____ 102. <i>Lavacourt Under Snow</i> |
| _____ 93. <i>Breakfast in Bed</i> | _____ 103. <i>Race Horses</i> |
| _____ 94. <i>Bridge Over a Pond of Water Lilies</i> | _____ 104. <i>The Bath</i> |
| _____ 95. <i>Camille</i> | _____ 105. <i>The Child's Caress</i> |
| _____ 96. <i>Children Playing on the Beach</i> | _____ 106. <i>The Dance Class</i> |
| _____ 97. <i>Dance at Le Moulin de la Galette</i> | _____ 107. <i>The Road to Vétheuil in Winter</i> |
| _____ 98. <i>Girl with a Hoop</i> | _____ 108. <i>Vétheuil in the Fog</i> |
| _____ 99. <i>Girls at the Piano</i> | _____ 109. <i>Water Lilies</i> |
| _____ 100. <i>Impression, Sunrise</i> | |

X—Bonus. Earn three bonus points for writing three full sentences that describe your favorite female of this quarter. There are many women to choose from!

Semester I Test

Lessons 1–42

This semester test covers all the lessons in Quarters 1 and 2. I suggest that you study from previous quizzes, Memory Cards, worksheets, and your *Student Reader*. The dates I expect you to know are only those that have been noted as dates to memorize. Younger Students or those with special challenges may prefer to take this test orally for review, use it as an open-book test, or skip it entirely.

I—Memory Lane. Match the event on the left with one of the dates on the right.

- | | |
|---|------------------|
| _____ 1. Charles Darwin and the Theory of Evolution | a. 1848 |
| _____ 2. The French Revolution | b. 1861–1865 |
| _____ 3. The War Between the States | c. 1765–1783 |
| _____ 4. The Fall of Napoleon at the Battle of Waterloo | d. June 18, 1815 |
| _____ 5. Karl Marx and The Communist Manifesto | e. 1859 |
| _____ 6. The American Revolution | f. 1789–1799 |

II—True or False? Circle your answer.

- | | | |
|--|---|---|
| 7. The works of Johann Sebastian Bach and George Frideric Handel would be labeled “baroque” for being more polyphonic than homophonic in sound. | T | F |
| 8. The first colony founded in the New World was Massachusetts. | T | F |
| 9. During the Great Awakening, George Whitefield moved hearts toward repentance when he famously preached “Sinners in the Hands of an Angry God.” | T | F |
| 10. Frederick II provoked the Seven Years’ War when he marched against Maria Theresa to gain Silesia. | T | F |
| 11. During the Enlightenment, Jean-Jacques Rousseau was nicknamed the “defender of Calas” for fighting against a barbaric legal system. | T | F |
| 12. Benjamin Franklin was the only founding father to sign the Declaration of Independence, the Treaty of Alliance with France, the Treaty of Paris with Great Britain, and the U.S. Constitution. | T | F |

III—Multiple Choice. Choose one correct answer for each question or statement.

13. George Washington built _____ in the Ohio Valley to mark his “victory” over the French in 1754.
 - a. Fort Detroit
 - b. Fort Duquesne
 - c. Fort Niagara
 - d. Fort Necessity
14. At 16, Catherine the Great married the grand duke of Russia, who became _____ when he took the throne.
 - a. Peter I (the Great)
 - b. Peter II
 - c. Peter III
 - d. Peter IV
15. Delegates at the Second Continental Congress in Philadelphia voted for _____ to lead their scattered militias and build a continental army.
 - a. Benjamin Franklin
 - b. George Washington
 - c. Thomas Jefferson
 - d. John Adams
16. In the American Revolution, a series of battles near Saratoga, New York, was provoked by the tragic slaying of _____.
 - a. Deborah Read
 - b. Dolley Madison
 - c. Betsy Ross
 - d. Jane McCrea
17. Prior to his early death, Mozart was asked by a secret patron to compose a _____, which is a Roman Catholic Mass for the deceased.
 - a. requiem
 - b. oratorio
 - c. symphony
 - d. opera
18. It was primarily members of the _____ Estate who took control of the Estates General, renamed it the National Assembly, and stormed the Bastille with newfound power.
 - a. First
 - b. Second
 - c. Third
 - d. Fourth

IV—Fill in the Blanks. Fill in the blanks using the most appropriate word from the Word Bank below. (The Word Bank contains more words than needed to complete the section.)

19. In 1799, Napoleon Bonaparte overthrew the Directory and declared himself the _____. In 1804, he upgraded his title to emperor.
20. To help fund wars in Europe, Napoleon Bonaparte sold the Louisiana Territory, which he had craftily bartered back from _____.
21. After passing a bill to stop the slave trade in the British Empire, William Wilberforce founded the _____ to help heal the wounds inflicted on Africans.
22. Though he lost the ability to _____, Ludwig van Beethoven composed numerous symphonies in his final years.
23. Following in the footsteps of Father Hidalgo, _____ declared Mexico a free nation and paid for it with his life.
24. After an attack on the USS *Chesapeake*, President _____ declared war against Great Britain in 1812.

WORD BANK

African Institution
Spain
Santa Anna
James Madison

Germany
Breakfast Club
Thomas Jefferson
see

José María Morelos
hear
First Consul
tsar

V—Who Did What? Match the names on the left with the actions on the right by placing the correct letter next to each number.

- | | |
|-------------------------------|---|
| _____ 25. Marshal Michel Ney | a. Conquered Muslims to end the Greek War of Independence |
| _____ 26. José de San Martín | b. Passed the Golden Law in 1888 |
| _____ 27. Demetrios Ypsilanti | c. Liberated Chile and Argentina but not Peru |
| _____ 28. Pedro II | d. Remained loyal to Napoleon after he escaped from Elba |
| _____ 29. Osceola | e. Opened orphanages in Bristol, England |
| _____ 30. George Müller | f. Fought in the Second Seminole War |

VI—Circle Sense. Circle the word that makes the most sense.

31. “Remember the Alamo!” cried out (James Bowie, Sam Houston) when he led Texans in a War of Independence from Mexico.
32. Journalist H. M. Stanley famously asked, “(Dr. Livingstone, Hudson Taylor), I presume?” when he approached a white man deep in the heart of Africa.
33. With the help of his lifelong friend (Georg W. F. Hegel, Friedrich Engels), Karl Marx wrote *The Communist Manifesto* and later volumes of *Das Kapital*.
34. With a famous speech titled “Ain’t I a Woman?” (Sojourner Truth, Harriet Tubman) fought for women’s suffrage as well as for the abolition of slavery.
35. During the Taiping Rebellion, one of the worst civil wars in history, Hong Xiuquan claimed he was the younger brother of (Buddha, Jesus).
36. Ironically, the health of Florence Nightingale was never quite the same after she contracted (Crimean Fever, smallpox) from the soldiers she served.

VII—People and Places. Match each place listed with the person or event from our lessons that is most likely to be associated with it.

- | | |
|---------------------------------------|------------------------------|
| _____ 37. Ballarat, Victoria | a. Henri Mouhot |
| _____ 38. Galápagos Islands | b. Abraham Lincoln |
| _____ 39. Dayton, Tennessee | c. General Pierre Beauregard |
| _____ 40. Angkor Wat | d. Charles Darwin |
| _____ 41. Fort Sumter, South Carolina | e. Scopes Trial |
| _____ 42. Gettysburg, Pennsylvania | f. Eureka Rebellion |

VIII—Who Am I? From the Word Bank on the next page, choose the correct name for each question and write it in the blank provided. (The Word Bank contains more names than needed for this section.)

43. Though I was a Hapsburg and I married a Belgian princess, I became the emperor of Mexico.

Who am I? _____

44. I proposed responsible self-government for the provinces of Canada and recommended the unification of Upper and Lower Canada. Who am I? _____

45. After the resignation of the shogun in 1868, I became the fully restored emperor of Japan. Who am I? _____
46. Wearing a white robe and studded crown, I led the Woman Suffrage Parade on a white horse in 1913 in Washington D.C. Who am I? _____
47. Though I was an American, I was one of only two female artists who displayed works with the famous French Impressionists. Who am I? _____
48. I wrote 11 books on my experience in the middle of two conflicting worlds: the world of Dakota Sioux Indians and the world of white Americans. Who am I? _____

WORD BANK

Charles Eastman
Chief Joseph
Inez Milholland
Ignacio Zaragoza

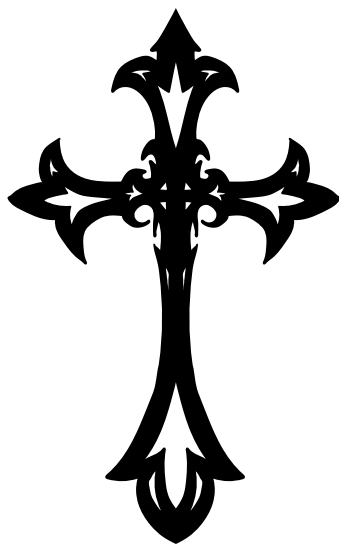
John Lambton, 1st earl of Durham
Louis-Joseph Papineau
Mary Cassatt

Maximilian
Minamoto Yoritomo
Mutsuhito

IX—Bonus Essay. Earn two bonus points for using complete sentences on separate paper to answer one of the following questions:

- ♦ How did the French Revolution end differently from the American Revolution?
- ♦ What wars of ideologies were launched by Karl Marx and Charles Darwin?

X—Extra-Credit Time Travel. If you have previously studied other volumes in *The Mystery of History* series, retake any or all of the Semester I Tests as a challenge to your memory. For review only, you may consider taking these as open-book tests.





What Do You Know?

Pretest 26



Match Me! Use your best guess—and different-colored pencils—to connect the words on the left to the definitions on the right.

- | | |
|----------------------------|--|
| 1. Gamal Abdel Nasser | a. Policy of openness |
| 2. Anwar Sadat | b. June 5–10, 1967 |
| 3. Six-Day War | c. Kurdish city in Iraq |
| 4. Mikhail Gorbachev | d. General in the Persian Gulf War |
| 5. Glasnost | e. Monitoring station at the Berlin Wall |
| 6. Checkpoint Charlie | f. Second president of the Egyptian Republic |
| 7. Saddam Hussein | g. Made peace with Israel |
| 8. Halabja (HAL uh bash) | h. President of Iraq |
| 9. Norman Schwarzkopf, Jr. | i. Moderate leader of the Soviet Union |

The Assassination of Anwar Sadat



Activities for Lesson 76



76A—All Students

“Pictionary.” Though the theme of our lesson is not fun, I do have a fun game for your family or class to help reinforce the lesson.

Materials: Cardstock or copy paper, whiteboard or chalkboard, proper writing utensil for each

1. Have a nonparticipant write the names from the table provided on small pieces of paper or cardstock, choosing only the categories that are age appropriate for the students who will play the game. (For Younger Students, make cards from the Easy column. For Middle Students, make cards from the Easy and Moderate columns. For Older Students, make cards from the Easy, Moderate, and Difficult columns.)
2. If only one age group is playing, lay all cards face down in one pile. If multiple ages are playing this game together, divide the cards into piles marked Easy, Moderate, or Difficult.
3. Divide your family or class into two teams, making the teams as balanced as possible if multiple ages are playing together.
4. One team member draws a card from the appropriate pile and attempts to draw the subject named on the card using a whiteboard, chalkboard, or paper. His teammates attempt to guess the subject. If they cannot guess the subject after one minute, a player from the other team takes over and draws the same subject for his team. (They also have one minute to guess the drawing.)
5. If neither team guesses, slide the card to the bottom of the pile it came from. If a team guesses the subject on the card, they earn a point and a player on the next team gets to draw.
6. Continue until all cards have been used and one team can declare victory. (The number of cards for each category is odd, so there should not be a tie. In the event there is, create a tiebreaker by finding a new word from the lesson!)

<i>“Pictionary” for Lesson 76</i>		
Easy	Moderate	Difficult
Egypt	Anwar Sadat	Mohandas Gandhi
pharaoh	hunger strike	President Nasser
pyramid	Six-Day War	Strait of Tiran
Nile River	Cold War	Yom Kippur War
Jimmy Carter	Camp David	Menachem Begin
pope	Nobel Peace Prize	Muslim Brotherhood
parade	assassination	Hosni Mubarak

76B—Younger and Middle Students

Collage of Ancient Egypt. Anwar Sadat grew up along the Nile River, famous for images unique to ancient Egypt.

Materials: Printer, copy paper, scissors, glue

1. Find and photocopy from reference books or print from the internet (*with parental approval*) several images to build a collage of ancient Egypt. Images may include mummies, pyramids, pharaohs, hieroglyphics, the Great Sphinx of Giza, and the like.
2. Trim and glue your images to copy paper to file in your Student Notebook under “Africa: Egypt.”

76C—Middle and Older Students

The Name Game of Wars. As mentioned in our lesson, the Fourth Arab-Israeli War coincided with the Jewish observance of Yom Kippur and the Muslim observance of Ramadan. For obvious reasons, Israelis identify the war using the name of *their* holy day (Yom Kippur War) and Muslims identify the war using the name of *their* holy month (Ramadan War). There are others who identify the Fourth Arab-Israeli War by the name of the month in which it was fought (the October War). To help you keep the name game of this war straight, follow the directions below.

Materials: A small envelope, pen, 3 lined index cards, notebook paper, glue

1. On the back side of a small envelope, write “The Fourth Arab-Israeli War” in nice, large letters (Photo 76C-1).
2. Write “The Yom Kippur War” on the blank side of an index card. On the lined side, write a few facts about Yom Kippur and what it means to observant Jews.
3. Write “The Ramadan War” on the blank side of a second index card. On the lined side, write a few facts about Ramadan and what it means to observant Muslims.
4. Write “The October War” on the blank side of a third index card. On the lined side, write the exact dates of the war for which it was named. (Photo 76C-2)
5. Glue the envelope to a piece of notebook paper and store the cards inside. Test yourself on the meaning of each name. (Photo 76C-3)
6. File the paper in your Student Notebook under “Africa: Egypt” since it was provoked by Egypt under Anwar Sadat (Photo 76C-4).

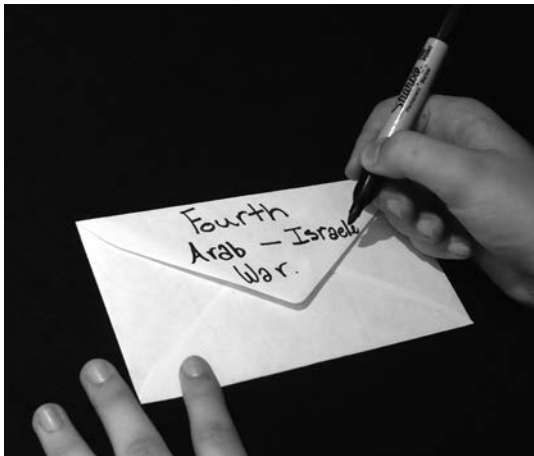


Photo 76C-1



Photo 76C-2

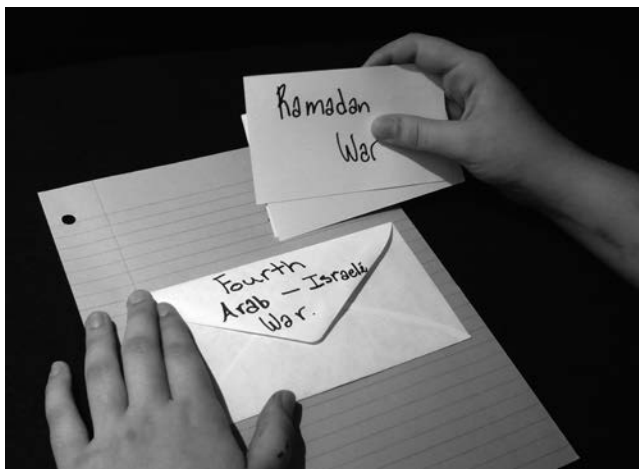


Photo 76C-3



Photo 76C-4

76D—Older Students

1. Historic Words. *With parental approval*, access the link provided and print the speech of Anwar Sadat given to the Israeli parliament on November 20, 1979.

www.ibiblio.org/sullivan/docs/Knesset-speech.html

Materials: Printer, highlighter, three-hole punch

- a. Read the entire speech, highlighting words of interest.
- b. Discuss the speech with your family or class and share anything you found unexpected in the contents.
- c. Three-hole punch the speech to store in your Student Notebook under “Africa: Egypt.”

2. Highlighting the Past. Historic events of the past often shed light on current and recent events.

Materials: Printer, highlighter, three-hole punch

- a. Find one to three articles written in 2011 that capture the historic overthrow of Egyptian President Hosni Mubarak in January 2011.
- b. Read and highlight any information that provides historical backdrop, such as past leaders, past wars, or past events that are mentioned to help the reader understand the “current” event. (It was current to the readers in 2011.)
- c. Discuss the significance of history in the field of political journalism.
- d. Punch holes in the article(s) and file in your Student Notebook under “Africa: Egypt.”

The Fall of the Berlin Wall Marks the End of the Cold War

Activities for Lesson 77

77A—All Students

YouTube History. We live in a time when we can “see” history like never before. *With parental approval*, watch one or both historic moments related to this lesson through the YouTube links provided.

- ♦ Watch a 2½-minute clip of Ronald Reagan challenging Mikhail Gorbachev in 1987 to open the Brandenburg Gate and “tear down” the Berlin Wall.

<https://www.youtube.com/watch?v=Ts3KzfiYVmQ>

- ♦ Watch this six-minute minidocumentary on the fall of the Berlin Wall. Set to music, it includes live footage and a brief historical summary. It moves me to tears!

www.youtube.com/watch?v=MM2qq5J5A1s

77B—Younger Students

Tearing Down the Berlin Wall. Let’s use some imagination to experience the tearing down of the Berlin Wall.

Materials: Lego bricks, boxes, or building blocks; glue; notebook paper

1. Using Lego bricks, boxes, or building blocks, build a simple city with a wall that divides it down the middle (Photo 77B).
2. Take a “before” photo. Then, like the proud citizens of Berlin, tear down the wall with ordinary tools and your bare hands.
3. Talk about the excitement, the exhilaration, and the possible fear experienced by those who physically broke through the Berlin Wall.



Photo 77B

4. Take an “after” picture. Glue your before and after pictures to notebook paper.
5. Title the page “The Fall of the Berlin Wall—November 9, 1989.”
6. File it in your Student Notebook under “Europe: Germany.”

77C—Middle Students

Strange Sentences. To help you remember the seven satellite states in our lesson, create a sentence using words that follow the *first* letter of each satellite state (in the order in which they were freed, listed below). Your sentence may sound a little strange, but this kind of word association really works. Using the first letter of each state, I wrote “Henry’s pony bites, chews & eats good, red, apples.” I took the liberty of using an ampersand (&) to help the sentence flow. I also used both an *E* and a *G* for East Germany. Your turn!

- ✦ Hungary
 - ✦ Poland
 - ✦ Bulgaria
 - ✦ Czechoslovakia
 - ✦ East Germany
 - ✦ Romania
 - ✦ Albania
- a. Write your sentence (and the names of the satellite states) on notebook paper for your Student Notebook.
 - b. Title the page “Remembering the Seven Satellite States” and file it under “Europe.”

77D—Middle and Older Students

Writing Time! Based on your interests and writing abilities, choose one of the following writing assignments. (Add it to your Student Notebook in the appropriate location.)

- ✦ **Historical Fiction.** Write a historically accurate fictional story about spies sneaking through Checkpoint Charlie. How would you disguise them? How would you fool the border guards? What time of day or night would you attempt to cross the border? Use your imagination.
- ✦ **Biography.** Write a short, chronological biography of Mikhail Gorbachev, Ronald Reagan, or Nadia Comaneci.
- ✦ **News Script.** Pretend you are a reporter in East Berlin in the late 1980s. Write a short news script to explain to your camera audience what is happening at the Berlin Wall on the night of November 9, 1989.
- ✦ **Encyclopedia Entry.** Write four to six paragraphs on the fall of the Berlin Wall for an imaginary encyclopedia company. With limited space for your article, think about the most important facts to include in your entry.

77E—Older Students

GDP. GDP stands for “Gross Domestic Product” and measures the market value of goods and services produced in a country in a year. While GDP is not a perfect tool of measurement, it is one of many ways that economists determine how well a nation is doing economically. (Though similar to GNP, Gross National Product, GDP is not the same.)

1. Title a piece of notebook paper “Today’s GDP of the Former Soviet Satellite States.”
2. Using books or the internet (*with parental approval*), research and write down today’s GDP of the former Soviet satellite states using their modern names. (You’re researching Albania, Bulgaria, Czech Republic, Germany, Hungary, Poland, Romania, and Slovakia.)
3. Using the numbers 1–8, rank the former satellite states from highest to lowest GDP.
4. By your ranking, which of the former satellite states is faring the best? Which is scoring the lowest?
5. File your paper in your Student Notebook under “Europe.”

Saddam Hussein and the Persian Gulf War

Activities for Lesson 78

78A—All Students

1. Support Your Troops! No matter where you live in this world, take time to show support for the men and women (and their families) who defend your country. Consider writing a letter of thanks, sending a care package, or collecting a donation for a specific need. There are many ways to help, but American students may want to consider the “Wounded Warrior Project,” using the link below (*with parental guidance*).

www.woundedwarriorproject.org

2. Flashback. If you previously studied Volume I or II of *The Mystery of History*, chances are you have a picture timeline containing Nebuchadnezzar and Saladin. If so, pull out your old timelines and use them to answer the following questions and put these historical characters into proper context.

- Just how long ago did Nebuchadnezzar conquer Jerusalem?
- When was Saladin victorious in the Holy Land?
- How realistic was Saddam Hussein’s ambition to subdue the Jews like his predecessors?

78B—Younger Students

1. Camouflaged Soldiers. When plastic toy soldiers were first manufactured in America in the late 1930s, they were green. These were patterned after troops who wore green camouflage uniforms in World War I. The color of plastic soldiers didn’t change after World War II, the Korean War, or the Vietnam War, except when manufacturers made “enemy” soldiers in different colors. However, with the Persian Gulf War being fought in the desert, manufacturers changed the color of most plastic soldiers from green to a sand color.

Materials: Sand-colored toy soldiers, sandbox or sandy shoreline

- Use sand-colored toy soldiers in a sandbox or sandy shoreline to re-enact movements of the Persian Gulf War.
- Talk about how important appropriately colored camouflage is to a soldier!

2. The Hanging Gardens of Babylon. As you learned in our lesson, Saddam Hussein was a great admirer of Nebuchadnezzar, who built the famous Hanging Gardens of Babylon in ancient times. No one knows exactly what the Hanging Gardens looked like because there were no cameras back then! Saddam Hussein wanted to rebuild them but did not get that far on his project.

Materials: Blocks, Lego bricks, toys, houseplants, and similar household items

- a. Use your imagination and build your own small-scale replica of the Hanging Gardens of Babylon using blocks, Lego bricks, toys, houseplants, and similar items (Photo 78B-2).
- b. Take a picture for your student Notebook and file it under “Asia: Iraq.”



Photo 78B-2

78C—Middle Students

1. What If? When Saddam Hussein tried to rebuild Nebuchadnezzar’s Babylon, he was seeking to recreate the most interesting and marvelous aspects of a 2,500-year-old city. What if someone wanted to rebuild your city (or the largest city near you) 2,500 years from now?

- a. Consider these questions:
 - ✦ What would builders and architects want to re-create?
 - ✦ What are the most interesting landmarks near you that would fascinate tourists of the future?
 - ✦ Do you have a unique statue, a large stadium, an elaborate theater, or a special museum?
- b. List on paper the unique features of your city (or the largest city near you) that may intrigue future generations.
- c. File this list in your Student Notebook under your home continent and country.

2. The Palace of a King. What would you expect the palace of a king to look like? Describe it out loud. *With parental approval*, compare your vision to pictures of Saddam Hussein’s palaces in Tikrit at the following website. (He had several more palaces in addition to the ones pictured here!)

www.twf.org/Gallery/TikritPalaces/index.html

78D—Middle and Older Students

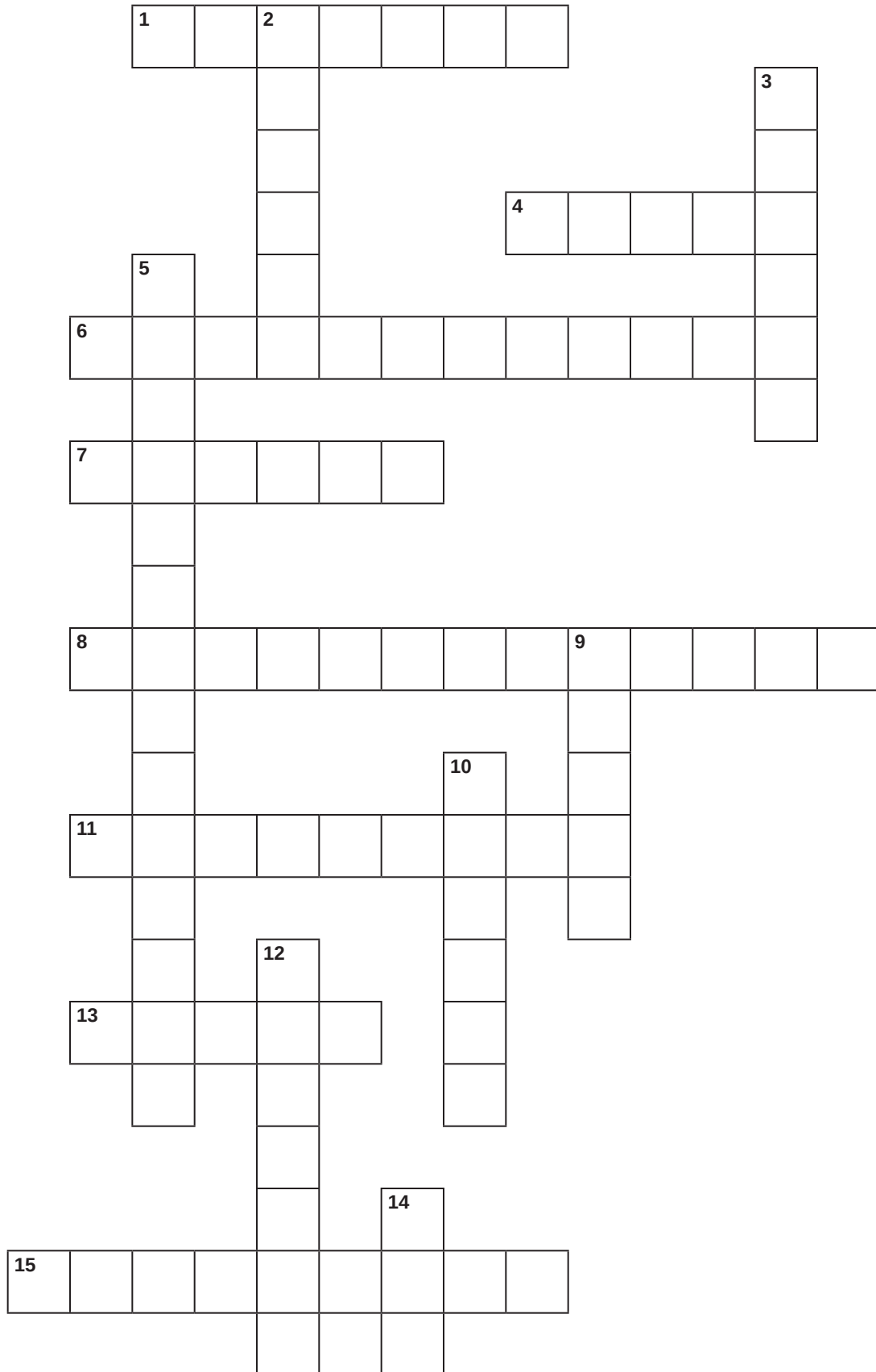
1. Crossword Puzzle. Complete the crossword puzzle on the next page, using your *Student Reader* as a guide. Ignore spaces, apostrophes, hyphens, and periods. Answers are provided in the Answer Key.

Across

1. The spoils of war
4. Non-Arab peoples of Kurdistan
6. U.S. president during the Persian Gulf War
7. Small country on the Persian Gulf
8. Pushed al-Bakr into retirement
11. A military truce
13. Name of Iraqi political party meaning “renaissance”
15. Alliance of nations

Down

2. Hussein’s cousin and the president of Iraq
3. Operation ____ ____ ____ ____ ____ Storm
5. Ancient Babylonian king
9. ____ ____ ____ ____ Wonders of the Ancient World
10. Birthplace of Saddam Hussein and Saladin
12. ____ ____ ____ ____ ____’ Norman
14. A natural resource of Kuwait

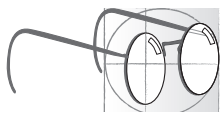


2. School Speaker. Do you have a friend or loved one who served in the Persian Gulf War? If so, invite this person to share his or her experience with your family or class. Prepare good questions for your speaker and remember to send a thank-you note expressing your gratitude for the service member's time and presentation.

78E—Older Students

Gulf War Syndrome. More than two hundred thousand soldiers returning from the Persian Gulf War have reported mysterious medical symptoms. Views vary about whether these symptoms are the result of toxic weaponry, vaccines, pesticides, or other chemical hazards related to war in the Middle East.

1. Using books or the internet (*with parental approval*), research the latest status of Gulf War Syndrome and what is being done, or not being done, for those who still suffer symptoms today.
2. Write a brief report on your findings or share them out loud with your family or class.
3. File your report in your Student Notebook under "Asia: Iraq."



Take Another Look!

Review 26: Lessons 76–78

Memory Cards

Make your Memory Cards for Lessons 76–78.

Wall of Fame

- ✦ **The Assassination of Anwar Sadat (October 6, 1981)** — Use the male template to make Anwar Sadat. Add a thought box saying, “Peace with Israel.” Give him Xs for eyes to represent his assassination. Title and date the figure for your timeline. [For a simple timeline using *History Through the Ages*, use *Anwar Sadat*. For more detail, add *Six-Day War*, *Yom Kippur War*, and *Camp David Accords Between Israel & Egypt*.]
- ✦ **The Fall of the Berlin Wall Marks the End of the Cold War (November 9, 1989)** — On an index card cut in half, draw a word equation with sketches and symbols to depict “Hammer plus wall equals no Cold War.” (For “no Cold War,” I would simply cross out the words.) Don’t forget to title and date the card. [Use *The Fall of the Berlin Wall* and *Lech Walesa*.]
- ✦ **Saddam Hussein and the Persian Gulf War (January–February 1991)** — To depict the invasion of Kuwait, which prompted the Persian Gulf War, draw a spewing oil rig on half an index card. Title and date the figure for your timeline. [Use *Saddam Hussein*, *(Operation) Desert Storm (Persian Gulf War)*, and *George Herbert Walker Bush*.]

SomeWhere in Time

All Students

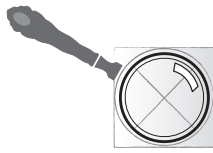
1. Refrigerator Politics! This is a fun and simple game, designed to help students of all ages remember the seven satellite states that broke away from the Soviet Union—and marked the end of the Cold War. The only thing you need is a well-stocked refrigerator and more than one participant.

- a. The first participant skims Lesson 77 (if old enough to read and understand) to determine the first satellite state that broke away from the Soviet Union. (Younger Students may need this information to be provided.)
- b. That person goes to the refrigerator and tries to find one item that starts with the same letter as the country (for example, ham, hotdogs, hot sauce, or hummus).
- c. Without talking, he pulls the item out of the fridge (representing the Cold War) and puts the item on a table or counter. The other participant(s) tries to guess the name of the country, based on the hint of the first letter of the item.
- d. Continue the game with the next participant finding in the *Student Reader* the second country that broke from the Soviet Union. When that has been determined (or is provided to Younger Students), that participant pulls something from the refrigerator that starts with the same first letter. Others continue to guess.

- e. Continue pulling items and guessing the countries they represent until you know the seven countries by heart.
- f. For an additional challenge, limit the hunt in the refrigerator to only 30 seconds!
- g. Don't forget to put your perishables back in the refrigerator.

Middle and Older Students

2. The Modern Middle East (continued). If you did not finish adding all the relevant features to Map 37, "The Middle East," in Review 25, now is the time to look at the specifics from that review related to Lesson 76 ("The Assassination of Anwar Sadat") and Lesson 78 ("Saddam Hussein and the Persian Gulf War"). These additional features will prove helpful in better understanding the Middle East! Store your map in your Student Notebook under "Asia." We will pull it out again in Week 29.



What Did You Miss?

Week 26: Exercise

Shout Out! You will need two or more people to play this game. The object of the game is to be the first one to shout out an answer to the question “Who was _____?” Answers can be short, as long as they’re accurate! There are 20 questions in each of these three categories: Easy, Moderate, and Difficult. Choose one category or choose them all, depending on the age group involved. For extra incentive, I recommend having a small bag of treats on hand. Whoever shouts out the correct answer first receives a treat. Hopefully, everyone wins something! (In other words, Older Students need to give Younger Students a chance!)

Category: Easy

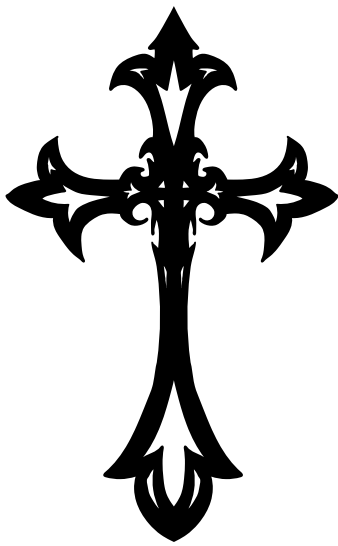
1. Who was Benjamin Franklin?
2. Who was Catherine the Great?
3. Who was Mozart?
4. Who was Napoleon?
5. Who was Harriet Tubman?
6. Who was Hudson Taylor?
7. Who was Florence Nightingale?
8. Who was Chief Joseph?
9. Who were the Wright brothers?
10. Who was Helen Keller?
11. Who was Albert Einstein?
12. Who was Mussolini?
13. Who was Hitler?
14. Who was Mother Teresa?
15. Who was Billy Graham?
16. Who was John F. Kennedy?
17. Who was Martin Luther King, Jr.?
18. Who was Neil Armstrong?
19. Who was Richard Nixon?
20. Who was Saddam Hussein?

Category: Moderate

1. Who was George Whitefield?
2. Who was Frederick II?
3. Who was Voltaire?
4. Who was Father Hidalgo?
5. Who was Pedro II?
6. Who was Santa Anna?
7. Who was Friedrich Engels?
8. Who was Peter Lalor?
9. Who was Emma Darwin?
10. Who was John Scopes?
11. Who was Susan B. Anthony?
12. Who was Mary Cassatt?
13. Who was Heinrich Himmler?
14. Who was Sun Yat-sen?
15. Who was Che Guevara?
16. Who was Jackie Kennedy?
17. Who was Ayatollah Khomeini?
18. Who was Gamal Nasser?
19. Who was Mikhail Gorbachev?
20. Who was George H. W. Bush?

Category: Difficult (These are really hard!)

1. Who was Hermann Goering?
2. Who was Admiral Isoroku Yamamoto?
3. Who was Lieutenant Colonel James Doolittle?
4. Who was Karl Doenitz?
5. Who was Joseph McCarthy?
6. Who was Chaim Weizmann?
7. Who was Ruth Bell?
8. Who was Chiang Kai-shek?
9. Who was Syngman Rhee?
10. Who was Nikita Khrushchev?
11. Who was John Connally?
12. Who was Bao Dai?
13. Who was Reverend Samuel B. Kyles?
14. Who was Gene Kranz?
15. Who was Henry Wade?
16. Who was Mark Felt?
17. Who was Mohammad Reza Pahlavi?
18. Who was Hosni Mubarak?
19. Who was Nicolae Ceausescu?
20. Who was Ahmad Hasan al-Bakr?



Appendix

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(continued on next page)

**Note to Teacher:* All Student Maps are provided each week in the *Companion Guide* to print as you need. But if you prefer to print all the maps ahead of time, following this list we've provided a table indicating how many copies of each Student Map you'll need per student, per age group.

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Student Maps to Print (by age group)

Note to Teacher: This table lists the number of copies of each Student Map that you'll need per student at each age level to complete this course in its entirety. It may be to your advantage to print these ahead of time!

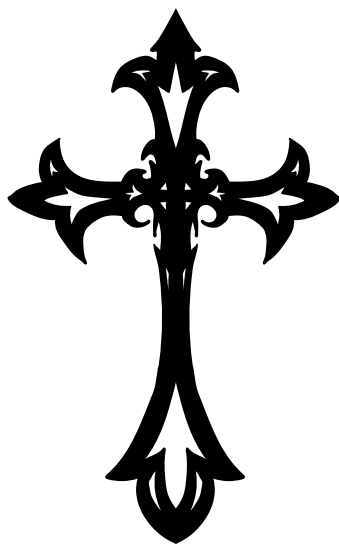
<i>Map Number and Title</i>	<i>Younger Students</i>	<i>Middle Students</i>	<i>Older Students</i>
1—The Thirteen Colonies		1	1
2—The Seven Years' War			1
3—The French and Indian War	1	1	
4—The Russian Empire under Catherine the Great			1
5—The American Revolution	1	1	
6—France		1	1
7—Napoleon's Empire			1
8—New Spain / Mexican Empire	1	1	1
9—Ancient Greece	1		
10—South America		1	
11—Brazil		1	1
12—Texas	1		
13—David Livingstone's Journeys in Africa		1	
14—The World	2	1	1
15—China			1
16—Australia	1		
17—American Civil War		1	
18—Civil War Battle Sites			1
19—Canada	1	1	
20—Japan			1
21—The United States		1	1
22—Antarctica	1	1	1
23—World War I	1	1	1
24—Ireland	All students need either one copy of Ireland or one copy of Italy based on student interest.		
25—Italy			

(continued on next page)

<i>Map Number and Title</i>	<i>Younger Students</i>	<i>Middle Students</i>	<i>Older Students</i>
26—The U.S.S.R.	1	1	
27—India			1
28—Eastern Europe			1
29—Spain	1	1	1
30—Europe		1	1
31—The Pacific Theater in World War II		1	1
32—Israel			1
33—Korea	1	1	1
34—The Caribbean			1
35—Southeast Asia	1	1	1
36—The Moon		1	1
37—The Middle East		1	1
38—The Former Soviet Union			1
39—The Churches of Revelation	1	1	1
Total Maps	17	24	28

Map 1
The Thirteen Colonies





Section B

Supplemental Books and Resources

Supplemental Books and Resources

Compiled by Linda Lacour Hobar, Maggie Hogan, and Melissa E. Craig

The Mystery of History is written as a stand-alone world history course. However, we hope that students of all ages will enrich their studies with a wide variety of quality literature—to develop a greater sense of the historical time period and to expand their minds. Therefore, we have created this list to help you find read-alouds, historical fiction, living books, biographies, primary sources, classics, films, and more.

Please keep in mind that while the author (Linda Lacour Hobar) and publisher (Bright Ideas Press) of *The Mystery of History* have aimed to provide you with wholesome, age-appropriate materials, we ultimately encourage you—the parent or teacher—to use your own discernment in making suitable choices for your students.

To help you maneuver through this lengthy list, we have divided the resources into two main categories: **Topic Resources** and **Lesson Resources**.

- ✦ **Topic Resources** are the general books, favorite read-alouds, resources, atlases, etc., that you might want to consider adding to your home or school library. Subtopics of this category include Atlases/Geography, American History (General), Picture Book Favorites, Read-Aloud Favorites, Time Period Classics, Primary Source Materials, and Miscellaneous Resources.
- ✦ **Lesson Resources**, the second and larger category, are specific books, films, and other resources that correlate to the lessons found in *The Mystery of History*, Volume IV. These resources follow the *Student Reader* table of contents lesson by lesson.

In most cases, suggestions for All Students are listed first; when applicable, further suggestions are then listed by age group—Younger, Middle, and Older Students. Some overlap occurs, and some titles are repeated in both categories. Keep in mind that a variety of history resources are written from a secular viewpoint and do not necessarily reflect the views of the author or of Bright Ideas Press. Please know, too, that while we provide publisher names and ISBNs for most titles, that information is subject to change.

The easiest way to approach this vast list is to break it down into quarters or a few lessons at a time—working ahead of your students to compile resources *before* they're needed. (Where numerous choices are listed, consider the page count provided. Within most categories, shorter books are listed first.) Remember, all these materials are optional and supplemental! The season of your life and the skill base of your students may dictate the amount of supplementing that is right for you.

Frugal families may rely heavily on what you can find at the library. But if you want to purchase just a few books, new or used, the Picture Book Favorites, Read-Aloud Favorites, and/or Time Period Classics would be a great place to start.

TOPIC RESOURCES

Contents

1. Atlases/Geography
2. American History (General)
3. Picture Book Favorites (Primarily Younger Students)
4. Read-Aloud Favorites (Primarily Middle Students)
5. Time Period Classics (Primarily Older Students)
6. Primary Source Materials (Older Students)
7. Miscellaneous Resources

1. Atlases/Geography

Atlases, in print or online, are rarely consistent in features and spelling. Therefore, to complete the weekly mapping exercises in the *Companion Guide*, we highly recommend that your students work from the same atlases I relied on to create the assignments. If you prefer paper, we recommend the historical and modern atlases listed below. If you prefer digital, we recommend *WonderMaps*.

Historical Atlas of the World (6th Edition). This colorful historical atlas, spanning boundaries from ancient to modern times, will give you years of usage. We recommend it for every volume of *The Mystery of History*! Rand McNally (ISBN 978-0528014475); 2015; 112 pp.

Rand McNally's *Atlas of World Geography* (6th Edition). This modern atlas offers dozens of political maps from around the world, as well as concepts of geography and population. (Common to most secular products, this resource does not support a young-earth view of Creation.) Rand McNally (ISBN 978-052801896); 2023; 176 pp. Note: In 2023–2024, this atlas went through a name and edition change, but the contents remain the same. If you own the older version of this atlas (Rand McNally's *Know Geography World Atlas* [Grades 9–12], ISBN 978-0528018947), it will work just fine.

WonderMaps by Tyler Hogan. This is a customizable collection of over 350 digital maps, including historical, modern, outline, reference, and topographical maps. *WonderMaps* is designed with easy-to-use layers to find various features. To run properly, this downloadable product requires Adobe Acrobat Reader, which is a free download. *WonderMaps* is available on my website:

<https://themysteryofhistory.com/product/wondermaps-downloadable-pdf/>

All Students

The Ultimate Geography and Timeline Guide: A Complete Geography Resource for Grades K–12 by Maggie Hogan and Cindy Wiggers. This is an excellent resource for keeping track of the world and makes geography easy to blend into other school subjects. Includes timeline figures. GeoCreations Ltd. (ISBN 978-0966372205); 2000; 353 pp.

Younger Students

The Picture Atlas by Pamela Beasant. This gem is a great introduction to world geography for little ones. Parragon Publishing (ISBN 978-1407583679); 2010; 47 pp.

Middle and Older Students

Hands-On Geography: Easy and Fun Activities for Exploring God's World by Maggie S. Hogan. This is a nice warm-up to geography from a fun Christian author, our own Maggie Hogan. Bright Ideas Press (ISBN 978-1892427038); 2007; 144 pp.

The Baker Atlas of Christian History, edited by Tim Dowley. This atlas goes well beyond early church history and follows Christian history up to modern times. It includes 160 full-color maps and much more. (ISBN 978-0801022487); 2001; 160 pp.

Older Students

The Atlas of World History: From the Origins of Mankind to the Present Day, edited by Kate Santon and Liz McKay. This atlas presents controversial dates of early civilizations, but otherwise the book is colorful and well done. Parragon Publishing (ISBN 978-1405453318); 2005; 320 pp.

2. American History (General)

We recommend numerous fiction and nonfiction books that relate to American history listed by lesson under Lesson Resources. However, we added a few general resources here that are not found under Lesson Resources.

All Students

Great American Statesmen and Heroes by Catherine Millard. This book overlaps several lessons in *The Mystery of History*, Volume IV and reinforces a Christian worldview of history. Christian Heritage Ministries (ISBN 978-0972705233); 1995; 300 pp.

All American History: Uniting America's Story, Piece by Piece, Volumes I and II, by Celeste W. Rakes. For a complete American history course, you may want to consider *All American History*, published by Bright Ideas Press. Each volume contains a full year's curriculum in 32 weekly lessons and is filled with photographs, maps, sketches, and very readable text that moves your student through American history. "Atmosphere," "Event," and "Impact" sections help to keep students focused even as the author is tucking interesting stories into the lessons. Also see the accompanying *Student Activity Book* and *Teacher's Guide / Answer Key* for each volume for a complete curriculum. Bright Ideas Press (Volume I: ISBN 978-1892427120; 2006; 458 pp. Volume II: ISBN 978-1892427427; 2008; 574 pp.)

A Compendium of the History of the United States from the Earliest Settlements to 1872 by Alexander H. Stephens. Originally published in 1872, this book has been reprinted by more than one publisher to preserve its historical value. Nabu Press (ISBN 978-1171673743); 2010; 516 pp.

Younger Students

A Child's Story of America by Michael J. McHugh. This children's paperback is immensely popular in homeschool circles for being informative and easy to read. However, as an older publication, it should be supplemented with stories that better address the shortcomings found in American history. Christian Liberty Press (ISBN 978-1930092938); second edition, 2007; 208 pp.

Younger and Middle Students

In God We Trust: Stories of Faith in American History by Timothy Crater and Ranelda Hunsicker. Reviewers say this is a homeschool-friendly book with just enough and not too much information for ages 7–12. Chariot Victor Publishing (ISBN 978-0781400145); 1997; 224 pp.

Middle Students

Dear America Series by Scholastic Inc. There are several relevant books in this series, geared primarily toward girls, by a variety of authors.

My Name Is America Series by Scholastic Inc. There are several relevant books in this series, geared primarily toward boys, by a variety of authors.

3. Picture Book Favorites (Primarily Younger Students)

The following 12 beautiful books for children will help fill a home library or classroom and enrich your younger student's understanding of modern history. We suggest you read them in the chronological order provided to help you follow the time period in or near the lessons in the *Student Reader*. (Lesson numbers are in parentheses.) You may want to offer this list to loved ones for special occasion gift ideas! (For your convenience, each title is repeated under Lesson Resources.)

Becoming Bach by Tom Leonard. If artistry could meet music, it would be in this sweet picture book. While brief in text, it is loaded with brilliant imagery depicting a young Bach growing into an old Bach. Beautiful and inspirational! Roaring Brook Press (ISBN 978-1626722866); 2017; 40 pp. (Lesson 1)

Benjamin Franklin written and illustrated by Ingri and Edgar Parin d'Aulaire. This Beautiful Feet Books publication is indeed beautiful! This extraordinary picture book offers lengthy text to engage multiple ages. (ISBN 978-0964380394); 1998; 48 pp. (Lesson 6)

Betsy Ross written and illustrated by Alexandra Wallner. This lovely picture book gives us the famous story of Betsy Ross and more. It offers simple illustrations *and* well-crafted text. Holiday House (ISBN 978-0823410712); 1994; 32 pp. (Lesson 9)

We Are Grateful by Traci Sorrell. This Cherokee author brings us an award-winning picture book about modern Cherokee and their tradition of gratefulness. It includes pronunciations. With only a brief mention of the Trail of Tears, this colorful book is above all a gentle story of love, family, and custom. Charlesbridge (ISBN 978-1580897723); 2018; 32 pp. (Lesson 23)

So Tall Within: Sojourner Truth's Long Walk Toward Freedom by Gary D. Schmidt. This colorful picture book offers the inspirational side of Sojourner's incredible life story. Includes colorful illustrations and stirring text! Roaring Book Press (ISBN 978-1626728721); 2018; 48 pp. (Lesson 28)

Abraham Lincoln by Amy L. Cohn and Suzy Schmidt. Some books strike a chord with you. That was my experience with this tender, truthful book about Lincoln. It includes calming muted artwork and informative text. Scholastic Press (ISBN 978-05909356610); 2002; 40 pp. (Lesson 35)

Degas and the Little Dancer by Laurence Anholt. This beautiful picture book is full of reproductions of Edgar Degas's work. It is inspired by the true story of one of his aspiring ballerina models. (Also a movie; see Lesson Resources for more information.) Artistic and unique! Frances Lincoln Publishers Ltd. (ISBN 978-0711210756); 1999; 32 pp. (Lesson 41)

On a Beam of Light: A Story of Albert Einstein by Jennifer Berne. This is a charming picture book biography for young ones. It is artistic and contains interesting text. Chronicle Books (ISBN 978-0811872355); 2013; 56 pp. (Lesson 45)

Dazzle Ships: World War I and the Art of Confusion by Chris Barton. This stunning picture book tells the lesser-known true story of a clever military tactic used in World War I. The strategy was to paint a ship in such a dazzling pattern that the enemy couldn't figure out the direction in which it was traveling! This nonfiction offers bold colors and intrigue! Millbrook Press (ISBN 978-1512410143); 2017; 36 pp. (Lesson 48)

Mercedes and the Chocolate Pilot by Margot Theis Raven. This is the true story of Operation Little Vittles—a post-war Allied air mission that dropped candy to the children in West Berlin (when the Soviets imposed a blockade). This book includes a fascinating epilogue. A delightful and inspiring story amid hardship. Sleeping Bear Press (ISBN 978-1585360697); 2011; 48 pp. (Lesson 63)

Martin's Big Words: The Life of Dr. Martin Luther King, Jr., by Doreen Rappaport. With full-page illustrations and direct quotes from Dr. King, this is a beautiful picture book biography. The author handles well the life and death of this legendary man. Significant in history! Hyperion Book (ISBN 978-1423106357); 2007; 40 pp. (Lesson 71)

One Giant Leap: The Story of Neil Armstrong by Don Brown. This beautifully illustrated picture book about Neil Armstrong is clear, concise, and charming. Historically accurate and inspiring! (There are two books with the same title, but only one by Don Brown. Worth the hunt.) Clarion Books (ISBN 978-0618152391); 2001; 32 pp. (Lesson 72)

4. Read-Aloud Favorites (Primarily Middle Students)

The following 15 Read-Aloud Favorites (primarily for Middle Students, but adaptable to all ages) are indeed my top picks in children's historical literature to represent a variety of stories, people, and places from modern history—and enrich your home library or classroom. I suggest you read them in the chronological order provided to help you follow the time period in or near the lessons in the *Student Reader*. (Lesson numbers are in parentheses.) You may want to share this list with a loved one for special occasion gift ideas! For your convenience, each title is repeated under Lesson Resources.

Amos Fortune, Free Man by Elizabeth Yates. For good reason, this is the 1951 Newbery Medal winner. Spanning the true life of Amos Fortune (1710–1801), this story follows a young man born the son of an African king who is captured by slave traders, is sold into the colonies, and earns his freedom. Heartwarming! Puffin (ISBN 978-0140341584); 1989; 192 pp. (Lesson 2 or 28)

Johnny Tremain by Esther Forbes. This Newberry Award winner (1944) is a classic American Revolution children's novel about a silversmith apprentice whose life is changed by an accident. Though I chose it as a Read-Aloud Favorite for Middle Students, all students may enjoy this one. Multiple editions. (Lesson 9)

In Search of Honor by Donnalynn Hess. Similar in theme to *Les Misérables* but geared more for children, this terrific tale follows one young man's quest for redemption upon surviving an escape from the Bastille during the French Revolution. This story offers rich vocabulary and a moving plot. JourneyForth Books (ISBN 978-0890845950); 1992; 168 pp. (Lesson 12)

Soft Rain: A Story of the Cherokee Trail of Tears by Cornelia Cornelissen. In this heartfelt story, the Trail of Tears is told through the eyes of a nine-year-old Cherokee girl. The difficult theme is well handled through relatable characters. Yearling (ISBN 978-0440412427); 1999; 128 pp. (Lesson 23)

The Clay Marble by Minfong Ho. As a refugee family flees a devastated Cambodia in the 1980s (a setting much later than Lesson 34), the explosions of war follow them to their camp on the border of Thailand—and 12-year-old Dara is separated from her family. Though the story of the refugee camps is troubling, it includes excellent character development for a shorter chapter book. Square Fish (ISBN 978-0374412296); 1993; 176 pp. (Lesson 34)

Across Five Aprils by Irene Hunt. This wonderful historical novel gives readers a sense of how the American Civil War affected families. Though it's listed as a Read-Aloud Favorite for Middle Students, all students may enjoy this Newbery Honor winner. Berkley (ISBN 978-0425182789); 2002; 224 pp. (Lesson 35)

Heart of a Samurai by Margi Preus. This is the true story of a shipwrecked Japanese boy who was rescued by an American fishing vessel. Set just before Emperor Meiji's reign, this book gives readers a picture of mid-nineteenth-century Japanese life and the cultural clash and distrust between Japan and America at that time. (Though it's listed as a Read-Aloud Favorite for Middle Students, all students may enjoy this one.) Harry N. Abrams (ISBN 978-0810989818); 2010; 320 pp. (Lesson 39)

The Story of My Life by Helen Keller. This autobiography is impressive on so many levels, but I recommend it to my readers primarily because of the Charlotte Mason style of education that Helen received. Under the superb teaching of Anne Sullivan, Helen was an enthusiastic learner despite her many challenges. This story draws students into Helen's world! Primary source. Multiple editions. (Lesson 44)

Truce: The Day the Soldiers Stopped Fighting by Jim Murphy. This is the true story about one Christmas Day when soldiers put down their weapons to sing Christmas carols and remember the Christ child. Inspiring! Scholastic Press (ISBN 978-0545226288); 2009; 128 pp. (Lesson 47)

Breaking Stalin's Nose by Eugene Yelchin. Communism under the Soviet Union is all that 10-year-old Sasha knows and loves. But an accident with a statue of Stalin and the arrest of his father change

everything for Sasha. The author of this Newbery Honor winner lived a similar dark story and uses a little humor to tell it. Insightful and powerful! Henry Holt and Co. (ISBN 978-0805092165); 2011; 161 pp. (Lesson 52)

Esperanza Rising by Pam Muñoz Ryan. This heartwarming story follows a young girl from the high life in Mexico to migrant farming in California during the Great Depression. It's a book about the value of family and attitude—regardless of the circumstances. Scholastic (ISBN 978-0439120425); 2002; 262 pp. (Lesson 53)

Number the Stars by Lois Lowry. This 1990 Newbery Award-winning book is about a Danish girl whose family smuggles her best friend's family out of the country on a fishing boat. Based on similar true accounts, this story portrays courage and kindness in the face of grave danger. Clarion Books (ISBN 978-0547577098); 2011; 160 pp. (Lesson 56)

Goodbye, Vietnam by Gloria Whelan. In this heart-wrenching story, a family must leave their home in Vietnam and escape to Hong Kong on an overcrowded boat. While this book contains Buddhist undertones true to the culture, it is above all a story of human perseverance. Perfection Learning (ISBN 978-0780725140); 1993; 133 pp. (Lesson 70)

A Long Walk to Water: Based on a True Story by Linda Sue Park. Parallel narratives set in 1985 and 2008 follow the lives of two Sudanese (Nya and Salva) caught in the crosshairs of civil unrest. While not related to the lesson on Sadat, this story brings to life unique challenges of the African continent that are still relevant today. This is an amazing, easy-to-read true story you won't want your students to miss! Clarion Books (ISBN 978-0547577319); 2011; 128 pp. (Lesson 76)

Playing Atari with Saddam Hussein: Based on a True Story by Jennifer Roy and Ali Fadhil. It's not easy to find children's stories about modern warfare, but these authors have delivered. Iraqi-born Ali Fadhil recounts his war-torn boyhood—going hungry on some days and playing video games and soccer on other days. With a dose of humor to balance the tragedy, the authors take you to the streets of Iraq in 1991. For easy reading and cross-cultural awareness, this is an excellent choice. Clarion Books (ISBN 978-0358108825); 2019; 176 pp. (Lesson 78)

5. Time-Period Classics (Primarily Older Students)

Listed here are 25 classics in chronological order for mature students that may or may not fit a particular lesson found in Volume IV but will provide rich literature set in the eighteenth, nineteenth, and twentieth centuries. Approximate dates and locations of the settings are provided in parentheses. (Younger and Middle Students might consider junior versions of any of these titles.) For your convenience, you will find some of these books listed again under appropriate lessons in Lesson Resources. (If applicable, lesson numbers are in brackets.)

- ✦ *The Swiss Family Robinson* by Johann David Wyss (1700s / East Indies)
- ✦ *Treasure Island* by Robert Louis Stevenson (1700s / England and a secret island)
- ✦ *Rob Roy* by Sir Walter Scott (1715/Scotland)
- ✦ *The Deerslayer* by James Fenimore Cooper (1740s / New York, U.S.) [Lesson 2]

- ✦ *The Last of the Mohicans* by James Fenimore Cooper (1757 / New York, U.S.) [Lesson 7]
- ✦ “Paul Revere’s Ride” by Henry Wadsworth Longfellow (1775 / Lexington, Massachusetts, U.S.) [Lesson 9]
- ✦ *A Tale of Two Cities* by Charles Dickens (1775–1790 / London, England and Paris, France) [Lesson 12]
- ✦ *Sense and Sensibility* by Jane Austen (1792–1797 / England)
- ✦ *Pride and Prejudice* by Jane Austen (1800s / rural England)
- ✦ *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson (1800s / London, England)
- ✦ *Uncle Tom’s Cabin* by Harriet Beecher Stowe (1800s / Kentucky, U.S.) [Lesson 28]
- ✦ *The Count of Monte Cristo* by Alexandre Dumas (1815–1839 / Europe) [Lesson 19]
- ✦ *The Adventures of Huckleberry Finn* by Mark Twain (1830s–1840s / Missouri, U.S.)
- ✦ *Tom Sawyer* by Mark Twain (1840s / Missouri, U.S.)
- ✦ *Crime and Punishment* by Fyodor Dostoyevsky (1860 / St. Petersburg, Russia)
- ✦ *Great Expectations* by Charles Dickens (1860 / London, England)
- ✦ *Little Women* by Louisa May Alcott (1860s / Massachusetts, U.S.) [Lesson 35]
- ✦ *Around the World in Eighty Days* by Jules Verne (1872 / British Empire)
- ✦ *The Adventures of Sherlock Holmes* by Arthur Conan Doyle (1880–1914 / London, England)
- ✦ *The Picture of Dorian Gray* by Oscar Wilde (1890s / London, England)
- ✦ *Animal Farm* by George Orwell (1920s / Manor Farm) [Lesson 52]
- ✦ *The Chosen* by Chaim Potok (1940s / New York, U.S.) [Lesson 64]
- ✦ *To Kill a Mockingbird* by Harper Lee (1930s / Alabama, U.S.) [Lesson 71]
- ✦ *Cry, the Beloved Country* by Alan Paton (1940s / South Africa) [Lesson 81]

6. Primary Source Materials (Older Students)

This list of 35 authors provides an exciting sense of eyewitness history for Older Students. These primary source materials are written by abolitionists, nurses, preachers, scientists, spies, and other famous men and women of the eighteenth, nineteenth, and twentieth centuries covered in this volume. This list doesn’t provide *every* primary source we recommend, but we’ve pulled out the most popular or relevant—and put them in chronological order for your convenience. You’ll see some of these authors and titles repeated in Lesson Resources. (Some authors listed here are hostile toward faith, but they are listed for a better understanding of the world we live in. Lesson numbers are provided in parentheses.)

- ✦ Jonathan Edwards — *Freedom of the Will*; “Sinners in the Hands of an Angry God” (Lesson 3)
- ✦ Jean-Jacques Rousseau — *The Social Contract* (Lesson 5)
- ✦ Benjamin Franklin — *The Autobiography of Benjamin Franklin*; *Poor Richard’s Almanack* (Lesson 6)
- ✦ Meriwether Lewis — *The Journals of Lewis and Clark, 1804–1806* (Lesson 14)

- ✦ George Müller — *The Autobiography of George Müller; Release the Power of Prayer; Answers to Prayer* (Lesson 24)
- ✦ David Livingstone — *Missionary Travels in South Africa* (Lesson 26)
- ✦ Karl Marx — *The Communist Manifesto* (Lesson 27)
- ✦ Sojourner Truth — *Narrative of Sojourner Truth* (Lesson 28)
- ✦ Frederick Douglass — *My Bondage and My Freedom* (Lesson 28)
- ✦ Booker T. Washington — *Up from Slavery* (Lesson 28)
- ✦ Solomon Northup — *Twelve Years a Slave* (Lesson 28)
- ✦ J. Hudson Taylor — *Hudson Taylor* (Lesson 29)
- ✦ Florence Nightingale — *Notes on Nursing* (Lesson 30)
- ✦ Charles Darwin — *On the Origin of Species* (Lesson 32)
- ✦ Sarah Emma Edmonds — *Memoirs of a Soldier, Nurse and Spy: A Woman's Adventures in the Union Army* (Lesson 35)
- ✦ Samuel R. Watkins — *Co. Aytch: A Confederate Memoir of Civil War* (Lesson 36)
- ✦ Charles Alexander Eastman — *Indian Boyhood; From the Deep Woods to Civilization: Chapters in the Autobiography of an Indian; The Essential Charles Eastman: The Light on the Indian World; Living in Two Worlds: The American Indian Experience* (Lesson 42)
- ✦ Chief Joseph — *That All People May Be One People, Send Rain to Wash the Face of the Earth* (Lesson 42)
- ✦ Helen Keller — *The Story of My Life; The World I Live In* (Lesson 44)
- ✦ Albert Einstein — *Ideas and Opinions; The World as I See It* (Lesson 45)
- ✦ Adolf Hitler — *Mein Kampf* (Lesson 55)
- ✦ Anne Frank — *Anne Frank: The Diary of a Young Girl* (Lesson 57)
- ✦ Dietrich Bonhoeffer — *The Cost of Discipleship* (Lesson 57)
- ✦ Corrie ten Boom — *The Hiding Place; Tramp for the Lord* (Lesson 57)
- ✦ Billy Graham — *Just as I Am* (Lesson 65)
- ✦ Ji-Li Jiang — *Red Scarf Girl: A Memoir of the Cultural Revolution* (Lesson 66)
- ✦ Tom White — *God's Missiles over Cuba: The Tom White Story* (Lesson 68)
- ✦ Leo Thorsness — *Surviving Hell: A POW's Journey* (Lesson 70)
- ✦ Rosa Parks — *Rosa Parks: My Story* (Lesson 71)
- ✦ Dr. Martin Luther King, Jr. — *A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr.* (Lesson 71)
- ✦ Chuck Colson — *Born Again* (Lesson 74)
- ✦ Maryam Rostampour and Marziyeh Amirizadeh — *Captive in Iran: A Remarkable True Story of Hope and Triumph Amid the Horror of Tehran's Brutal Evin Prison* (Lesson 75)
- ✦ Ronald Reagan — *An American Life* (Lesson 77)
- ✦ Nelson Mandela — *Long Walk to Freedom: The Autobiography of Nelson Mandela* (Lesson 81)

7. Miscellaneous Resources

Here are some miscellaneous resources that didn't specifically fit our Lesson Resources but may round out your home or classroom library.

Cooking

Cooking Up World History. Multicultural Recipes and Resources by Patricia C. Marden and Suzanne I. Barchers. Teacher Ideas Press, Libraries Unlimited (ISBN 978-1563081163); 1994; 237 pp.

The Frugal Gourmet on Our Immigrant Ancestors: Recipes You Should Have Gotten from Your Grandmother by Jeff Smith. This is a companion book to the PBS series, with recipes from 35 different cultures and countries. With this resource, you could eat your way through history and across the globe! (*Caution:* Native-style nudity in sketch on page 153.) William Morrow (ISBN 978-0688075903); 1990; 539 pp.

Reference

The Encyclopedia of World History. This resource presents controversial dates for early civilizations but is otherwise colorful and well done. Parragon Publishing (ISBN 978-1405417020); 2003; 256 pp.

Children's History of the 20th Century. This is a good overview of the twentieth century—full of pictures and capsules of information. DK Millennium (ISBN 978-0789447227); 1999; 344 pp.

The Usborne Internet-Linked Encyclopedia of World History by Jane Bingham, Fiona Chandler, and Sam Taplin. This big book of facts and pictures is popular for good reason, but always use caution when sending children to the internet. Usborne (ISBN 978-0794503321); 2002; 416 pp.

The Kingfisher Illustrated History of the World. This book offers a concise and compelling overview of world history. (It does not align with a young-earth view of history.) Kingfisher Books (ISBN 978-1856978620); 1993; 761 pp.

Science

Scientists of Faith: Forty-Eight Biographies of Historic Scientists and Their Christian Faith by Dan Graves. A student of apologetics, Graves looks at the lives and the compelling Christian faith of 48 scientists. Kregel Publications (ISBN 978-0825446108); 2018; 192 pp.

The Great Physicists from Galileo to Einstein by George Gamow. For the budding scientist in your home, this introductory book of physics reads more like a story than a textbook. Dover Publications (ISBN 978-0486257679); 1988; 338 pp.

Younger Students

Grandfather's Journey by Allen Say. This 1994 Caldecott Medal winner is based on the true story of the author/illustrator's grandfather who immigrated to the United States during the Meiji era. It is a tender story of mixed loyalties that touches on the tragic fate of Japan during World War II. Clarion Books (ISBN 978-0544050501); 2013; 32 pp.

The Crane Girl by Curtis Manley. A gentle introduction to Japanese culture, this beautifully illustrated traditional tale is of a crane repaying kindness to the boy who rescued it. Haiku-style writing is woven throughout. Shen's Books (ISBN 978-1885008572); 2017; 32 pp.

I Live in Tokyo by Mari Takabayashi. This is a good, colorful overview of the daily life and culture in Japan through the eyes of a schoolgirl. HMH Books for Young Readers (ISBN 978-0618494842); 2004; 32 pp.

WEEK 14

Lesson 40 — The Worldwide Fight for Women's Suffrage (19th and 20th Centuries)

Note to Teachers and Students: Apart from *You Wouldn't Want to Be a Suffragist!* by Fiona MacDonald, all titles below are related to the American suffrage movement. It is not our intent to exclude the stories of other nations from our list; we simply have not yet found age-appropriate materials for our readers. If you have a title to recommend for Canada, Australia, or other nations common to our readers, please let us know!

Younger Students

Susan B. Anthony by Alexander Wallner. This picture book uses clear words and beautiful paintings to tell the remarkable story of one brave woman. Holiday House (ISBN 978-0823419531); 2012; 32 pp.

Younger and Middle Students

You Wouldn't Want to Be a Suffragist!: A Protest Movement That's Rougher Than You Expected by Fiona MacDonald. This is a clever book covering the suffragist movements of the United States and Great Britain. Franklin Watts (ISBN 978-0531219119); 2008; 32 pp.

Middle Students

A Time for Courage: The Suffragette Diary of Kathleen Bowen (Dear America Series) by Kathryn Lasky. In this diary-style story, Kat Bowen lives in Washington and watches her mother fight with the suffragettes to help women get the vote. Scholastic, Inc. (ISBN 978-0590511414); 2002; 222 pp.

Older Students

Alice Paul and the American Suffrage Campaign by Katherine H. Adams and Michael L. Keene. This academic volume tells the incredible story of the first person to picket the White House, burn a president in effigy, and lead a successful nonviolent campaign. University of Illinois Press (ISBN 978-0252074714); 2007; 296 pp.

Century of Struggle: The Woman's Rights Movement by Eleanor Flexner. This is a thorough, academic overview of the fight for women's rights in America. Belknap Press (ISBN 978-0674106536); 1996; 432 pp.

Videos

**Iron-Jawed Angels* (2004) starring Hilary Swank. This movie gives an excellent depiction of Alice Paul's historic contribution and of the American women's suffrage movement itself. (Please preview for age appropriateness.) HBO Home Video (ASIN B00026L9CU); 124 min. TV-14. DVD.

Lesson 41 — The Impressionists: Monet, Degas, Renoir, and Cassatt (1874)

Younger Students

In these books from the *Getting to Know the World's Greatest Artists* series, Mike Venezia delivers again with a dose of humor and realism:

- ✦ *Monet* by Mike Venezia. Children's Press (ISBN 978-0516422763); 1990; 32 pp.
- ✦ *Edgar Degas* by Mike Venezia. Children's Press (ISBN 978-0516271729); 2001; 32 pp.
- ✦ *Pierre Auguste Renoir* by Mike Venezia. Children's Press (ISBN 978-0516200682); 1996; 30 pp.
- ✦ *Mary Cassatt* by Mike Venezia. Children's Press (ISBN 978-0516422787); 1991; 32 pp.

Younger and Middle Students

Degas and the Little Dancer by Laurence Anholt. This beautiful picture book is full of reproductions of Edgar Degas's work. It is inspired by the true story of one of his aspiring ballerina models. (Also available as a movie; see below.) For artistry and uniqueness, this is a **Picture Book Favorite!** Frances Lincoln Publishers Ltd (ISBN 978- 0711210756); 1999; 32 pp.

Pierre-Auguste Renoir (Art for Children) by Ernest Raboff. One of many in the *Art for Children* series, this book helps young ones develop an appreciation for the arts. Trophy Press (ISBN 978-0064460682); 1987. 32 pp.

Monet's Impressions by The Metropolitan Museum of Art. This picture book is *full* of reproductions of the art of Claude Monet and simple, well-chosen words to describe them. Chronicle Books (ISBN 978-0811870566); 2009; 48 pp.

Linnea in Monet's Garden by Christina Björk. This is a delightful picture book with enough imaginative text to satisfy multiple ages. Sourcebooks Jabberwocky (ISBN 978-1402277290); 2012; 48 pp.

Middle Students

Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters by MaryAnn F. Kohl and Kim Solga. This excellent resource for educators gives information on many great artists and encourages young artists to create in a similar style. Bright Ideas for Learning (ISBN 978-0935607093); 1997; 144 pp.

Monet and the Impressionists for Kids: Their Lives and Ideas, 21 Activities (For Kids Series) by Carol Sabbeth. This is a great resource for the hands-on learner and budding artist. Chicago Review Press (ISBN 978-1556523977); 2002; 152 pp.

Older Students

Mary Cassatt: A Life by Professor Nancy Mowll Mathews. Except for the fact that the artwork is in black and white, this is a good, thorough biography of Mary Cassatt—a very determined woman. Yale University Press (ISBN 978-0300077544); 1998; 400 pp.

Renoir, My Father by Jean Renoir. This is a loving, thorough biography written by the painter's son to reveal the intimate side of the family. New York Review Book Classics (ISBN 978-0940322776); 2001; 456 pp.

Videos

**Degas and the Dancer* (2008) starring Thomas Jay Ryan and Alison Pill. Based on a true story, this movie depicts the unusual relationship of Degas to one of his young models. MediaCan International (ASIN 1894449479). Not rated; 55 min. DVD.

**Mary Cassatt: American Impressionist* (2008) starring Amy Brenneman. This movie doesn't cover every detail of Mary Cassatt's life but helps bring understanding to the male-dominated art world. MediaCan International (ASIN B000F9UEFM); G; 56 min. DVD.

Lesson 42 — Charles Eastman (Ohiyesa) and Chief Joseph (1876, 1877)

Younger Students

Chief Joseph of the Nez Perce (Photo-Illustrated Biography) by Lucille Davis. This is a concise but colorful book to introduce young ones to Chief Joseph. Bridgestone Books (ISBN 978-0736884266); 1998; 24 pp.

Younger and Middle Students

Chief Joseph: The Voice for Peace (Sterling Biographies) by Lorraine Jean Hopping. This is a visually appealing biography—full of information that doesn't gloss over the hardships of Chief Joseph. Union Square Kids (ISBN 978-1402760044); 2010; 128 pp.

Middle Students

That All People May Be One People, Send Rain to Wash the Face of the Earth by Chief Joseph. This must-read account is based on Chief Joseph's Washington, D.C., interview, making it a great introduction to primary source materials. Mountain Meadow Press (ISBN 978-0945519157); 1995; 53 pp.

Older Students

One of the best ways to learn about Charles Alexander Eastman is certainly through his own pen. There are several primary source materials to choose from:

- ♦ *Indian Boyhood* by Charles Alexander Eastman. Multiple editions.
- ♦ *From the Deep Woods to Civilization: Chapters in the Autobiography of an Indian* by Charles Alexander Eastman. Multiple editions.
- ♦ *The Essential Charles Eastman: The Light on the Indian World*. Multiple editions.
- ♦ *Living in Two Worlds: The American Indian Experience* by Charles Alexander Eastman. Multiple editions.

Chief Joseph of the Nez Perce by Robert Penn Warren. This is a Pulitzer Prize-winning poet's tribute to Chief Joseph and his people containing some of Chief Joseph's own words. Powerful! Random House (ISBN 978-0394530192); 1983; 64 pp.

Lesson 76 — The Assassination of Anwar Sadat (October 6, 1981)

Middle Students

A Long Walk to Water: Based on a True Story by Linda Sue Park. Parallel narratives set in 1985 and 2008 follow the lives of two Sudanese (Nya and Salva) caught in the crosshairs of civil unrest. While not related to the lesson on Sadat, this story brings to life unique challenges of the African continent that are still relevant today. Because this is an amazing, easy-to-read true story, I'm naming it a **Read-Aloud Favorite!** Clarion Books (ISBN 978-0547577319); 2011; 128 pp.

Egypt: Enchantment of the World (Enchantment of the World Second Series) by Ann Heinrichs. Spanning ancient to modern times, this handsome textbook is perfect for a report on Egypt's history, customs, and religions. Children's Press (ISBN 978-0531253090); 2012; 144 pp.

Anwar el-Sadat: A Man of Peace by Deborah Nodler Rosen. This illustrated biography focuses on Sadat's remarkable strides toward peace in the Middle East. Children's Press (ASIN B001O94DDG); 1986; 152 pp.

Middle and Older Students

Anwar Sadat and Menachem Begin (Modern Peacemakers Series) by Heather Lehr Wagner. This book offers biographical sketches of two Nobel Peace Prize winners. Fitting for middle school and early high school. Chelsea House (ISBN 978-0791090008); 2007; 112 pp.

Lesson 77 — The Fall of the Berlin Wall Marks the End of the Cold War (November 9, 1989)

All Students

The Wall: Growing Up behind the Iron Curtain by Peter Sís. This Caldecott Honor book is the memoir of popular author/illustrator Peter Sís. While the artistry helps bring it down for Younger Students, the content raises it to the level of Middle and Older Students. All ages can enjoy Peter's flight from Communism to freedom (and better understand aspects of the Cold War). Primary source. Farrar, Straus and Giroux (ISBN 978-0374347017); 2007; 56 pp.

Older Students

The Fall of the Berlin Wall (Turning Points in History) by William F. Buckley, Jr. Written by a politically conservative American author, this book is concise and informative. Wiley (ISBN 978-0470496688); 2009; 240 pp.

When Character Was King: A Story of Ronald Reagan by Peggy Noonan. This bestseller, written by Reagan's speechwriter, gives an account of Reagan's life with a focus on his character. Penguin Books (ISBN 978-0142001684); 2002; 352 pp.

An American Life by Ronald Reagan. Originally released in 1990, this is the former president's life story in his own words. Primary source. Threshold Editions (ISBN 978-1451628395); 2011; 752 pp.

Videos

**Declassified: The Rise and Fall of the Berlin Wall* (2009). This History Channel documentary describes the progression of the Berlin Wall from a few railroad cars and some barbed wire to a huge, impenetrable barrier. This account includes stories of escapes and interviews with those who designed the wall—and the guards who protected it! A&E Home Video (ASIN B002RB56YU). Not rated; 94 min. DVD.

Lesson 78 — Saddam Hussein and the Persian Gulf War (January–February 1991)

Middle Students

The Persian Gulf and Iraqi Wars (Chronicles of America's Wars) by Lawrence J. Zwier and Matthew S. Weltig. This nonfiction book offers students ancient and modern history surrounding the Persian Gulf Wars. Lerner Publishing Group (ISBN 978-0822508489); 2004; 96 pp.

Playing Atari with Saddam Hussein: Based on a True Story by Jennifer Roy and Ali Fadhil. It's not easy to find children's stories about modern warfare, but these authors have delivered! Iraqi-born Ali Fadhil recounts his war-torn boyhood—going hungry on some days and playing video games and soccer on other days. With a dose of humor to balance the tragedy, the authors take you to the streets of Iraq in 1991. For easy reading and cross-cultural awareness, I'm naming this one a **Read-Aloud Favorite!** Clarion Books (ISBN 978-0358108825); 2019; 176 pp.

Middle and Older Students

The Persian Gulf War: "The Mother of All Battles" (American War Series) by Zachary Kent. This resource will help middle schoolers and early high schoolers with the facts, figures, and personalities of the Persian Gulf War. Enslow Publishers (ISBN 978-0766017306); 1994; 128 pp.

WEEK 27

Lesson 79 — The Collapse of the Soviet Union (December 26, 1991)

Middle Students

The Collapse of Communism by Stewart Ross. This is a brief overview of the collapse of Communism—but it's colorful and contains excerpts of living history with speeches, eyewitness reports, and interviews. Heinemann (ISBN 978-1403455253); 2004; 56 pp.

The Collapse of the Soviet Union: The End of an Empire (Snapshots in History Series) by Andrew Langley. One of several in this series, this nonfiction provides historical context for the demise of the U.S.S.R. Snapshots in History (ISBN 978-0756520090); 2006; 96 pp.

Section C
Fine Arts Catalogue

Fine Arts Catalogue

Fine arts is a broad term for the architecture, music, painting, poetry, and sculpture that has inspired mankind both aesthetically (through beauty) and intellectually (through meaning). For those interested in the *visual* fine arts (e.g., paintings, posters, engravings, etc.), we're offering this Fine Arts Catalogue of titles and artists found in *The Mystery of History*, Volume IV. We hope curious minds will use this catalogue to become better acquainted with the artists, develop a greater appreciation for the fine arts, or be inspired toward further study of art history.

Here are a few examples of what you can do with this list:

- ♦ Look up the works provided in the *Student Reader* to determine three favorite artists or favorite styles.
- ♦ Use the links provided from the public domain to print the works of favorite artists to display in a home or classroom gallery.
- ♦ Research and write a short biography of a favorite artist.
- ♦ Research when the artists lived or where they are from. Group them by area or location and notice similarities or differences in their works.
- ♦ Make a game of matching titles and artists.

Helpful hints: The numbering system provided (e.g., “5-3”) denotes the lesson from the *Student Reader* followed by the order of appearance in the lesson. Thus, “5-3” refers to the third image appearing in Lesson 5. (We include maps, quote boxes, and sketches—but not charts—in our image count.) Some lessons have no fine art entries listed because images we used were by an unknown artist or we used something other than fine arts in that lesson.

Note: You may notice that very few fine arts are listed beyond Quarter 2. Can you guess why? The camera was invented in the early 1800s, so most of Quarter 3 is illustrated with black-and-white photographs and most of Quarter 4 is illustrated with color photographs. Look for the gradual changes, which demonstrate that we're living in modern times!

Lesson 35

35-1: *Presidential Candidate Abraham Lincoln* 1860 by Thomas Hicks (lithograph by Leopold Grozelier; restored by Adam Cuerden)

https://commons.wikimedia.org/wiki/File:Thomas_Hicks_-_Leopold_Grozelier_-_Presidential_Candidate_Abraham_Lincoln_1860.jpg

35-4: *Capture of Ricketts' Battery* by Sidney E. King

<https://commons.wikimedia.org/wiki/File:MNBPRickettsBatteryPainting.jpg>

Lesson 36

36-3: *Reading Proclamation* by Henry Louis Stephens

<https://commons.wikimedia.org/wiki/File:Stephens-reading-proclamation-1863.jpeg>

36-4: *Hancock at Gettysburg* by Thure de Thulstrup (restored by Adam Cuerden)

https://commons.wikimedia.org/wiki/File:Thure_de_Thulstrup_-_L._Prang_and_Co._-_Battle_of_Gettysburg_-_Restoration_by_Adam_Cuerden.jpg

Lesson 38

38-1: *Pierre* by Alfred Jacob Miller

https://commons.wikimedia.org/wiki/File:Alfred_Jacob_Miller_-_Pierre_-_Walters_37194053.jpg

Lesson 39

39-2: *Portrait of Emperor Meiji* by Eduardo Chiossone

https://commons.wikimedia.org/wiki/File:Meiji_tenno1.jpg

Lesson 41

41-1: *Moulin à Zaandam* by Claude Monet

https://commons.wikimedia.org/wiki/File:Claude_Monet_-_Moulin_%C3%A0_Zaandam.jpg

41-2: *The Water-Lily Pond* 1899 by Claude Monet

https://commons.wikimedia.org/wiki/File:The_Water-Lily_Pond_1899_Claude_Monet_Metropolitan.jpg

41-3: *The Dance Class* by Edgar Degas

https://commons.wikimedia.org/wiki/File:Edgar_Germain_Hilaire_Degas_021.jpg

41-4: *Dance at Le Moulin de la Galette* by Pierre-Auguste Renoir

https://commons.wikimedia.org/wiki/File:Auguste_Renoir_-_Dance_at_Le_Moulin_de_la_Galette_-_Google_Art_Project.jpg

41-5: *The Child's Caress* by Mary Cassatt

https://commons.wikimedia.org/wiki/File:Mary_Cassatt_-_%27The_Child%27s_Caress%27,_oil_on_canvas,_c._1890,_Honolulu_Academy_of_Arts.jpg

QUARTER 3

Lesson 56

56-1: *Romani Fortune-teller in Poland* by Antoni Kozakiewicz

https://commons.wikimedia.org/wiki/File:Antoni_Kozakiewicz_-_Kartomantka.jpg

Lesson 58

58-1: *Young Spanish Woman with a Guitar* by Pierre-Auguste Renoir

https://commons.wikimedia.org/wiki/File:Young_Spanish_Woman_with_a_Guitar.JPG

58-3: *Guernica* by Pablo Picasso

Original file not available. Alternate link: <https://en.wikipedia.org/wiki/File:PicassoGuernica.jpg>

Lesson 61

61-5: "We Can Do It!" poster by J. Howard Miller

https://commons.wikimedia.org/wiki/File:We_Can_Do_It!.jpg

QUARTER 4

Lesson 69

69-7: *John Fitzgerald Kennedy* by Aaron Shikler

https://commons.wikimedia.org/wiki/File:John_F_Kennedy_Official_Portrait.jpg

Lesson 84

84-2: *St. John the Evangelist on Patmos* by Jacopo Vignali

https://commons.wikimedia.org/wiki/File:Jacopo_vignali,_san_giovanni_evangelista_a_patmos.jpg

84-5: *The Risen Christ* by Rembrandt

https://commons.wikimedia.org/wiki/File:Rembrandt_Christ_Resurrected.jpg

Section D

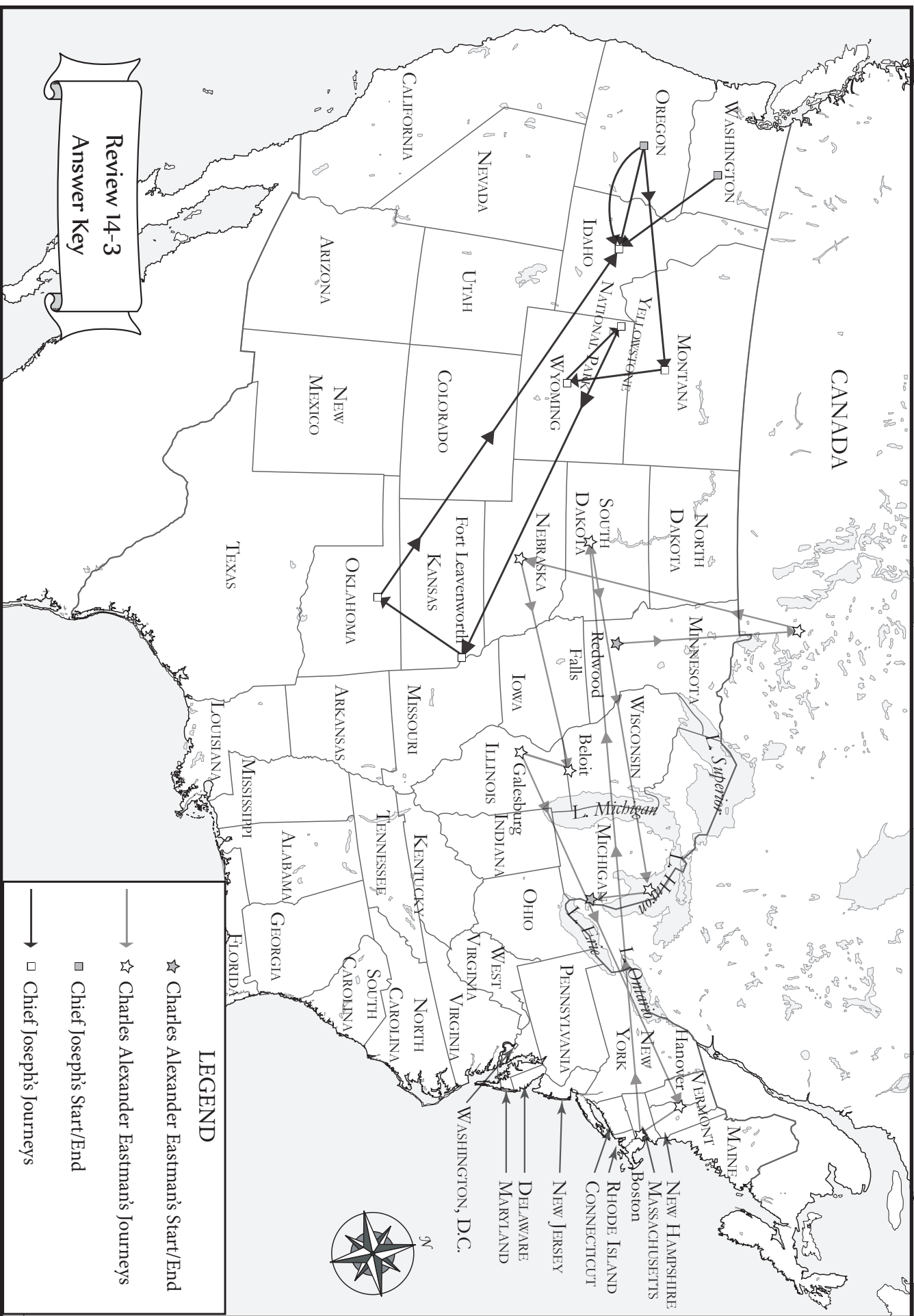
Answer Key



Week 14

Pretest 14

- | | |
|-----------------|------------------------------|
| 1. vote | 6. children |
| 2. Deeds | 7. Sioux |
| 3. Famous Five | 8. Charles Alexander Eastman |
| 4. Claude Monet | 9. Nez Perce |
| 5. ballerinas | |



Quarter 2 Worksheet

Worksheet 2

I.

Copy as directed.

II.

1. fifth
2. Portugal
3. Tupis and Tapuias
4. Africans
5. Portugal, Brazil, Algarves
6. de Alcântara
7. Maria Leopoldina
8. emperor, empress consort
9. 5, 15
10. Golden Law

III.

11. g
12. j
13. e
14. f
15. b
16. d
17. i
18. a
19. c
20. h

IV.

(Victors are in italics. Answers may be flipped and still be correct.)

21. *Texans* vs. Mexicans
22. *Ch'ing dynasty* vs. Taiping Heavenly Kingdom
23. *Chinese Boxers* vs. Christians & Missionaries
24. Russia vs. *Ottoman Empire & Allies*
25. *Gold miners* vs. Charles Hotham's soldiers
26. French & Mexican conservatives vs. *Mexican liberals*
27. General Custer vs. *Chief Sitting Bull*
28. *Union* vs. Confederacy
29. Métis vs. *Canada*
30. Russia vs. *Japan*

V.

31. Marx
32. Marx
33. Darwin
34. Marx
35. Darwin
36. Marx
37. Both
38. Marx
39. Both
40. Darwin
41. Darwin
42. Darwin
43. Marx
44. Marx

45. Darwin	VII.	IX.
46. Both	63. f	91. D
47. Darwin	64. h	92. R
48. Both	65. g	93. C
49. Marx	66. k	94. M
50. Darwin	67. i	95. M
	68. d	96. C
	69. m	97. R
VI.	70. b	98. R
51. Chinese – Hebrew	71. j	99. R
52. Dublin – London	72. c	100. M
53. Ireland – Scotland	73. a	101. D
54. Confederate – Union	74. l	102. M
55. five – six	75. e	103. D
56. lost – won		104. C
57. Southern Cross – North Star	VIII.	105. C
58. Gandhi – Moses	76. Canada	106. D
59. Ohio – Maryland	77. Mexico	107. M
60. John Brown – William Lloyd Garrison	78. Cambodia	108. M
61. India – China	79. Canada	109. M
62. London – Changsha	80. Mexico	
	81. Cambodia	
	82. Cambodia	
	83. Canada	
	84. Mexico	
	85. Cambodia	
	86. Canada	
	87. Mexico	
	88. Cambodia	
	89. Canada	
	90. Mexico	

Semester I Test

I.

1. e
2. f
3. b
4. d
5. a
6. c

II.

7. T
8. F
9. F
10. T
11. F
12. T

III.

13. d
14. c
15. b
16. d
17. a
18. c

IV.

19. First Consul
20. Spain
21. African Institution
22. hear
23. José María Morelos
24. James Madison

V.

25. d
26. c
27. a
28. b
29. f
30. e

VI.

31. Sam Houston
32. Dr. Livingstone
33. Friedrich Engels
34. Sojourner Truth
35. Jesus
36. Crimean Fever

VII.

37. f
38. d
39. e
40. a
41. c
42. b

VIII.

43. Maximilian
44. John Lambton, 1st earl of Durham
45. Mutsuhito
46. Inez Milholland
47. Mary Cassatt
48. Charles Eastman

IX.

Answers will vary but should include the following information:

- ✦ The American Revolution ended with the creation of a three-pronged government that is still functioning today (executive, judicial, congressional). The French Revolution ended with the formation of a five-man Directory that was overthrown by a powerful leader (Napoleon Bonaparte).
- ✦ Karl Marx launched a war of socialist/Communist thought against the free world. Charles Darwin launched a war of evolutionary thinking against biblical creationism.

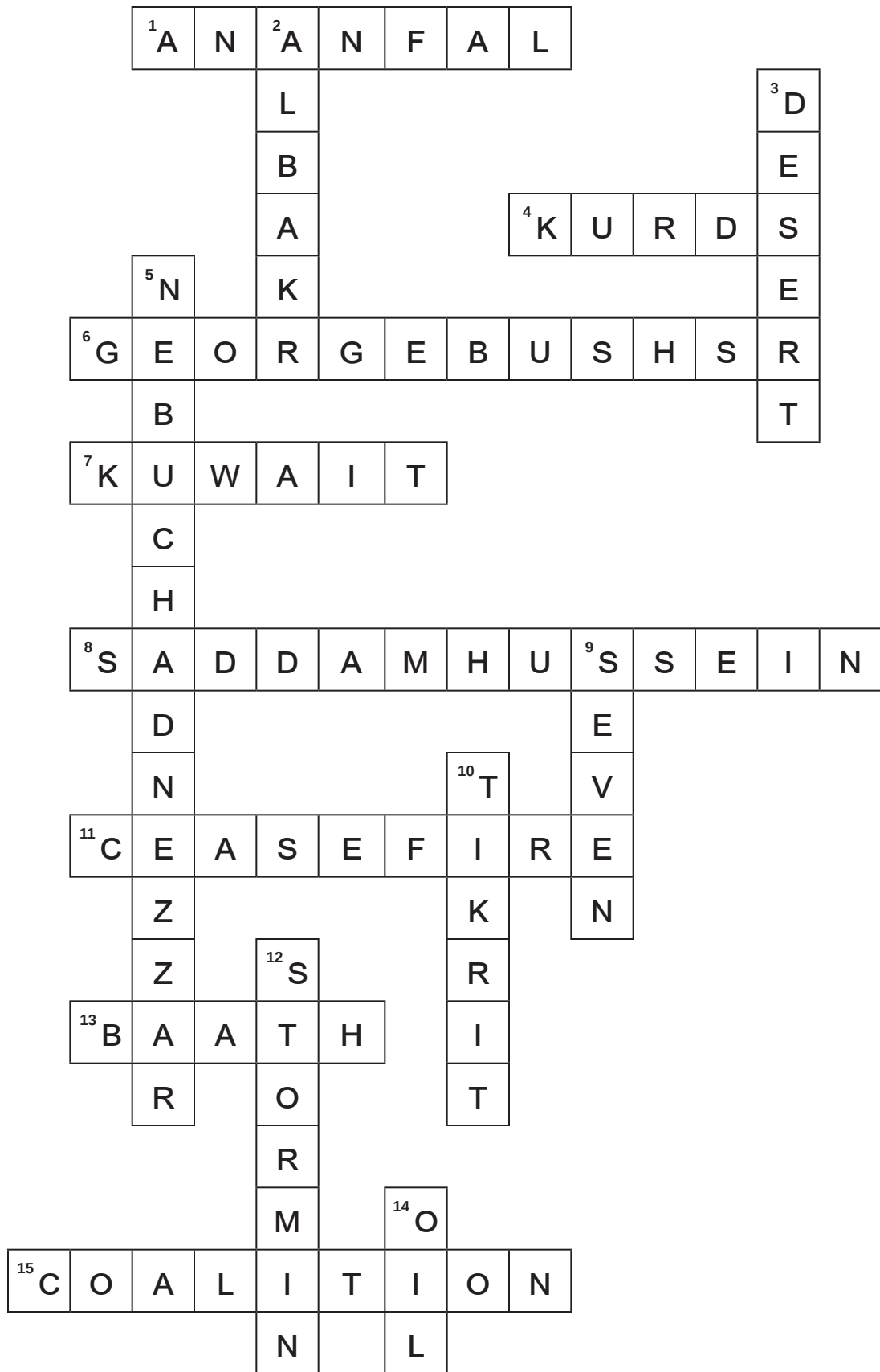


Week 26

Pretest 26

- | | |
|------|------|
| 1. f | 6. e |
| 2. g | 7. h |
| 3. b | 8. c |
| 4. i | 9. d |
| 5. a | |

Activity 78D-1—The crossword puzzle answer key is on the next page.



Week 26: Exercise

These are brief answers for the teacher. Student answers need not be exactly the same.

Category: Easy

1. Benjamin Franklin: inventor; founding father
2. Catherine the Great: empress of Russia
3. Mozart: composer; died young
4. Napoleon: powerful emperor of France
5. Harriet Tubman: abolitionist; conductor on the Underground Railroad
6. Hudson Taylor: missionary to China; founder of Inland China Mission
7. Florence Nightingale: British nurse; founder of modern nursing
8. Chief Joseph: Nez Perce Indian forced from homeland
9. Wright brothers: built and flew first airplane at Kitty Hawk
10. Helen Keller: deaf and blind woman with brilliant career
11. Albert Einstein: German scientist; formulated the theory of relativity
12. Mussolini: Fascist leader of Italy
13. Hitler: Fascist leader of Germany; instigator of the Holocaust
14. Mother Teresa: nun; founder of Missionaries of Charity to help the poor
15. Billy Graham: worldwide Christian evangelist
16. John F. Kennedy: U.S. president; assassinated
17. Martin Luther King, Jr.: civil rights leader; assassinated
18. Neil Armstrong: first man to walk on the moon
19. Richard Nixon: U.S. president; resigned after Watergate
20. Saddam Hussein: president of Iraq; invaded Kuwait

Category: Moderate

1. George Whitefield: evangelist to the American colonies
2. Frederick II: king of Prussia; provoked Seven Years' War
3. Voltaire: leader of the Enlightenment
4. Father Hidalgo: leader of the Mexican War of Independence
5. Pedro II: emperor of Brazil; abolished slavery
6. Santa Anna: president of Mexico; victorious at the Alamo; defeated at Battle of San Jacinto
7. Friedrich Engels: friend of Karl Marx; cowriter of *The Communist Manifesto* and *Das Kapital*
8. Peter Lalor: leader in the Eureka Rebellion
9. Emma Darwin: wife of Charles Darwin
10. John Scopes: taught evolution; went to trial in Tennessee
11. Susan B. Anthony: American leader of women's suffrage
12. Mary Cassatt: American Impressionist painter
13. Heinrich Himmler: Hitler's right-hand man; architect of Nazi extermination camps
14. Sun Yat-sen: moved China from Manchu rule to republican-style government
15. Che Guevara: Fidel Castro's right-hand man; idealistic revolutionary
16. Jackie Kennedy: wife of John F. Kennedy; refurbished the White House
17. Ayatollah Khomeini: ousted the shah of Iran; led the Iranian Revolution
18. Gamal Nasser: second president of the Egyptian Republic; predecessor of Anwar Sadat
19. Mikhail Gorbachev: general secretary of the U.S.S.R.; offered *glasnost* and *perestroika* to Soviets; resigned post
20. George H. W. Bush: U.S. president during the Persian Gulf War; supported Kuwait against Saddam Hussein

Category: Difficult

1. Hermann Goering: Nazi marshal of the Luftwaffe (German air force); involved in Battle of Britain
2. Admiral Isoroku Yamamoto: Japanese admiral who planned the attack on Pearl Harbor
3. Lieutenant Colonel James Doolittle: American hero of WWII; led Doolittle's Raid, a counterattack on Tokyo after Pearl Harbor
4. Karl Doenitz: Nazi who was appointed as Hitler's successor
5. Joseph McCarthy: U.S. senator known for weeding out spies in the government (a.k.a. "McCarthyism")
6. Chaim Weizmann: president of the newly formed state of Israel
7. Ruth Bell: wife of Billy Graham
8. Chiang Kai-shek: successor to Sun Yat-sen; leader of Nationalist party in China; opponent to Mao Zedong
9. Syngman Rhee: president of South Korea prior to the Korean War
10. Nikita Khrushchev: leader of the U.S.S.R. during the Cuban Missile Crisis; supporter of Fidel Castro and his regime
11. John Connally: governor of Texas; shot but not killed during the assassination of John F. Kennedy
12. Bao Dai: emperor of Vietnam; appointed leader of South Vietnam after the nation divided
13. Reverend Samuel B. Kyles: minister and friend of Martin Luther King, Jr.; present at MLK's assassination
14. Gene Kranz: flight director of NASA during *Apollo 11* mission
15. Henry Wade: represented the state of Texas in *Roe v. Wade* case
16. Mark Felt: associate director of the FBI; claimed to be a source nicknamed "Deep Throat" in the Watergate scandal
17. Mohammad Reza Pahlavi: the shah of Iran; ousted by Ayatollah Khomeini; given refuge in the United States by President Carter
18. Hosni Mubarak: was the vice president of Egypt under Anwar Sadat; upon Sadat's death, became the president/dictator; ousted by Egyptians in 2011
19. Nicolae Ceausescu: Communist leader of Romania; captured and executed with his wife by the Romanian people
20. Ahmad Hasan al-Bakr: president of Iraq under the Ba'ath Party; cousin of Saddam Hussein who appointed Hussein second in command of Iraq

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Activity 40C-1: 1981-S SBA Type Two Deep Cameo, [https://commons.wikimedia.org/wiki/File:1981-S_SBA\\$Type_Two_Deep_Cameo.jpg](https://commons.wikimedia.org/wiki/File:1981-S_SBA$Type_Two_Deep_Cameo.jpg); public domain in the U.S.; image courtesy of Heritage Auctions, CC-by-SA 4.0.

Activity 44C: Health, Inclusivity (Braille, Unesco Review), [https://commons.wikimedia.org/wiki/File:Health,_Inclusivity_\(Braille,_Unesco_Review\)_-_UNESCO_-_PHOTO0000000840_0001.tiff](https://commons.wikimedia.org/wiki/File:Health,_Inclusivity_(Braille,_Unesco_Review)_-_UNESCO_-_PHOTO0000000840_0001.tiff); photo by UNESCO/Michel Claude, CC-by-SA 3.0.

Activity 46D-2: 2012 Iditarod, [https://commons.wikimedia.org/wiki/File:2012_Iditarod_\(6950515611\).jpg](https://commons.wikimedia.org/wiki/File:2012_Iditarod_(6950515611).jpg); photo by Brandon Wood (bcwood), CC-by-SA 2.0.

Activity 55B: Luftwaffe parade (restored to black and white), [https://commons.wikimedia.org/wiki/File:Luftwaffe_parade_\(36375237096\).png](https://commons.wikimedia.org/wiki/File:Luftwaffe_parade_(36375237096).png); color photo by Cassowary Colorizations, CC-by-SA 2.0.

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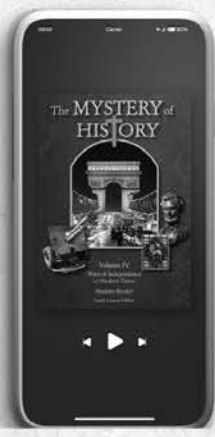
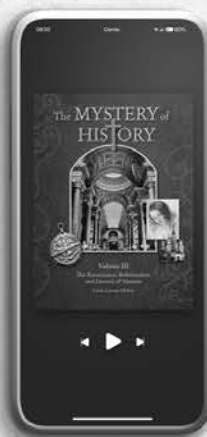
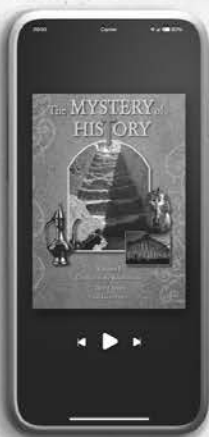
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