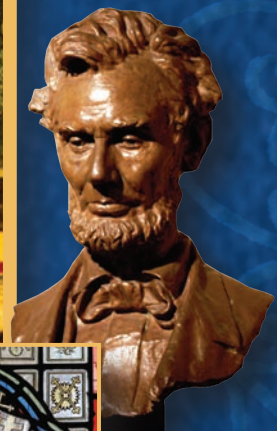
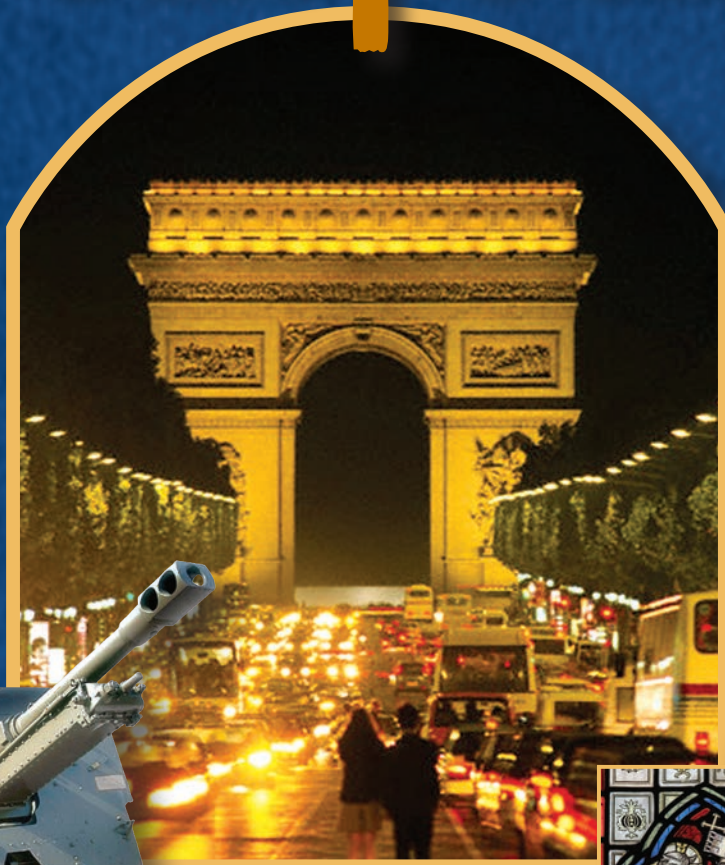


The MYSTERY of HISTORY



Volume IV Wars of Independence to Modern Times

Linda Lacour Hobar



Dover, Delaware

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Library of Congress Control Number: 2014943100

ISBN: 978-1-892427-30-4

First Edition

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Printed in the United States of America

Published by Bright Ideas Press
Dover, Delaware

www.BrightIdeasPress.com
1.877.492.8081

26 25 24 23 22 21

11 10 9 8 7 6 5 4

Also available:

Companion Guide (Digital) – ISBN: 978-1-892427-31-1

Companion Guide (Print) – ISBN: 978-1-892427-32-8

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Design and Production by Aptara Corp.

Project Manager: Cathy Stotts

Other Production Credits

Editing: Kathryn Dix, Kathryn Dix Publishing Services

Maps: Tyler Hogan, WonderMaps

Illustrations: Amy Pak, Homeschool in the Woods

Dedication Cross: Treanne Schutt

PHOTO CREDITS

Cover and Title Page: Arc de Triomphe, Paris, France, Jean-Francois Chalgrin/Patrice Latron/CORBIS; Inset of Lincoln Bust, Editor's Toolkit 2; Inset of Lamb of God, ASP Religion/Alamy; Inset of Howitzer, Editor's Toolkit 2.

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❖ Preface ❖

Welcome to *The Mystery of History*. It is an honor and a privilege to be addressing you in the fourth and final volume of this world history series — this time subtitled “Wars of Independence to Modern Times (1708 to 2014).” While I have personally grown weary of the wars and conflicts of the three centuries covered, I have developed a new appreciation for the heroes and heroines who played their roles well in world history and left us with incredible stories of hope and inspiration! But before we can get to these stories, allow me to share a few disclaimers.

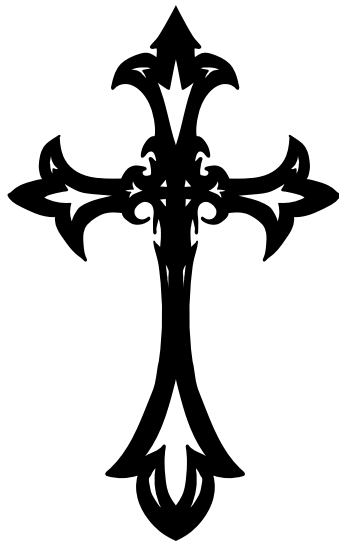
First, I humbly acknowledge that though I have spent years researching this time period, there may be typos, inaccuracies, or errors embedded in these pages. None are intentional! Our publishing team of well-qualified editors and historians asks for your grace ahead of time for what may have slipped past us and for your patience while we make ongoing corrections as necessary. Inevitably, the contents of world history, or our understanding of it, *will* change as long as mankind continues to dig up the past and explore the depths of it.

Second, though this is a “world” history course, there is a greater amount of attention given in this volume to the history of the Western Hemisphere. This imbalance is in no way meant to imply superiority of any ethnicity, sex, or culture, but rather it is a reflection of the history most pertinent to my audience.

Third, without reservation, this book is written from a Christian worldview. As a former career missionary, I openly share my faith in Christ through the platform of world history that God has given me, while seeking to address other faiths with dignity and respect. My basis for truth is the inspired Word of God and the timeless Gospel message of Jesus Christ.

Fourth, please know that each volume in this four-volume series is more advanced than the last in regard to reading level *and* content. I would describe each volume as jumping up “about” two grade levels. This means that if Volume I is on a 3rd/4th-grade level, then *this* volume is on a 9th/10th-grade level. Now, because most homeschool families are using this course to teach multiple grade levels at the same time, I have done my best to provide creative, age-appropriate activities to keep younger and middle school students engaged through even the most difficult material. But be aware that numerous parts of the twentieth century (like the subject of the Holocaust) may be disturbing and should be skipped entirely by some children, or retold by you in terms you feel are appropriate. While I am a proponent of using tough topics to teach life lessons of good and evil, only you will know when the time is right to address sensitive subjects with your students.

For the Sake of the Mystery,
Linda Lacour Hobar
May 2014



❧ Letters to the Students ❧

Dear Younger Student Friends (Elementary School Age),

Hi! My name is Linda Lacour Hobar, and I'm the author of this world history book. Some of you may already know me from the other books I've written in this series. (In fact, I hope you do!) If you are new, or returning, let me tell you a little bit about myself and what this book is all about.

When I was your age, I didn't think much about world history. I was smart in school, and I liked to read, but history was not my favorite subject! All that changed, however, when I went to college. You see, I had two history professors who taught by telling stories — I mean really good, meaty stories about people who were absolutely fascinating. Because of my professors' gifts for storytelling, I have been "hooked" on history ever since.

Now, I may not be as good at telling stories as my professors were, but I hope I can be sort of like them to you! I hope I can share with you really cool stories about people and places that will make you like history for the rest of your life. World history is, after all, just one long, interesting story about mankind.

I do want you to know, though, that parts of this book are very hard. I wrote it on a more difficult level than my other books. So, if you are having trouble following it, you may want to put it down for now and come back to it later. However, if you want to stay "involved" in the stories, or if you have older siblings in this study, then I have plenty of hands-on activities just for you that I think you will enjoy and that will keep you moving along.

So here are a few things we'll be looking at in this book. First, there are a lot of wars! I don't like wars, but there is a great deal we should learn from them. We need to know where people fight, why people fight, when people fight, and how people fight. Knowing these things will help us avoid "unnecessary wars" and unwanted bloodshed.

Second, we will lighten our studies of war by looking at some famous composers, artists, and inventors — like Mozart, Monet, and the Wright brothers, among others. You may have heard of them!

Third, we will study some special people groups who struggled for their rights and freedoms — like slaves from Africa, Native Americans, Jews in Nazi Germany, and women around the world who weren't allowed to vote. Their stories are heartbreaking *and* inspiring.

Fourth, we will visit a few exotic places — like the ruins of Angkor Wat in Cambodia, enormous waterfalls in Africa, the dangerous Amazon River in South America, and the surface of the moon! (I remember watching on TV as the first man walked on the moon. I was 8 years old.)

Fifth, at the end of this book, I have us take a look at the Book of Revelation from the Bible to see what Jesus wanted us to know about the future of this world. In case you didn't know, He says He is coming back one day and that there will eventually be a *new* heaven and a *new* earth — with no more sorrow, crying, or pain. That sounds like heaven to me! I'm glad to know that believers in Christ can have hope for a beautiful future in eternity.

If heaven is a place you've not thought much about before, and you would like to know more about it, please read the pages in the back of this book titled "Would You Like to Belong to God's Family?" It's a brief explanation of what the Bible teaches about being with God forever through a relationship with Jesus Christ.

I will leave you with one vision of heaven that John the apostle wrote about in Revelation. He said, "They [God's servants in heaven] shall see His face, and His name shall be on their foreheads. There shall be no night there [in heaven]: They need no lamp nor light of the sun, for the Lord God gives them light. And they shall reign forever and ever." (Rev. 22:4–5. Words in brackets are mine for clarity.) Isn't that an awesome picture of heaven? It will have no darkness because God will provide all the light that heaven needs.

Well, there is more to say about all of that, but you need to get started reading. I hope you enjoy *The Mystery of History, Volume IV*.

For the Sake of the Mystery,
Linda Lacour Hobar
May 2014

Dear Middle Student Friends (Middle School and Junior High Age),

Hi! This is Linda Lacour Hobar, the author of this volume. I know that most history books don't start with a personal letter, but I hope this book is not like most history books! You see, history is much more to me than dates, events, and tables of who won which war, etc., etc. World history is a long, incredible story that includes all of us — and ought to be “personal.” So I'm writing directly to you to get this volume started.

Now, while this book will cover a great amount of conflict and two full-blown world wars, it also covers the heroes and heroines who, behind the scenes, helped make the world a better place. This will be evident when we get to subjects like the Underground Railroad and the Holocaust, where compassionate men and women risked their lives to save and protect others! I hope you'll be inspired by those stories.

Along the same lines, there were many brave souls who fought for their rights, and you'll read about them in this volume. From the patriots of the American Revolution in the late 1700s, to Nelson Mandela in the late 1900s, we will see men and women strive for freedom, equality, and fair government. Unfortunately, much blood has been shed for civil and political rights, and many places in our world today are *still* fighting for liberty!

On a lighter note, we will see mankind's “creative” side in this volume with a look at composers, artists, and writers. And we will see mankind's “daring” side with a look at explorations to the South Pole and to the dusty-gray surface of the moon! (I was sure at your age that I wanted to be an astronaut, but obviously, that didn't work out!)

So that's a brief summary of this book and a sneak peek at a few stories inside. But please know that because I am a Christian author, I have woven a bigger story into the world events contained here. I have included a biblical perspective of the time period based on the authority of God's Word, not mine. In fact, at the end of the volume, which is the end of this series, I take us to the Book of Revelation in the Bible to look at what God has revealed about a new heaven and a new earth when this old, hurting world has come to its end.

I don't claim to have all the answers for exactly how “end times” will look. There are many different interpretations of Scripture on this subject. But I can, with great anticipation, take you to the last chapters of Revelation where John the apostle gives us an eyewitness account of what Christ revealed to him about heaven. It's “breathtaking,” to say the least.

If heaven and eternity are topics you would like to know more about, please read an important section at the back of this book titled “Would You Like to Belong to God's Family?” It's an outline of the plan of salvation, based on God's Word. We also call it the Gospel.

In closing, I want to leave you with a few words from Revelation that I hope you will find inspiring through the stories ahead of us. This is what John said about heaven, “In the middle of its street, and on either side of the river, was the tree of life, which bore twelve fruits, each tree yielding its fruit every month. The leaves of the trees were for the healing of the nations. And there shall be no more curse, but the throne of God and of the Lamb shall be in it, and His servants shall serve Him.” (Rev. 22:2–3)

There are many incredible parts to that passage, but standing out to me is the verse saying that there will be “healing of the nations.” Remember those words when you get to the tough parts of this volume, where nations are in great turmoil and humankind is at its worst. According to Revelation, the chaos, the sickness, and the sadness will end with healing! Now, get started reading. There’s a lot ahead of us!

For the Sake of the Mystery,
Linda Lacour Hobar
May 2014

Dear Older Student Friends (High School Age),

Pull up a chair. I have a few thoughts to share. You see, after writing four volumes of world history, this is it for me. After finishing all the lessons, all the captions, and all the Around the World pages, this is my last chance to address you personally. So let me speak what's in my heart.

I didn't know when I started this series what I would be learning from it. I knew that my knowledge and understanding of world history were lacking. And I knew I would be walking into *years* of research (fourteen years to be exact!). But I didn't know how much the Lord wanted to teach me about "me" and about "Him."

Here's what I mean: When all of history is laid out before me, from Creation to the present time, it does something to my "view" of this world and my place in it. It makes me feel small. I mean, really small! One glance at the entire timeline (that I hope you assembled as I suggested) and I can't help but see what a tiny, sin-ridden speck I am in relation to the last six thousand years or so of recorded time! Am I right? We are all but drops of "tainted" water at best in the giant sea of humanity. That fact teaches me two things about myself: I'm only one imperfect person among billions who have ever lived, and I'm not here for long!

Yet, as dismal as those thoughts might be, there's a story behind that long and complicated timeline that represents life as we know it. That story, found in the Bible, says that God created us in His image (Gen. 1:26) and knows us so well that "the very hairs of your head are all numbered." (Matt. 10:30) Did you get that? We may each be just one person among the billions who have lived, but God is so personal that He knows the number of hairs on your head and mine. The story gets even better.

Not only does God know the intricate details of each and every one of us, but the Bible tells us that "God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life." (John 3:16) I hope you caught all of that. It means that while we may feel like we're not here for long (according to our timeline), we who believe in Christ will have *everlasting life*. To be perfectly honest, I'm not sure I can fully wrap my mind around that concept.

But I will say this — having faith in God's Word, and faith that there really is eternal life for those who believe, changes the life I have here. It means that what I do, and say, and think, and speak, and write matters for eternity. What does God's promise mean to you? Are you thinking along the lines of eternity? I hope so. If you've not given it much thought, or want another look at the subject, I invite you to read a section in the back of this book titled "Would You Like to Belong to God's Family?" It's an outline of the plan of salvation, which we also call the Gospel.

If you've been studying *The Mystery of History* for some time, then you've heard me say before that the "mystery" of history is that there *is* a plan for mankind. It's a plan of redemption through Jesus Christ. As a matter of fact, I will be ending this four-volume series with a lesson on the Book of Revelation, which points to this plan and gives us hope. So let me end this

personal address with words from Revelation to keep you inspired through the volume ahead of you. “I [Jesus] am the Alpha and the Omega, the Beginning and the End, the First and the Last. Blessed are those who do His commandments, that they may have the right to the tree of life, and may enter through the gates into the city.” (Rev. 22:13–14. Word in brackets is mine for clarity.)

For the Sake of the Mystery,
Linda Lacour Hobar
May 2014

Lesson 40

19th and 20th Centuries

The Worldwide Fight for Women's Suffrage

In 1776, **Abigail Adams** wrote a letter to her husband, **John Adams** (a leader in the American Revolution, and later, a president), insisting that he “Remember the ladies . . . [or we] will not hold ourselves bound by any laws in which we have no voice or representation.” What was Abigail Adams talking about? She was reminding her husband that at that point in history women did *not* have the right to vote, and therefore had no voice in government. She was right about that fact. In the 1700s, women all over the world were banned from ballot boxes, forbidden to vote for their leaders. The word *suffrage* means the right to vote, and because, over several centuries, women across the globe have battled for this right, this struggle can indeed be called a **worldwide fight for women's suffrage**.

However, the topic of women's suffrage (sometimes called woman suffrage) is so broad, and has such a long history, that I really can't cover it all! What I can do is zoom in on a handful of brave ladies in a few different nations who fought for women's suffrage in the **nineteenth and twentieth centuries**. Let's get started.

Highlights of the Nineteenth Century

As early as 1787, American women in New Jersey were allowed to vote. But, for political reasons, they lost that right in 1807 and would have to wait more than a century to regain it. In the late 1700s, women in Great Britain, France, and Sweden were speaking out for women's rights, but it was the ladies of **Pitcairn** (PIT kair-n) **Island**, a tiny British colony in the Pacific Ocean, who were probably first to exercise the freedom to vote in the nineteenth century.¹ (There are other contenders for “first” place, which would include Sweden, Corsica, and Sierra Leone.) The year of the Pitcairn victory was 1838. Let that date sink in for a minute. In the grand scheme of things, it wasn't *that* long ago!

After the Pitcairn victory, the women in Great Britain and the United States stepped up their campaigns for women's suffrage. The women involved were called “**suffragists**.” British suffragists chose purple, white, and green to symbolize their cause, with purple standing for dignity, white for purity, and green for hope. American suffragists chose yellow for their cause but later used purple, white, and gold to make tricolor flags and banners to promote

suffrage. On both sides of the Atlantic Ocean, suffragists used their domestic skills to design posters, sew sashes, and embroider large cloth banners for campaign purposes.

Launching their campaign in 1840, British suffragists marched for their rights alongside “**Chartists**” (a group demanding reform in the British Parliament). In 1848, American suffragists gathered in **Seneca Falls, New York**, for the first convention in the Western world dedicated to women’s rights. From the podium flowed discussions about wages for women, property rights for women, custody rights for women, and voting rights for women (men superseded women in *all* these matters and much more). The American press called this meeting the “most shocking and unnatural incident ever recorded in the history of womanity.”² (The suffrage movement had a long way to go!)

Lucretia Mott and **Elizabeth Cady Stanton**, leaders of the Seneca Falls event, invited Frederick Douglass to join the public debate on behalf of women. Remember him from Lesson 28? Being a former slave, Douglass was naturally sympathetic to the cry of women for better treatment. As a matter of fact, following the Seneca Falls meeting, Douglass joined 31 men and 68 women in signing the “**Declaration of Sentiments**.” It was a document patterned after the U.S. Declaration of Independence, but it stated that “all men *and women* are created equal,” rather than just “all men.” Despite the clever wording, the declaration was not taken very seriously by the American men who were in power.

British women experienced setback after setback in the suffrage movement of Great Britain because it fractured and splintered into numerous groups. In fact, there were as many as 17 *different* suffrage societies in Great Britain! In contrast, the American movement picked up steam around 1851 when Elizabeth Cady Stanton met **Susan B. Anthony**. Elizabeth was good with words, and Susan was a good organizer. Together they made a strong, unified team. Their dedication was slowed down, however, by the American Civil War (1861–1865), which drew many women into caring for sick and wounded soldiers.

After the American Civil War, Elizabeth Stanton and Susan Anthony hoped that African Americans *and* women would earn the right to vote.



These purple fabric flowers were worn at the Woman Suffrage Parade in 1913 in Washington, D.C. Though most women in the world won the right to vote in the nineteenth and twentieth centuries, some women today are still denied this political freedom.



Though a staunch supporter of women’s suffrage, Susan B. Anthony concerned herself also with the abolition of slavery in the United States, and the rights of women worldwide regarding property, wages, and education.

They were greatly disappointed. The Fourteenth Amendment (adopted in 1868) gave all *male* citizens of the United States the right to vote. Women were not included.

One year later, a significant rift divided American suffragists into two major factions. You see, the Fifteenth Amendment was proposed shortly after the Fourteenth Amendment to clarify that men could vote regardless of “race, color, or previous condition of servitude.” This was, of course, a good amendment for African-American males, but like the Fourteenth Amendment, it failed to include women (black or white). This is where the rift developed! Elizabeth Stanton and Susan Anthony feared that the Fifteenth Amendment would create a setback for all women — and so they campaigned *against* it. Other suffragist leaders, like **Lucy Stone** and **Julia Ward Howe**, believed the Fifteenth Amendment would help the cause of women’s suffrage — and so they campaigned *for* it.

As a result of these strong differing views, each group formed its own association in 1869.³ The Fifteenth Amendment was adopted in 1870, but the rift remained in place, hindering the mission of the suffrage movement for 20 years. With one group accusing the other group of racism (for not supporting the Fifteenth Amendment), these groups would *not* reunite until 1890. It was then that they became the **National American Woman Suffrage Association (NAWSA)**.

Now, you may be wondering how women outside of Great Britain and North America were coming along on this matter of “winning the vote.” Well, throughout the nineteenth century, most women around the globe were only loosely organized to fight for suffrage — except in **New Zealand** and **Victoria, Australia**. The women in the Southern Hemisphere were way ahead of their counterparts, with New Zealand women gaining equal rights to men in 1893. The fight in Australia was more involved. Starting in 1891, **Marie Kirk**, **Vida Goldstein**, and **Annette Bear-Crawford** went door-to-door in Southern Australia to collect 30,000 signatures on a document nicknamed the “monster petition.” At 853 feet in length, it took three hours for three people to unroll the monster petition from one spindle to another! (Can you imagine this?)

The massive undertaking of collecting all those signatures paid off. With the collection of 11,600 more signatures in 1894, the women of South Australia were granted the right to vote *and* the right to run for office. It was the first time in all of human history that women were given both of these rights! Okay, time now to step into the twentieth century, when the fight to vote got really ugly!

Highlights of the Twentieth Century

I mentioned briefly already that the women’s suffrage movement in Great Britain was widely fractured between 17 different organizations. Well, at the turn of the century, one woman steered the British movement in an entirely new direction — and changed everything! Here’s the story: **Emmeline Pankhurst** viewed the suffrage movement in Great Britain as a failure. She felt that British women were seeing no results despite the fact that for *fifty years* they had been marching, campaigning, protesting, and sewing beautiful banners and sashes to promote women’s suffrage. So Pankhurst proposed that the women grow more “militant” in

their approach. In 1903, Emmeline formed the **Women's Social and Political Union** with the slogan "Deeds, not words!" She and her grown daughters encouraged women to draw serious attention to suffrage by burning mailboxes and buildings, smashing the windows of stores, knocking the hats off policemen, and chaining themselves to park railings! One journalist deemed these disruptive women as "**suffragettes**" (sometimes pronounced with a hard "g") rather than "suffragists," as they were commonly called. The Pankhurst women took this distinction as a compliment and used it to separate themselves from their mild-mannered counterparts. (Several American women crossed the ocean to join them!)

The bottom line of the Pankhurst movement is that these women broke laws to see to the creation of new laws. Due to the destructive nature of their actions, these protesters were sent to prison. Did it stop them? No! The suffragettes continued their outlandish and sometimes violent acts. In doing so, over a thousand suffragettes were arrested, put on trial, and thrown in jail — over and over again. (Emmeline was arrested at least seven times!) This vicious cycle was nicknamed a game of "cat and mouse." It was no game, however. While in prison, these suffragettes staged hunger strikes to draw attention to their cause and their pitiful treatment behind bars. To prevent their martyrdom, these women were force-fed, quite painfully, by the insertion of rubber tubes down their throats or in their noses! In the words of Emmeline Pankhurst, "Sickening scenes of violence took place almost every hour of the day, as the doctors went from cell to cell performing their hideous office."⁴

There was additional tragedy among British suffragettes. As the story goes, 40-year-old **Emily Davison** (jailed nine times for suffrage activities and force-fed 49 times) wanted a more public platform to petition for women's rights. So, in 1913, she stepped in front of King George V's horse in the middle of a world-famous derby! (She was attempting to tie a scarf on the king's saddle showing support of women's suffrage.) This publicity stunt cost Emily her life. She died from injuries within four days of colliding with the king's horse. In her honor, the Women's Social and Political Union organized an elaborate funeral, which drew the sympathy of thousands of men and women from all walks of life.

Back in the United States, women's suffrage stalled at the turn of the century. It's understandable, when you consider that Susan B. Anthony had petitioned Congress for 37 years and seen no results! It's a staggering fact. But sure enough, though Susan had collected thousands of signatures, *and* had given 3,000 to 4,000 speeches, *and* had written the *Susan B. Anthony Amendment* in 1878 — she was laughed at, scorned, and ignored. She and her contemporaries, well into their 80s by this time, were in need of a younger generation to finish the fight they had courageously started. They were not let down!

One of many American women to pick up the baton for women's suffrage was **Alice Paul**. Alice studied in London when she was in her 20s and learned the methods of the "militant" British suffragettes. Enduring seven arrests in England, and several force-feedings, Alice brought



Emmeline Pankhurst — with the slogan "Deeds, not words!" — proposed that British suffragists grow more militant in their fight for the vote. Followers of Pankhurst were called "suffragettes" to distinguish them from their milder counterparts.

her experience and her passion back to the United States. With the help of **Lucy Burns** (a fiery Irish American), Alice organized thousands of women to descend on Washington, D.C., in 1913 in the Woman Suffrage Parade, a vast parade with banners and floats the day before the inauguration of President Woodrow Wilson. One woman, named **Inez Milholland**, led the procession on a white horse. Resembling a Greek goddess, she wore a studded crown upon her head and a long, flowing white robe. She carried a banner reading “Forward out of darkness, forward into light.” The event should have been spectacular, but the women were attacked by heckling and jeering bystanders while police officers stood by and watched!



Wearing a crown and a long, flowing white robe, Inez Milholland drew dramatic attention to women's suffrage at the Woman Suffrage Parade in 1913 in Washington, D.C. As a lawyer, Inez also fought for prison reform, world peace, and African-American rights.

Despite the debacle of the first parade, there were more parades, and more women joined the fight for suffrage, as well as some men. Understandably, but sadly, the American movement divided *again* in 1914 over just how “militant” it had become. A more moderate group stepped onto the scene under **Carrie Chapman Catt**. She organized women to work state by state while Alice Paul and Lucy Burns continued to fight for suffrage more aggressively on a federal level.

What neither American group realized was that World War I would soon bolster their cause, as well as

the cause in Europe. You see, when the war started in 1914 and sent thousands of men to the battlefield, it provided an opportunity for women to demonstrate their worth in the workplace and the value of their vote. In America, with pickets day and night, there appeared to be progress in the movement. Then, during the middle of World War I, the tide of the movement made a fierce turn! Why? Well, picketers made a banner calling President Wilson a “kaiser.” This was in reference to the war in Germany where Wilson supported democracy for the German people but ignored the voting rights of 20 million American women at home. The jabbing banner provoked riots and led to the arrests of thousands of American women!

As a snapshot of these events, consider the details of November 15, 1917. On that night, otherwise known as the “**Night of Terror**,” 33 women were severely beaten and jailed for picketing the White House. **Mary Nolan**, a 73-year-old woman with a lame leg, was physically dragged by guards to jail; **Dorothy Day** was slammed into an iron bench with her arm twisted behind her back; **Dora Lewis** was thrown so hard into a cell that her friends assumed she was dead; and **Alice Cosu** suffered a heart attack from the excruciating experience. Lucy Burns, whom I introduced earlier, was shackled overnight with her hands above her head, then stripped and given only a blanket for a covering.

Now, before we leave 1917, let me insert an entirely different story of women's suffrage. In 1917, Communists were taking control of Russia during the Bolshevik Revolution. Their leader, **Vladimir Lenin** (whom we'll get to later), wanted women to work outside the home to build a more industrial nation. So he didn't fight women over voting rights at all! He granted them this "freedom" in 1917. Of course, there existed only one party to vote for, and that was the Communist Party! But it was progress as far as the Soviet women were concerned.

Getting back to our timeline, British suffragettes finally won the right to vote in 1918, provided they were 30 years old. Though age restrictions existed for several years, this was considered a victory. Their advancement fueled public outrage in the United States over what was going on in American jails. You see, ordinary grandmothers, sisters, friends, and teams of mothers and daughters were still being sentenced to jail for months at a time, where they were subject to solitary confinement, filthy conditions, and force-feedings. In addition, most suffragists were deprived of decent food, privacy, toiletries, books, and writing supplies.

Fortunately, these brutal conditions were not a waste! As stories circulated of the barbaric treatment in U.S. jails, President Woodrow Wilson was practically forced to support women's suffrage in 1918. After more arrests and more protests, Congress followed in 1919. After more campaigning by the suffragists, a majority of states ratified the **Nineteenth Amendment** in 1920. The amendment states, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

It saddens me that most of the pioneering women who started the suffrage movement in Great Britain and the United States did not live to see the results of their difficult work. But I suspect they would be encouraged to know that their work spread to other nations. For example, in Canada in 1927, the **Famous Five** (five influential women, including **Nellie McClung**) joined together to ask the Supreme Court to define the word "person" in the constitution. The women wanted to clarify whether or not women were respected as "persons" and eligible to hold office in the Senate. The answer to their question was "No!" So the Famous Five got to work to campaign for women's rights. Within two years, this talented group of women saw victory with the "Persons Case" of 1929.

After Canada, women's suffrage was hit-or-miss across the world depending on the values, religions, and customs of every nation that entertained the idea. Some results may surprise you. For example, while large parts of South America gave women the right to vote in the 1930s, France held out until 1944! Africa allowed most women to vote by 1960, but the



Women march in a New York City suffrage parade not long before World War I. The war gave women a chance to prove their value in the workplace and bolster women's suffrage. The U.S. movement, however, suffered setbacks during the war before success was achieved.

women of Switzerland didn't win suffrage until 1971! Kuwait only recently gave suffrage to women, in 2007, but the women of Saudi Arabia are still waiting for the right to vote in a male-dominated Islamic society.

So, the next time there is an election in your region of the world, remember the long, wearisome fight of the suffragists who worked hard to include women in the polls. Their fight was not an easy one, but I think the early suffragists would be encouraged to know that many women today not only have the right to vote but also hold some of the highest political offices in the world!

Lesson 41

1874

The Impressionists: Monet, Degas, Renoir, and Cassatt

uess what! Today you get a much-needed break from the study of war and politics. Instead of looking at yet another battlefield, we are going to study **Impressionism**, a popular style of painting that became famous in the 1870s. Four distinguished artists involved in the movement were **Claude Monet** (Moh NAY), **Edgar Degas** (Day GAH, or in French, Duh GAH), **Pierre-Auguste Renoir** (Pea AIR Oh GIST REN wahr or Ren WAHR), and **Mary Cassatt** (Kuh SAT or Kuh SAHT). I don't know about you, but I'm looking forward to this peek into the more "creative" side of world history.

The last artists I wrote about in *The Mystery of History* were those of the Renaissance, found in Volume III. You may or may not have joined us for that study, but we came to know the works of **Leonardo da Vinci**, **Michelangelo**, **Raphael**, **Titian** (TISH un), **Rembrandt**, and a handful of others. Whether you're familiar with the Renaissance or not, most people can identify the *Mona Lisa* by Leonardo, scenes from the Sistine Chapel by Michelangelo, and the chubby little cherubs of Raphael. Titian and Rembrandt are a little harder to recognize, but both were famous for their portraits. Titian's were crisp and vibrant; Rembrandt's were soft, dark, and extremely realistic.

I bring these masterpieces to mind because, as you can imagine, the famous works of the Renaissance were hard to surpass. Though many talented artists rose to fame after the great masters, it was going to take a completely new style in painting to "make history." This is what happened in the 1870s when Impressionism became famous. Let me describe this style, and then we'll look at the artists.

Impressionism is a form of painting that somewhat captures the "first impression" you get of something at a glance. If you can picture turning your head quickly toward a scene, it would at first be just a little blurry. So it is with Impressionism. Abandoning the well-defined



As seen in Claude Monet's *Moulin à Zaandam*, Impressionists abandoned the smooth, precise lines of the Renaissance for broken, splotchy paint strokes of pure color. Natural subjects in outdoor lighting were common themes for Impressionists.

lines and smooth brush strokes of the Renaissance, Impressionists created fuzzy, vibrating images using thousands of dots of paint and short, broken strokes of color. Up close, like in a mosaic, nearly every splotch of paint is one pure color that is usually not mixed with the rest. From far away, these splotches appear to blend and merge together, forming beautiful, subtle images. I love the effect of Impressionist art because those spots of paints seem to dare my eyes to squint — just a little — to make sense of them.

Generally speaking, the Impressionists loved painting outdoors in natural light so that they could catch the play of the sun on ordinary objects like flowers, trees, and boats on a shore. I suppose the Impressionists had grown bored with traditional portraits of wealthy patrons and the same old scenes of history because they spent their time capturing everyday life and nature. The truth is that cameras had just been invented about this time. The new field of photography probably influenced Impressionist artists to think about creating quick “snapshots” of everything around them. This is exactly what they did, using creative and unusual angles. Let’s look at our artists now. I’ll start with Claude Monet because his works are the best examples of Impressionism and would become the standard that many followed.

Claude Monet

Claude Monet was born in Paris, France, in 1840. His father wished he would take on the family-run grocery business, but Claude Monet (or Oscar, as his family called him) aspired to be an artist and headed to art school. While other students would sit for long hours at the Louvre (LEWV), copying the works of the masters, Claude Monet found himself sitting near windows in the museum to paint what he saw outdoors. He learned of *en plein air* painting (“in the air,” or outdoor, painting) from others, as it was a growing trend among his peers.

While in Paris, Monet was influenced by the brushstroke techniques of **Édouard Manet** (Ay DWAR Mah NAY; similar last name, but different painter) and Pierre-Auguste Renoir, whom we will study later. In England, where Monet spent some time, he was influenced by the vivid colors of landscape artists.

As early as 1866, when Monet was just 26, he gained recognition for a painting titled *Camille*, or *The Woman in the Green Dress*. Camille, the woman in the painting, would later become Monet's wife. She modeled several times for her husband. They had two children together. Now, though Monet's style of art was growing in popularity, the "classic" art salons of the time period were not so sure about the new look coming out of Paris. The style was clearly different from the masters of the past, and it was still unnamed.

That changed in **1874** when Monet displayed a work in Paris titled *Impression, Sunrise*. What happened is this: An art critic tried to make fun of Monet's sketchy, broken strokes in *Impression, Sunrise* and used the title of the work to discredit it in a news column. In jest, he said the work left him with the "impression" of unfinished wallpaper! The truth is, rather than discredit Monet, the art critic gave the name "Impressionism" to the new style of painting that was sweeping France. Artists adopting this style were from then on known as Impressionists.

Claude Monet, of all the artists, remained the most "loyal" to Impressionism. Among numerous scenes, he painted the beach, his son on a hobbyhorse, poppies in a field, and Camille at her embroidery. Each work was the product of hundreds of shimmering dots that seemed to capture a snapshot of ordinary life. I would say one of the most touching of these is a painting of Camille done in 1879 while she lay on her deathbed. At only 32, she died, probably of tuberculosis, after the birth of her second child.



Loyal to Impressionism until his death, Claude Monet painted numerous scenes of water lilies at his estate in Giverny, France. Featured here is *The Water-Lily Pond* (1899). It is also known as *Japanese Bridge*.

In grieving the death of his wife, Monet painted for about a year the more dismal landscape of France in the fog and bitter cold. (See *Vétheuil* [Veh TOY ya] in the fog, *The Road to Vétheuil in Winter*, and *Lavacourt Under Snow*.) But in time, Monet returned to lighter themes and barely strayed from them the rest of his life. Honing in on haystacks, cathedrals, gardens, and water lilies, Monet loved to paint and repaint these kinds of scenes under the changing conditions of sunlight.

Unlike the works of some painters, Monet's "series" paintings (as they were called) gave him wealth to enjoy during his lifetime. He traveled and painted in Italy and then settled in **Giverny** (Zhee VAIR nee) in northern France. There he built meticulous gardens, which of course he painted over and over again. Some of his most famous works were painted at Giverny, including *Bridge Over a Pond of Water Lilies* (1899) and numerous scenes titled *Water Lilies*. Though he suffered from cataracts, which impaired his vision and

dimmed the colors he could see, Monet enjoyed painting at his estate until his death in 1926. He died at 86 and is buried at Giverny. Thousands visit Monet's gardens today in memory of the artist's contribution to Impressionism. Millions of dollars have been paid for his works.

Though many Impressionists were just as famous as Monet, or even more so, all were compared to him. As stated before, Monet remained a pure Impressionist painter throughout his career and so naturally *his* works set the standard by which all other Impressionists were measured. So, with that understanding, let's look at our other artists, starting with Edgar Degas.

Edgar Degas

Edgar Degas was also born in Paris, France. He was born in 1834, just a few years before Monet. Edgar started his career in Italy where he studied the masters of the Renaissance. His first inclination was to follow suit with the past and paint historical scenes. But something in him begged to be more modern. Back in Paris, Degas met Édouard Manet, the same painter who influenced Claude Monet. After seeing the realism of the Impressionists, Degas found the more modern style he was looking for. He changed his approach to painting, drawing, and sculpting and was forever labeled an Impressionist.

Ironically, Degas did not like being called an Impressionist. Though he liked the *realism* of the Impressionists, he didn't like their techniques. He thought their work appeared hasty and unfinished. Degas, trained in the classic style, spent a long time planning his works and always painted in a studio. He had little patience for the outdoors and didn't care much for landscapes. So, you can see that Degas was not that similar to Claude Monet. Though they spent time together in Paris and displayed works at the same shows, the two were not particularly good friends. But then, few people were good friends with Degas. He took his work too seriously to allow for friends or family.

Where Edgar Degas excelled was in *blending* his classic techniques with the realism of the Impressionists. His "ordinary" scenes are stunningly beautiful and have the feel of a masterpiece. Something unique to Edgar Degas was how frequently he "cut off" the people in his scenes. In the same way a camera would fail to catch everything in a room, so Degas did on canvas. It is not uncommon to find a person or two literally cut in half on the edge of his paintings. (See *At the Races, Gentlemen Jockeys*.)

But more than that, Degas specialized in *mood* and *movement*. Degas displayed movement best at two very different locations, the racetrack and the ballet. At the racetrack, Degas was able to perfect his paintings of horses, which he had copied from Leonardo da Vinci and Michelangelo. But again, unique to Degas was his scene selection.



With an emphasis on mood and movement, Degas most often painted ballerinas behind the scenes, rather than onstage. A classic example of this style is found in *The Dance Class* (1875).

Degas didn't paint the obvious scene of horses racing at the racetrack; instead, he captured the horses shuffling around before the race. (See *Race Horses*.) This man had an interesting perspective.

Degas did the same unusual thing with his ballerinas. Rarely did he paint them or sculpt them while they were performing. Rather, he caught them standing around at rehearsal (*The Dance Class*), stretching at a practice bar, or primping behind stage. He loved the casual side of the professional life. (I love his ballerinas.)

Perhaps the mood found in the works of Degas, such as the lonely woman in *L'Absinthe* (L'AB sinth), says something of his own isolation. Degas was famous and well paid in his lifetime, but his personal life was not so sweet. Struggling to keep his eyesight in later years, he appeared to be miserable. Degas died in 1917 in Paris. His works became even more famous after his death.

Pierre-Auguste Renoir

It is no coincidence that our next artist, Pierre-Auguste Renoir, was also born in France, just one year after Monet. Like Degas and Monet, Renoir was a product of his time. He was also influenced by Édouard Manet and followed the trend of the Impressionists.

Unique to Renoir was his magnificent ability to paint "soft." Having studied Raphael and other masters, Renoir was able to capture people and places he loved with great beauty and warmth. Much like Degas, he blended the best of Renaissance techniques with the realism of the Impressionists. But, rather than find his subjects at the racetrack or the ballet, Renoir found his subjects in the streets and cafés of Paris. For that, the French loved him.

In Paris, in the 1860s, Renoir met Claude Monet. Sometimes painting side by side, the two artists experimented with outdoor painting and the real color of shadows (which aren't

necessarily black or brown). Do you remember the show where an art critic made fun of the works of Monet? Renoir presented six paintings at that same show in 1874. That was the beginning of Renoir's fame.

In 1890, Pierre-Auguste Renoir married one of his models and, like Monet, Renoir enjoyed painting his wife and children. Most of Renoir's works capture happiness through vibrant colors and soft expressions. A great example is *Girls at the Piano* (1892). Renoir experimented



One of the highest-selling artworks in history, *Dance at Le Moulin de la Galette* (1876) by Pierre-Auguste Renoir focuses on the vibrant mood and motion of a crowded café in France.

with a few changes in style over the years, but his works are still recognizable and clearly Impressionist. Favorites of the ages include *Girl with a Hoop*, *Boating on the Seine* (Sane), and *Dance at Le Moulin de la Galette* (Lay MOO lahn day lah GAL lett), which, at \$78.1 million, is undoubtedly one of the highest-selling masterpieces in history! In this masterpiece, which captures a busy French café, Renoir focused more on people and less on scenery than did Monet. Proving that point, Renoir painted a portrait of Monet — standing outdoors at an easel in a garden, just the way we would expect to find him.

Unfortunately, Renoir's last 20 years were very challenging. As he aged, he developed a severe case of rheumatoid arthritis. Being wheelchair-bound with crippled hands, he was forced to be inventive in positioning his brushes and reaching his palette. In fact, to accommodate his failing posture, he created a rolling canvas that could move to where he needed it.

You could say that Pierre-Auguste Renoir was one of the most successful Impressionists. That may be because he completed more works than his peers. Even in his frailty, he left behind thousands of paintings. One of Renoir's career highlights was probably seeing *his* own works hanging in the Louvre in 1919, next to the masters that he admired and learned from.

Mary Cassatt

Our final artist is one of my personal favorites. Her name is Mary Cassatt. Unlike our other artists, she was born in the United States, in 1844. Shaping her destiny, her family took a trip to Europe when she was 11 and attended the Paris World Fair. There she was exposed to the works of Edgar Degas. She could not have known then that later in her life she would be one of the few good friends that Degas ever had! He also became her mentor and used her as a model.

Back in the United States, Mary pursued art school but found it very disappointing. There was great stigma attached to being a woman and an artist. It was also difficult to receive a good education during the American Civil War. So, against her father's wishes, she moved to Europe in 1866, taking her mother and friends as chaperones. In Paris, she found much more opportunity as a woman, but as an American, she was considered an outsider. She would spend most of her career overcoming the obstacle of being a female American artist, and consequently, she was forced to receive most of her instruction privately.

Like Degas and Renoir, Mary Cassatt copied and practiced the works of the masters. And like Degas and Renoir, she was lured into the new style of Impressionism. She attempted to take this style back to New York, but it was not well received. In Chicago, her paintings were accidentally destroyed in the Great Chicago Fire of 1871. Her break came when an archbishop commissioned her to copy some paintings in Italy. That would take her back to Europe where she could once again be under the finest masters.

Mary Cassatt fared well in Parma, Italy, and Madrid, Spain. But France was a bit hostile toward her because she entered the art scene when Monet was being criticized for Impressionism. At a low point in her career, Mary was given an enormous break. She was invited by Edgar Degas to display her works with the Impressionists, who began to host their

own shows. This was a high honor. She was one of only two women who ever displayed works with the famous French Impressionists.⁵



Drifting away from classic Impressionism, Mary Cassatt used subtle pastels to capture this common but tender scene of a mother and child in *The Child's Caress* (c. 1890).

Through the influence of the Impressionists, Mary Cassatt moved to outdoor painting. Her specialty would be the theme of mothers and children in everyday life — reading, watching ducks on a pond, and bathing dirty little feet. (See *The Bath*.) She captured the universal bond of mothers and children that transcends any time period. One of my personal favorites is titled *Children Playing on the Beach* (1884), which, apart from nineteenth-century clothing, could be a scene from any given day by the seashore.

Mary Cassatt did not stay a pure Impressionist. After her final shows in Europe, she experimented with other techniques and pastels. She did, however, stay true to the tender theme of mothers and children, as seen in *The Child's Caress* (1890) and *Breakfast in Bed* (1897). Back in the United States, she helped collectors and colleagues to further the arts. In her old age, she struggled with numerous diseases and nearly went blind. This forced her to stop painting by 1914. But do you think that stopped this ambitious woman? It didn't. In her later years, Mary Cassatt fought for women's suffrage in the United States. Having been a woman of unique success for her time, it seems only fitting that Mary supported the rights of women. At the age of 82, Mary Cassatt died in France in 1926, the same year that Monet died.

In my opinion, all four of our Impressionists, and those I didn't have time to cover, left a beautiful mark in time with their passion for painting real life.

Lesson 42

1876, 1877

Charles Eastman (Ohiyesa) and Chief Joseph

In 1876, 18-year-old **Charles Alexander Eastman** boarded a train to travel to a college in Wisconsin. The unusual part of this story is that Charles Eastman was a Native American of mixed descent, born in a buffalo-hide teepee, and raised under the name **Ohiyesa** (Oh-EE yay-suh). Straddled between a Native American upbringing and a classical education in medicine, Charles truly (and tragically) experienced in his lifetime both sides of the “American” way

of life. Living about the same time as Charles was **Chief Joseph**, the famed leader of the **Nez Perce** (Nez PURSE) who fought bravely to save his people. Chief Joseph has been remembered by Indians and non-Indians as one of the greatest Native Americans who ever lived. I'm looking forward to sharing with you the story of these two extraordinary men.

The Youth of Ohiyesa

Ohiyesa was born near Redwood Falls, Minnesota, the fifth child of a Dakota family (the Dakota, or Lakota, are also called the **Sioux Indians**). Ohiyesa's mother was part Dakota and part white. Unfortunately, she died in giving him life. Four years later, Ohiyesa's father was presumed dead after a bloody battle between white Americans and Dakota Indians. So Ohiyesa's paternal grandmother, his uncle, and his cousins lovingly adopted him as one of their own and fled to Canada for safety among other Dakota Indians.

Like most Dakota boys, Ohiyesa learned from the mother figure in his life to be quiet, generous, spiritual, self-controlled, and respectful of elders. From his uncle he learned to hunt, swim, wrestle, ride ponies, and emulate the warrior heroes of the Dakota. From his friends and cousins, he learned to laugh, play, and make "war upon bees" just for fun.

As was the tradition of most **Plains Indians**, the Dakota were a close-knit people. Their women were devout, restrained, and managers of the family teepee. A Dakota maiden was valued for her modesty, industry, and care for those in need. (Few went with unmet needs among the Indians because they always took care of each other.) Dakota wives were expected to be as brave as their husbands, as well as the spiritual leaders of their children. It was the mother, or the grandmother in the case of Ohiyesa, who awakened the senses of the child to the natural world around them. Every quiet walk in the woods or trip to a stream was deemed a teaching moment. Reverence for the "Great Mystery" of God was a way of life for the Dakota. There were no known atheists among them.

Dakota men deeply valued their family, their fellow warriors, and their elders. Politically, they ran their affairs as a pure democracy, as did most American Indian tribes. Council meetings were held to allow for long, rhythmic speeches from all members, but the words of the elderly were most revered. Being nothing like the Impressionists of our last lesson, the Dakota would not attempt to paint scenes of nature! They believed that the creation of the "Great Maker" was far too beautiful to capture on a canvas. For the simple love of life, the Dakota danced, made music, and played a sport similar to lacrosse.



Sioux women were traditionally responsible for cooking, caring for children, and preparing animal hides for clothing and shelter. In addition, Sioux women mastered the art of porcupine quillwork and beaded embroidery.

Getting back to Ohiyesa, he would say he had the greatest childhood a boy could wish for with an abundance of love and an unbridled freedom to explore. His only darkness was the presumed murder of his father in 1862. Ohiyesa grew up assuming that he would one day avenge the loss of his father and the attack on his people. His warrior uncle would teach him to greatly resent the white man.

Knowing this, I suppose one of the strangest moments in the life of young Ohiyesa was the day his father came home — dressed in the clothes of a white man! Presumed dead for nine years, Ohiyesa's father returned to find his children. Apparently, he and several other Dakota were spared death in a battle against white settlers and kept alive as prisoners of war under the orders of Abraham Lincoln. While in captivity, Ohiyesa's father was exposed to Western teachings and to the Gospel of Christ. In hearing the Good News, he chose to become a Christian.

Having learned to fear and appreciate an entirely different culture, Ohiyesa's father believed the Dakota would thrive best if they fully embraced the ways of the white man. He insisted that Ohiyesa, then 15, go to boarding school in Nebraska and adopt the name Charles Alexander Eastman. Out of respect for his father, Ohiyesa obeyed. His siblings also changed their Indian names to the common Bible names of John, David, James, and Mary. (John would later become a Christian minister.)

After three years of boarding school, Charles Eastman showed he was a brilliant student. That is when he chose to attend Beloit College in Wisconsin, as mentioned in our first paragraph, and boarded a "loud monster" train to get there. In attending a liberal arts college, a strange new world opened up to Charles. He started college the same year that Alex-

ander Graham Bell invented the telephone. The sights, smells, and sounds of the town and the bustling campus were all completely new to his senses. In memory of his father, Charles embraced every novel experience and studied hard in college. He also adopted his father's Christian faith.

Charles would say of his education at Beloit:

It was here and now that my eyes were opened intelligently to the greatness of Christian civilization. . . . I saw it as the development of every natural resource; the broad brotherhood of mankind; the blending of all languages and the gathering of all races under one religious faith.⁶

Ironically, it was only three months before Charles went to Beloit that **General George A. Custer** was dramatically defeated by Dakota and Cheyenne Indians. At the **Battle of Little Bighorn** — remembered by Americans as "Custer's Last Stand" — General Custer and his entire cavalry were slain and dismembered by **Chief Sitting Bull**



Out of respect for his father, Ohiyesa changed his name to Charles, attended an English-speaking boarding school, and graduated from Beloit College. While in college, he also embraced his father's Christian faith.

and other Indian warriors in 1876. This conflict would haunt Charles Eastman for some time because his uncles were on the *winning* side of that historic battle! Historians still debate what exactly “went wrong” under Custer, who was loved by some as a hero of the Civil War and hated by others for his arrogance. Regardless, the Battle of Little Bighorn would spur greater distrust of Indians who lived among whites, which is exactly what Charles Eastman was doing. (Remember, his father encouraged him to adopt the ways of the white man.)

Because of his good character, Charles Eastman slowly overcame racial tensions at Beloit College and contributed greatly to the athletic program. (He was captain of the football team and held the school record in long-distance running.) With scholarship money, he moved on to attend **Knox College**, graduate from **Dartmouth College**, and receive a medical degree from **Boston University**! Do you find that rather amazing? It was. Charles Eastman was extraordinary. He was also loved by his classmates, the students of Boston University, who voted for Charles to give a speech at graduation.

Trials and Heartache

Unfortunately for Charles Eastman, his brilliance was not going to help his people as much as he desired. When he returned to the Dakota, as a doctor among them, he found that even with medicine, his people were dying from disease brought to America by Europeans. Contact with white Americans was inevitable for the Indians at this point because the United States was “negotiating” with the Dakota to adopt reservation life. The U.S. government pushed the terms in order to build a railroad that would stretch from one coast to another. In order to lay the track, and in an effort to spur the Indians toward farming and settling, the U.S. government authorized the killing of thousands of American bison, commonly known as buffalo. As a result, men like William Frederick “Buffalo Bill” Cody competed with each other in shooting large numbers of buffalo in short periods of time. (Buffalo Bill claimed to have killed 4,282 buffalo in 18 months!)⁷ The staggering loss of the buffalo weakened the Indians and increased their susceptibility to disease.

Even worse, Charles Eastman was appointed a government doctor to the Dakota just before the **Wounded Knee Massacre** in 1890, a horrible event in South Dakota during which 200 Dakota Indians (men, women, and children) were shot to death by soldiers!⁸ Why were they shot? It’s difficult to determine the details, but U.S. authorities feared a spiritual uprising called the “Ghost Dance” and claimed to respond to shots fired first by the Dakota. Regardless of who started the clash, a great number of Charles Eastman’s people were dead, and he would never be the same. He would be among many who dug into the snow to recover the bodies of the dead and wounded. Eastman wrote:

It took all of my nerve to keep my composure in the face of this spectacle, and of the excitement and grief of my Indian companions, nearly every one of whom was crying aloud or singing his death song.⁹



Charles Eastman was appointed a government doctor to the Dakota Indians just before the Wounded Knee Massacre, where 200 Dakota lost their lives at the hands of U.S. soldiers.

Still holding on to two worlds, Charles Eastman married a compassionate white woman named **Elaine Goodale** who shared his vision of improving relations between whites and the Dakota. Charles retired from medicine and worked for the government, with the government, and against the government for the sake of his people. He met with Congress and befriended senators to help draft bill after bill that might protect the Dakota. After all his efforts, the Dakota refused to sign anything on paper with the United States! They had been lied to, betrayed, and shot at one too many times.

The U.S. government eventually drove the Dakota onto reservations. With the offer of food rations, the United States usurped the

dignity of the Indians and diluted their way of life. White authorities believed it was “fair” to offer each Dakota family 160 acres and to insist that they sell the rest of their land to white settlers. What they didn’t realize was that these Indian families couldn’t or wouldn’t flourish in isolation. The Plains Indians weren’t farmers, they were hunters! They needed to stay together and follow the herds of buffalo that freely roamed the Great Plains. Confinement to solitary plots of acres was genocide waiting to happen.

Greatly disheartened by all of this and more, Charles Eastman gave up on politics after at least 20 years of struggling with Washington, D.C. (He served President Theodore Roosevelt, President Calvin Coolidge, and the **Bureau of Indian Affairs**.) Between 1894 and 1897, Eastman poured efforts into starting 30 to 40 Indian chapters of the **YMCA** across America and traveled abroad as a speaker. He certainly had much to share! Charles was invited in 1910 to help found the **Boy Scouts of America** and the **Camp Fire Girls** to teach good character and skills for outdoor living. (I was a Camp Fire Girl *and* a Girl Scout! I liked them both.)

In my opinion, Charles Eastman was uniquely qualified to tell the great tales of his people to the white Americans who educated him. For the sake of his six children, and with the help of his wife, he wrote 11 books about his unique experience in the middle of two conflicting worlds. His most famous works are *Indian Boyhood* (1902), *The Soul of the Indian* (1911), and *From the Deep Woods to Civilization* (1916). (They are wonderful to read!)

For the benefit of all Americans, Indian and non-Indian, Eastman also wrote *Indian Heroes and Great Chieftains* (1918). In his words:

Every age, every race, has its leaders and heroes. There were over sixty distinct tribes of Indians on this continent, each of which boasted its notable men. The names and deeds of some of these men will live in American history, yet in the true sense they are unknown, because misunderstood. I should like to present some of the greatest chiefs of modern times in the light of the native character and ideals, believing that the American people will gladly do them tardy justice.¹⁰

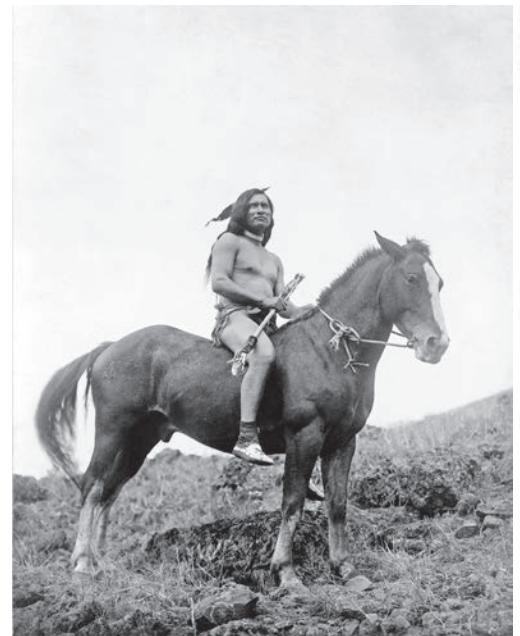
As a sad ending to this story, Charles and his wife separated in their later years. According to their friends and family, Charles and Elaine had very different ideas for the American Indians. Elaine wished the Indians would fully adopt white ways. Charles changed his views over time and hoped for the coexistence of both cultures (he loved them both). Cherishing his heritage, Charles retired to a solitary cabin on the shore of Lake Huron and returned to wearing traditional Dakota clothes. When searching the Internet for pictures, you will find Charles Eastman dressed in European suits as well as in full Indian gear with a large feathered headpiece. As if Eastman had taken a long journey to “civilization” and back, the Indian-looking photos were taken when he was old. He died in 1939 at 80 and was laid to rest in Detroit. As an unsung hero, his grave was not marked until 1984.

Chief Joseph

Like Charles Eastman, Chief Joseph attended a mission school in his youth. But unlike Charles, Chief Joseph never adapted to white culture. He remained a pure Indian all his days and was a well-loved leader of the **Wallamwatin** band of the **Chutepalu** (SHOOT paul yu). We know them better as the Nez Perce, a nickname given them by the French that means “pierced nose.” (In French, it was Nez Percé — pronounced Nay Pur SAY — but modern usage has generally discarded the accent.) The Nez Perce didn’t actually pierce their noses, but they sometimes wore shells in their noses as decorations. So the name stuck for these Plateau Indians who lived in the forests and plains of Idaho, Oregon, and Washington. (Joseph was actually born in Oregon.)

The story of the Nez Perce goes roughly like this: In and around 1805, the first known white men met the Nez Perce. They were Meriwether Lewis and William Clark, whom you met in Lesson 14. Their encounter was a peaceful one, and many presents were exchanged between them. But as time went by, white settlers began to encroach upon the lands of the Nez Perce. In the 1850s, the United States asked the Nez Perce to sign a treaty that would greatly reduce their land but give them sovereignty over what they possessed. To this day, it is unclear if the Nez Perce ever agreed to this treaty — but one thing is for sure — in 1860, gold was discovered in Nez Perce territory and white settlers went crazy with greed.

After the discovery of gold, the U.S. government asked for 90 percent more of the Nez Perce lands and insisted that the Indians relocate to a reservation in Idaho! The father of Chief Joseph (also named Joseph) refused to sign the land away or move from his Oregon homeland. On his deathbed, the older Joseph



While Chief Joseph hoped to lead the Nez Perce to freedom in Canada, his young, angry warriors chose to fight for their homeland instead. As a result, U.S. forces pursued the Nez Perce without sympathy toward their demise.

asked his son never to abandon the land or the place where the older Joseph was soon to be buried. For you see, to the Nez Perce, the burial ground of one's ancestors is sacred. According



Ultimately, Chief Joseph found it impossible to defend his Oregon homeland against the U.S. government. Years after failing to lead his people to Canada, Chief Joseph died on an Indian reservation in Washington state, miles from the grave of his father.

Chief Joseph and the 800 Nez Perce who were with him. Only 200 of these Indian refugees were warriors. The rest were women, children, and the elderly.

to young Joseph, his father said, "My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and mother."¹¹

Young Joseph, who became Chief Joseph upon his father's death, agreed to defend his Oregon homeland but found he could *not* stand up to the unceasing demands of the U.S. government. Two things began to happen in and around 1877. First, Chief Joseph, who opposed war, planned the escape of his people to Canada. But second, even as they fled, angry young warriors of the Nez Perce planned for war. Warriors and chiefs, such as **Ollikut, Rainbow, Five Wounds, and Looking Glass**, unleashed their fury and attacked white settlers. All got very ugly. To the United States, the attack of the Nez Perce was a declaration of war. And so, U.S. troops under **General Oliver Howard** pursued

The Flight of the Nez Perce

The flight and pursuit of Chief Joseph was historic on many levels. Militarily, Chief Joseph proved to be a genius and has been nicknamed the Napoleon of all Indians for the way he outmaneuvered the troops that pursued him. Physically, Joseph and his people were stretched beyond capacity, traveling with their aged and their young more than 1,000 miles through Idaho, Oregon, Montana, Wyoming, and much of what is Yellowstone National Park today. Emotionally, Joseph's trip could not have been more heartrending as he *was* going against his father's dying wishes and moving away from the place of his father's grave.

According to Chief Joseph, he fled only to prevent bloodshed — not just the blood of his people, but that of the whites as well! As he put it, "I said in my heart that, rather than have war, I would give up my country. I would give up my father's grave. I would give up everything rather than have the blood of white men upon the hands of my people."¹²

As for the war, he blamed his young warriors for their impertinence, but he also said this on their behalf:

I know that my young men did a great wrong, but I ask, "Who was first to blame?" They had been insulted a thousand times. Their fathers and brothers had been killed. Their mothers and wives had been disgraced. They had been driven to madness by whiskey sold to them by white men."¹³

You know, there are times I wish I could rewrite history. I wish I could say that the Nez Perce made it to Canada and lived happily ever after. But that's not what happened. On September 30, 1877, only 40 miles from the border of Canada and after three months on the run, the Nez Perce were stopped by 2,000 U.S. troops. The only way for the Nez Perce warriors to avoid capture would be to leave their women and children behind. They wouldn't. Their hearts would not allow for that, and so the Nez Perce, already hungry and freezing, gave up their flight to freedom and surrendered on October 5. Chief Joseph said, "My heart is sick and sad. From where the sun now stands, I will fight no more forever."¹⁴

The United States promised the Nez Perce safe passage back to Oregon but instead, rerouted them on trains to spend eight months in prison camps at Fort Leavenworth in Kansas. The Nez Perce were then moved to spend the next 10 years on a diseased reservation in Oklahoma and later relocated to a reservation in Idaho. The unjust treatment they received is, in my opinion, one of the darkest stains in America's past.

In his later years, Chief Joseph met up with none other than Charles Alexander Eastman. Can you imagine what these two legendary Indians had to talk about? Charles helped Chief Joseph write petitions to the U.S. government, and he helped document the story of the Nez Perce. Chief Joseph, whose moving speeches have been preserved to this day, has gone down in history as a wise, gentle, intelligent, and unwavering American Indian. He spent his last years on a reservation in Washington state that was still far from his homeland and the burial place of his father. A physician said at the passing of Chief Joseph that he died of a broken heart.

The Assassination of Anwar Sadat

Since the formation of Israel in 1948, the Middle East has been in a state of turmoil. Whether this conflict is viewed as political, the fulfillment of prophecy, or a combination of both, tension in the Middle East runs deep and wide. As a tragic example, we will look today at the assassination of **Anwar Sadat** (AHN wahr Suh DAHT), the president of Egypt, who was shot more than 30 times on **October 6, 1981**, for making peace with Israel!



Anwar Sadat was born in a small Egyptian village 40 miles north of Cairo. At the time of Anwar's birth, Egypt was a British colony, a political arrangement that many Egyptians resented.

Anwar Sadat was born in 1918 in a poor village along the Nile River. His family's busy household of 13 children was located 40 miles north of Cairo, the largest city in Egypt and the capital. His father was a clerk at a military hospital. His mother was part Sudanese. (Her ethnicity gave Anwar his distinctive skin color, which was darker than the skin of most Egyptians.) At the time of Anwar's birth, Egypt was a British colony. In his youth, Anwar heard stories of how Mohandas Gandhi peacefully led India out from under British control. He wondered if his Egyptian homeland, rich in the history of pharaohs and pyramids, would ever see the same kind of independence.

Through his childhood, Anwar Sadat was taught by a kindly Islamic cleric. At age 18, Anwar enrolled in a military academy. Upon graduation, he was transferred to a distant outpost in Sudan where he met **Gamal Abdel Nasser** (Guh MAHL AB dool NAH ser). To understand Anwar Sadat, we need to spend a little time on Gamal Nasser. (It will all tie in very soon!)

Gamal Nasser and Anwar Sadat were the same age. Having grown up in the same political climate, they had similar revolutionary ideas for setting Egypt free from British control. Nasser started the **Association of Free Officers**, a small secret society designed to overthrow the British. Sadat joined the group and was arrested and imprisoned *twice* for treason against Great Britain! (He also led a hunger strike against the British, as his hero, Gandhi, did. That landed Sadat in a military hospital, from which he subsequently escaped!)

Finally, after all the failures, the Association of Free Officers succeeded in 1952 in leading the **Egyptian Revolution**. As a result of that revolution, the British were driven out; the king of Egypt was ousted; and a new president was put in office. Gamal Nasser would, in time, serve as the *second* president of the new Egyptian Republic. As the president of Egypt, Gamal Nasser kept Anwar Sadat close by as a friend, an ally, an aide, and a vice president. (The two had come a long way from their young revolutionary days.)

Now you still may be wondering what any of this has to do with Israel and turmoil in the Middle East. I'm getting to that. President Nasser was one of several Middle Eastern Muslim leaders who deeply despised and deeply resented the formation of Israel. For example, Nasser said in 1967, "We will not accept any . . . coexistence with Israel. . . . Today the issue is not the establishment of peace between the Arab states and Israel. . . . The war with Israel is in effect since 1948."¹

With that threat, and many more, President Nasser proceeded to close the **Strait of Tiran** (Tih RON) to Israeli shipping on May 22, 1967. (The Strait of Tiran, at the tip of the Sinai Peninsula, connects the Gulf of Aqaba [AH kuh buh] to the Red Sea and is vital to Israel's trade and prosperity.) For crippling Israel's trade, some considered the blockade of the Strait of Tiran an act of war! In addition to this, Nasser and the leader of Syria mobilized thousands of troops along the borders of Israel.

Israel saw inevitable bloodshed coming its way. To protect itself and survive, Israel attacked Egypt *and* Syria in what has been called the **Six-Day War** (fought June 5 to June 10, 1967). Much to the surprise and embarrassment of President Nasser, the Egyptian



After Egyptian President Nasser closed the Strait of Tiran, Israel attacked Egypt and Syria in the Six-Day War, fought June 5–10, 1967. This photo shows an Egyptian gun at the Strait of Tiran that was captured by Israeli forces.

air force was caught off guard at the time of the attack and essentially wiped out. In victory against Egypt, Israel gained the **Sinai Peninsula** and secured the Strait of Tiran. In a successful assault against Syria, Israel took **East Jerusalem**, the **West Bank**, and the **Golan Heights** — three heavily disputed territories. To Israel, the Six-Day War was a necessary victory to secure its right to exist as a state. To the Arab world, it was a humiliating setback.

This brings us now to Anwar Sadat. In 1970, he was the vice president of Egypt and next in line to rule the nation should anything happen to the president. Well, quite unexpectedly, President Nasser died of a heart attack. That thrust Anwar Sadat into a *significant* place on the stage of world history. Previously behind the scenes and in Nasser's shadow, Anwar Sadat was barely known to the rest of world. As the new president of Egypt, that changed very quickly!

Sadat as the President of Egypt

Anwar Sadat started his presidency by following the policies of Gamal Nasser. Like Nasser, he begrudged the existence of Israel. Sadat started a campaign against Israel with a request. He asked Israel to return to the borders that existed *before* the Six-Day War of 1967. Israel would *not* agree to relinquish that much territory. It was willing to give up the Sinai Peninsula, but before negotiations could take place, Sadat attacked! Yes, in 1973, Anwar Sadat led several Arab states, including Syria, in a surprise attack against Israel.

The day chosen for the attack was very intentional. It was October 6, which in that year coincided with **Yom Kippur** (or the Day of Atonement), the holiest day in the Jewish calendar. That date also fell in the month of **Ramadan**, a holy month of fasting and prayer for Muslims. So the **Fourth Arab-Israeli War**, as this attack was named, is also called the **Yom Kippur War**, the **Ramadan War**, and the **October War**. Whatever it is called today, the conflict was both a political war and a “holy war” between Muslims and Jews.

As an important side note, one of Egypt's allies was the Soviet Union. Israel found support from the United States. You know what that means? In the event the war went global, old opponents of the Cold War were pitted against each other — again! The Soviets didn't feel up to the challenge and so quickly bowed out from helping the Arabs. Disappointed and insulted, Sadat expelled 20,000 Soviet advisers from Egypt. Sadat's countrymen admired his audacity in sending the Russians packing.

The Fourth Arab-Israeli War (which again was several Arab states against Israel) was short in length, but full-blown in hostility. It lasted only 19 days, but both sides pulled out their best weapons of warfare and sacrificed thousands of troops on the battlefield. Once the fighting began, the Soviets changed their minds about bowing out and got involved by resupplying Arab forces. To counterbalance that, the United States provided Israel with air support and intelligence. United Nations forces showed up late on the scene but intervened on behalf of both sides by calling for an immediate cease-fire. With thousands having already died, both sides agreed to stop fighting.



On October 6, 1973, Anwar Sadat led Egypt and other Arab nations in a surprise attack against Israel. The date chosen for the attack was Yom Kippur (the Day of Atonement), which is the holiest day in the Jewish calendar.

In tactics and morale, Israel probably had the upper hand in the Yom Kippur War (as they would call it). As in the Six-Day War, Israelis proved to their Middle Eastern neighbors that they were a power to be reckoned with. To the Arab world, the Ramadan War (as they would call it) was both good and bad. On the positive side, it gave Sadat a boost in popularity for leading the effort against Israel and trying to take back Sinai. On the negative side, Egypt was not entirely victorious and Israel was not exactly defeated. After the dust settled, it would appear that the Arab states had been too divided to be effective, with Syria focusing on the Golan Heights and Egypt focusing on Sinai. The survival of Israel would prove to foster more hostilities from the Arab world. It also led Anwar Sadat to a change of heart toward Israel that would eventually cost him his life. Here's why.

The Camp David Accords of 1978

Shortly after the Yom Kippur invasion, Sadat gave an interview stating that he would go to Israel in person if need be to help settle the differences between Egypt and Israel. Shocked and encouraged by this gesture, the Israelis took him up on it and arranged for a meeting in Jerusalem between Anwar Sadat and Israel's Prime Minister, **Menachem Begin** (Meh KNOCK'HM BAY geen). (You might remember Begin from Lesson 64. He was one of the first leaders of the Zionist movement.) The November 20, 1977, meeting between Sadat and Begin was historic: Anwar Sadat was the first Arab leader to visit Israel on friendly terms.

When Anwar Sadat addressed the parliament of Israel, he did so with extraordinary grace and eloquence. He said:

I come to you today on solid ground to shape a new life and to establish peace. We all love this land, the land of God, we all, Moslems, Christians and Jews, all worship God. . . . Any life that is lost in war is a human life, be it that of an Arab or an Israeli. A wife who becomes a widow is a human being entitled to a happy family life, whether she be an Arab or an Israeli. Innocent children who are deprived of the care and compassion of their parents are ours. They are ours, be they living on Arab or Israeli land. They command our full responsibility to afford them a comfortable life today and tomorrow. For the sake of them all, for the sake of the lives of all our sons and brothers, for the sake of affording our communities the opportunity to work for the progress and happiness of man, feeling secure and with the right to a dignified life, for the generations to come, for a smile on the face of every child born in our land, for all that I have taken my decision to come to you, despite all the hazards, to deliver my address.²

Sadat's address proceeded to outline a means to peace in the Middle East based on justice and mutual respect. He added, "No one can build his happiness at the expense of the misery of others."³ Sadat's visit to Israel led to more visits, but these would take place at **Camp David**,



Following historic meetings at Camp David, Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin stand side by side to publicly acknowledge their terms of peace.

a military/presidential retreat located 60 miles from Washington, D.C. Hosting the event was U.S. President Jimmy Carter. (This was about a year before the American hostage crisis with Iran.) After 13 days of intense meetings, Anwar Sadat and Menachem Begin signed a rough-draft peace treaty, called the **Camp David Accords**, on September 17, 1978. (The full treaty was signed in 1979.)

One of many significant elements to the treaty was Israel's act of returning the Sinai Peninsula to Egypt. Egypt agreed to keep the region a "demilitarized" zone. For their mutual agreement to the Camp David Accords, both Sadat and Begin received the **Nobel Peace Prize** in 1978. Needless to say, the entire event was unprecedented!

The signing of the Camp David Accords was, in fact, so big that it rocked the Arab world. While many Egyptians claimed to support the peace treaty, and many were glad to gain back the Sinai Peninsula, others felt betrayed by Anwar Sadat. You see, Sadat had changed and softened in many ways since becoming the president of Egypt. For one, he visited the United States to earn favor with the West. Second, he invited Billy Graham to Egypt for a Christian evangelistic rally. (That was surprising!) Third, he visited the Vatican and invited the pope to Cairo. And fourth, he offered refuge to the shah of Iran, a Shiite, when the shah was on his deathbed. All of this was pretty unusual behavior for a Sunni Muslim leader in the heart of the Middle East, which leads us to the tragedy of the story.

The Assassination of Anwar Sadat

On October 6, 1981, Egypt was remembering and celebrating the previous invasion of Israel on Yom Kippur with parades and fanfare. Sitting in the front row of the parade's grandstand was Anwar Sadat. While jets flew in formation overhead, a vehicle stopped in front of the president. Armed gunmen jumped out of the vehicle and opened fire on the unsuspecting crowd in the grandstand. President Sadat was shot 37 times. The scene was one of complete chaos. Eleven died and 28 were wounded. In the mad shuffle, **Vice President Hosni Mubarak** was escorted to safety.

A group named the **Muslim Brotherhood** took responsibility for the assassination of Anwar Sadat. Some of the gunmen were killed that day while others were arrested. Unlike the assassination of John F. Kennedy, there was no mystery behind this murder! Members of the Muslim Brotherhood were publicly avenging what they believed to be betrayal by their own president. Anwar Sadat had dared to make friends with Israel — and paid for it with his life. (The Muslim Brotherhood, founded in 1928, claims to be a peaceful political group seeking only to unify Muslims under Sharia law. As with the assassination of Sadat, their actions are not peaceful!)

After the death of Sadat, Vice President Mubarak declared Egypt to be in a state of emergency. Unfortunately, he kept it that way for 30 years! On paper, Mubarak served as the president of Egypt, but in action, he was a dictator. He established a one-party government that served him and him alone. Egyptians compared his authoritarian regime to those of the ancient pharaohs.



Over a million Egyptians gathered at Tahrir Square in Cairo from January 25 to February 11, 2011, to demand the resignation of President Hosni Mubarak, who held his position for 30 years after the assassination of Anwar Sadat.

After years of oppression, the Egyptians turned against Mubarak. Starting in January of 2011, thousands of Egyptians gathered in Cairo in a peaceful protest demanding the resignation of their president. Never before in the history of Egypt had such a thing occurred! Within weeks, the voice of the people was heard and Mubarak stepped down from power. At present, a new government is under construction with many groups jockeying for power, including the Muslim Brotherhood. Should they take control of Egypt, Israel will be threatened again, as the Israelis are still not welcome in the Middle East. The world waits, on a nervous edge, for the future of the Middle East to unfold.

I will end this lesson with the words of Anwar Sadat. At one of his last interviews, a reporter asked him, "If you had only three wishes, what would they be?" He answered with sincerity, "One, peace in the Middle East. Two, peace in the Middle East. Three, peace in the Middle East."⁴

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

ew could have predicted the **end of the Cold War**. It didn't come about overnight. Nor was it the result of a single event. The story, however, is fascinating, and it all started with **Mikhail Gorbachev** (Mih KALE GORE buh chawf), the head of the Soviet Union. His "new-thinking" politics started a chain of events to end the Cold War that included the **fall of the Berlin Wall** on **November 9, 1989**. Yes, the daunting wall of Berlin that separated the East from the West was literally chiseled and chipped away to reveal a new era in history.

Our story begins in 1985 when Mikhail Gorbachev was appointed general secretary of the Soviet Union. Mikhail, easily recognized by a birthmark on his forehead, had come from poor, humble means and by his intelligence, had worked his way up the chain of command in the U.S.S.R. (Just so you know, I will use the terms *Soviet Union* and *U.S.S.R* interchangeably.) When assigned the role of general secretary at age 54, Gorbachev was the youngest man ever to serve in that prestigious position. I say prestigious because the Soviet Union was at that time — by size alone — one of the largest nations in history.

Now, as you know from previous lessons, the superpowers of the Soviet Union and the United States were gridlocked after World War II in Cold War policies and propaganda. As an example of Cold War propaganda, **U.S. President Ronald Reagan** said in a speech in 1982 that the U.S.S.R. was an "evil empire." Because of the atheistic side of Communism, Reagan believed what he said and would spend years trying to dismantle Soviet Communism. In fact, in four famous words in a speech in Berlin, Reagan directly challenged Mikhail Gorbachev in 1987 to "tear down this wall!" for the sake of "peace" and "prosperity."⁵

Well, Mikhail Gorbachev, through the policies he put in place, started the slow process of breaking down Soviet Communism. Thinking differently than his hardcore predecessors, Gorbachev recognized that, economically, Communism was failing in the U.S.S.R. In order to make improvements, the Soviet Union needed a *political* overhaul. With that mindset, Gorbachev introduced



Assuming the position of general secretary in 1985, Mikhail Gorbachev was the eighth leader of the Soviet Union since it was founded under Vladimir Lenin in 1922.

new ideas to the Soviet congress in 1986. One idea was the policy of *glasnost* (GLAZZ nost), which means “openness.” A second idea was *perestroika* (pair uh STROI kuh), which means “restructuring.” There were more ideas, but these two alone would greatly change the mindset of the Soviet people!

You see, the policy of glasnost gave the Soviet people a sense of having new rights. Take the freedom of speech, for example. Under glasnost, Soviets were allowed for the first time in decades to openly discuss and debate the Soviet system — without fear of being sent to a Gulag! The policy of perestroika challenged the existing structure of the government. Through economic reform, it offered new ways to run the U.S.S.R. By combining policies, Gorbachev proposed changes in elections; reformed cooperatives; opened international trade; and reversed the laws that had previously forbidden private industry and private ownership of businesses. Did you catch that last part? The Soviets had not known private industry since 1922 when Vladimir Lenin brought Marxism to Russia and formed the Soviet Union. Yes, my friends, when Gorbachev loosened the tight grip of Communism, it was a new day in the U.S.S.R! In admiration and affection, many nicknamed the Soviet leader “Gorby.”

Freeing the Satellite States of the Soviet Union

Let’s move now to the satellite states of the Soviet Union and how they responded to the welcome, but unexpected, changes in Soviet policy. To do this, let me first review who and what the satellite states were. (It’s been awhile since we covered them.)

When Adolf Hitler expanded the Nazi empire in Eastern Europe back in 1939 and 1940, he absorbed the small nations of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, and Romania.⁶ Well, when Hitler committed suicide and the Nazi regime collapsed, these nations were more or less orphaned! To solve that problem, the Soviet Union adopted these nations as “satellite states” and placed them under the Warsaw Pact. (I covered this in Lesson 63.)

When Germany was divided into the East and the West, the Soviet Union added East Germany as a satellite state and placed it under the Warsaw Pact as well. These seven satellite states were never *completely* part of the U.S.S.R., but they were occupied by the Soviet Red Army, forced to comply with the totalitarian policies of the Soviet Union, and muscled into becoming Communist regimes. The satellite states also provided the Soviet Union with valuable access to the Baltic Sea (through East Germany and Poland), the Adriatic Sea (through Albania), and the Black Sea (through Bulgaria and Romania). (For clarity, see the map of the satellite states in Lesson 63.)

Getting back to Mikhail Gorbachev: I told you he was trying to improve the economy of the Soviet Union, right? Well, one way to do so was to set the satellite states free — they *had* become an enormous financial drain to the Soviets. Promoting the policies of glasnost and perestroika, Gorbachev cut the satellite states loose in the late 1980s — allowing them to openly discuss politics and restructure their governments as they desired. It was a new day in Eastern Europe! Let’s look now at their stories of independence.

The first two satellite states to restructure were *Poland* (in September 1989) and *Hungary* (in October of the same year). Building up to the events, the people of both countries demanded that Communist Party leaders join their respective countrymen in “Round Table” talks. That sounds like glasnost, or openness, doesn’t it? In the spirit of perestroika, the Poles and Hungarians also demanded the right to form new political parties that could compete with the Communist Party.



Spanning the Danube River, the Széchenyi Chain Bridge is one of the most beautiful landmarks in Budapest, Hungary. Long cherished as a symbol of advancement, the bridge was a gathering place for protesters in 1989.

To be more specific, as far back as 1980, Polish leaders formed a new trade union federation called **Solidarity**. Designed to advance workers' rights and promote social change *without violence*, Solidarity soared in membership to include 9.5 million Poles by 1981. That was about a third of the working population!

Solidarity used nonviolent civil resistance to break up the monopoly of the Polish Communist Party. Progress didn't come easily. The Communist government tried to stop

the Solidarity movement by ushering in martial law. But the popular movement survived, with the help and support of the Roman Catholic Church and financial support from the U.S. government. By 1989, Solidarity leaders had achieved semi-free elections. In 1990, **Lech Walesa** (LECK Vuh WHEN suh) became Poland's first non-Communist president elected



This mural honors Jerzy Popiełuszko, a Catholic priest and a popular figure of the Polish Solidarity movement, who was assassinated in 1984 for his anti-Communist views.

by popular vote. What a day for Poland, which had been annexed and divided by outsiders numerous times in history!

Tearing Down the Berlin Wall

The satellite state that probably gained the most worldwide attention in achieving its freedom from Soviet control was **East Germany**. I say that because Germans tore down the Berlin Wall — with their bare hands — to break the shackles of Communism and cast their vote for independence! To fully appreciate this story, let me refresh you on how and when the wall went up to begin with.

At the end of World War II, the Big Three (the Soviet Union, United States, and Great Britain) met at Potsdam to decide what to do with the wrecked and ruined country of Germany. As you may remember, the superpowers decided to divide Germany into the East and the West, and divide the city of Berlin in the same manner. The West was governed as a free society; the East was placed under Soviet Communism.

The Soviets quickly learned that their East German residents were fleeing to the West by the tens of thousands. The only way to contain the situation was to wall in the people, literally. The Berlin Wall started as barbed-wire fencing through the middle of the city — first put up in the dark of night — and ended with concrete walls standing 12 feet high. Patrolled by armed guards day and night, the wall went through many changes and repairs over the decades, but it stood strong. Those who dared to climb it, go around it, or try to break through it were shot or imprisoned. Three guarded checkpoints monitored the coming and going of officials who occasionally crossed between the East and the West.

Following the first three letters of the alphabet, Westerners nicknamed these checkpoints **Alpha**, **Bravo**, and **Charlie**. **Checkpoint Charlie** was the most famous and was frequently depicted in the movies as the place where spies smuggled their secrets back and forth through the system.

Getting back to the collapse of the wall: When East Germans learned that the border they shared with Austria was opening up under new policies, they fled East Germany by the thousands, seeking asylum at West German embassies and looking for access to the West. The crowds overwhelmed the border guards who simply weren't prepared for the chaos. To calm the riotous situation, East German authorities announced there would be new, less restrictive travel laws to the West. When the news media got hold of this information, they implied that the new laws were effective — immediately!

This was not exactly what authorities had in mind; they wanted to require visas to cross the border. When word hit the streets that the border was “open,” it was too late to reel in the crowds and line up travel visas! Up to a *million* East Berliners made their way to the Berlin Wall on the frigid night of November 9, 1989. The initial masses pressed toward the gates, marched past the border guards (who gave up on trying to stop them), and walked or drove cars to reach their freedom. As the gates were quickly clogged, East Berliners took to assaulting the wall itself with protest sticks, hammers, shovels, drills, and fingers numbed by the cold. These brave souls broke through the wall, climbed the wall, and poured over the wall.

Surprising to all, East Berliners were not arrested for their actions, nor were they shot. Like pent-up water bursting through a freshly carved channel, this new path of freedom could not be contained. Cameras came out; musicians arrived; dancing broke out; radios blasted; and nearly everyone was cheering and crying. In the mob scene, a few were arrested. A few were injured. But it was futile to try to stop what had begun.



Starting on November 9, 1989, East Berliners overwhelmed guards at the Berlin Wall and fought their way en masse across the infamous concrete barrier.



This photo, taken on November 14, 1989, shows the sunset silhouettes of East German policemen standing on top of the Berlin Wall just days after it began to crumble, both structurally and politically.

West Berliners, on the other side of the wall, cheered their fellow Germans on. In a spirit of celebration, Westerners offered money to the fresh arrivals and kept local stores open through the night to accommodate the new sense of freedom being tasted at the border and on the streets. Of course, there were news teams with satellite dishes in place to broadcast the event to all parts of the world. Few stayed dry-eyed as they watched hundreds of thousands of families, friends, and countrymen embrace and reunite after years of separation. Curious tourists descended upon Germany from all over the globe, grabbing souvenir pieces of the crumbling wall.

On October 3, 1990, East German officials had little choice but to officially reunite the once-divided country of Germany. When this happened, most people spoke of the Cold War as if it were over. I suppose it felt that way because the Berlin Wall was the most visible sign of the Iron Curtain that had long separated opposing worldviews. Unofficially, most agree that the collapse of the wall *did* mark the end of the Cold War era. But more would take place in the Soviet Union before the war could be declared over. We're not there yet, though. I'll address that in a couple of lessons.

The Final States Set Free

Following the examples of Poland, Hungary, and East Germany, the people of **Bulgaria** demanded the right to form new political parties in December 1989. They succeeded. Bulgaria adopted a new constitution in 1991 that defined the nation as a "parliamentary republic" with an elected president and a prime minister.

Now please keep in mind that in the 1950s, '60s, and '70s, there had been many revolts against Communism in the satellite states. But as long as these states were under the shadow of the Soviet Union, those revolts ended in bloodshed! By size alone, the small states like Bulgaria couldn't begin to stand up to the Soviets. Having been set free by Gorbachev in the late 1980s, all four countries mentioned so far — and their "peaceful revolutions" — were extraordinary. Now, since there were *seven* satellite states set free, I have three more to cover. Stay with me here because these last stories of revolution are some of the most dramatic.

By most accounts, the satellite state of **Romania** suffered more under oppression than the other states. Sadly for its people, Romania fell under the leadership of a vain, conceited Communist leader and his wife named **Nicolae and Elena Ceausescu** (Nee kaw LIE *and*

El LAY nuh Chow SHES koo). (For easier reading, I will use their first names.) Nicolae first rose to power in 1965 as a rather moderate leader. He appeared to think and act very independently from his Soviet overseers and was, in fact, hailed as a “good guy” by many in the West. Nicolae was one of the few satellite state leaders to have open conversations with Israel, the United States, and West Germany.

However, the longer Nicolae stayed in office, the more caught up he became with his own personality. Having visited Kim Il-sung in North Korea and Mao Zedong in China, Nicolae began to pattern himself after these dominating leaders and leave the ideas of the West behind. Before long, nobody liked him. Mikhail Gorbachev referred to him as the “Romanian führer”; the United States didn’t trust him; and the Romanian people feared him. As Nicolae grew in power and wealth, Elena grew her wardrobe! While the poor grew poorer around her from failing Communist policies, she accumulated fur coats, hundreds of dresses, and diamond-studded, high-heeled shoes. She also saw to the building of an enormous palace with all kinds of luxuries for herself and her husband.

Ironically, one of Nicolae’s goals was to reduce Romania’s foreign debt. With little respect for or from the outside world, Nicolae wanted to be free of owing anyone anything. Unfortunately, to clear their nation’s debt, the people of Romania would suffer food rations, fuel shortages, long bread lines, and overall poverty. The population of orphans in Romania skyrocketed, and the resources to care for them plummeted.

As an interesting side note, it was under the dictatorship of Nicolae that a tiny Romanian gymnast named **Nadia Comaneci** (Coh muh NEECH) stole the attention of the world by winning three gold medals in the 1976 Olympics. (She scored the first perfect “10” and several more after that!) Though Nadia was allowed a public life to brighten the reputation of Romania, her private life was greatly affected by Communist policies that strictly monitored her at home and abroad. (She eventually defected!)

Well, I could go on and on about Nicolae and Elena with their expensive tastes and oppressive policies, but I think you get the picture. As you can imagine, while the walls of Communism were literally crumbling around them in nearby nations, they scrambled to stay in power. During the events of the 11-day **Romanian Revolution** that took place in December 1989, Nicolae gave a half-hearted speech to the public that spurred a hostile crowd to boo, hiss, and toss objects at him. He was forced to flee the scene for his safety. Nicolae tried another time to console his people, but an angry mob overcame his palace and burst into his chambers — only to discover that Nicolae and Elena had escaped to the roof and been airlifted by a helicopter.

After that escape, the Romanian people could not be restrained. They caught up to Nicolae and Elena, disguised in ordinary clothes, and dragged them to a short, makeshift trial on Christmas Day in 1989. With the proceedings captured on camera, the



During the events of the Romanian Revolution, Nicolae and Elena Ceausescu encountered angry, hostile crowds who were determined to overthrow their oppressive leaders.

couple was hastily tried and condemned to death. Without any hesitation, the police bound the two and marched them outside. They were shot to death within seconds. News footage of their bodies was circulated on Romanian television to the cheers of most. Needless to say, Romania restructured after that event and adopted a new constitution by November 21, 1991. The new government originally banned Communism, but it has since allowed a Communist Party to remain active along with other political parties.

As for **Czechoslovakia**, it saw its share of struggles against Communism in the 1980s, but through a slow, bloodless **Velvet Revolution**, the government improved its policies toward the people. In June 1990, Czechoslovakia hosted its first free election since Hitler had taken over. In deep appreciation for their freedom, 95 percent of the population showed up to vote! As the nation embraced its newfound freedom, it “dissolved” Czechoslovakia on December 31, 1992, and formed the **Czech Republic** the very next day.

I’ll start to wrap up now with the story of **Albania**, the last of the seven satellite states to successfully restructure. Albania had experienced a rough time during the world wars. Before the Nazis invaded, Mussolini had pushed Albania into submission. Remember him? The dictator of Italy? Since Albania had been under Mussolini, Hitler, and then the Soviets, its people were not particularly strong when Gorbachev’s policy of perestroika came along. Unable to resist their own government, Albanians stayed under a Communist leader until 1992. His name was **Ramiz Alia**.

Afraid that he would be executed like Ceausescu, Ramiz Alia allowed for *some* political reform in the late 1980s and worked on improving human rights. But eventually, his efforts were too little and too late for the Albanians. As the public grew stronger, they forced Alia to resign and put him on trial for crimes against humanity. On November 28, 1998, Albanians successfully ratified a new democratic constitution. As for Alia, he served time in prison for his crimes, was released and re-arrested, and eventually escaped from prison! Alia died in October of 2011 just prior to his 86th birthday. He died an alien in his own country as the Albanians finally moved on to self-government.

As a citizen of the free world, I wish I could say that the satellite states lived happily ever after upon achieving newfound freedom. But in truth, most of the satellite states have struggled. The Warsaw Pact was dissolved in 1991, but the economies of the former satellite states are far from recovered. Even with newly structured governments, most of the Eastern European countries have yet to prosper. Pray for the people of Eastern Europe. They suffered political and religious oppression under the Nazis and the Soviets. They suffer now from difficult economic times and political instability.

But be not *too* dismayed! This sobering reality can serve to remind us that according to the Scriptures, one day, after the Lord returns, there will be an end to mankind’s sorrows and a “healing of the nations.” I’ll end with this promise found in Revelation 22:1–3:

And he showed me a pure river of water of life, clear as crystal, proceeding from the throne of God and of the Lamb. In the middle of its street, and on either side of the river, was the tree of life, which bore twelve fruits, each tree yielding its fruit every month. The leaves of the tree were for the healing of the nations. And there shall be no more curse, but the throne of God and of the Lamb shall be in it, and His servants shall serve Him.

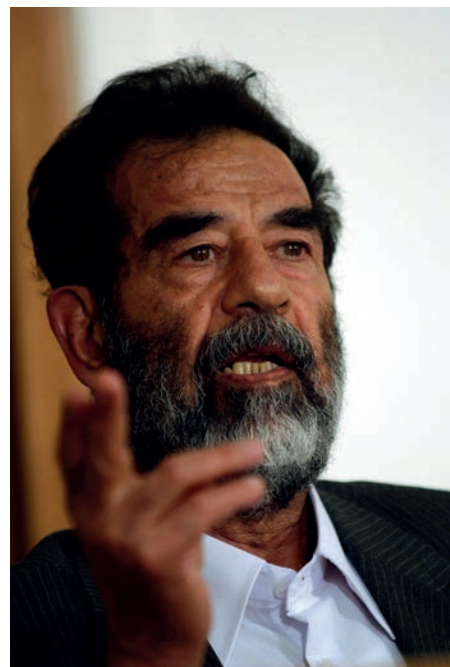
Saddam Hussein and the Persian Gulf War

There was at least one thing **Saddam Hussein** knew well — and that was the history of Mesopotamia, both ancient and medieval. For this reason, he saw himself as far more than the president of Iraq. Saddam Hussein believed he was the modern equivalent of **Nebuchadnezzar II** from Bible times and **Saladin** from the Crusades. With this lofty view of his self-worth, and an unbridled desire to lead the Arab world, Hussein invaded the small country of **Kuwait** in 1990 for its rich and valuable oil reserves. What he didn't expect to follow was the **Persian Gulf War**, led by the United States, in 1991. If you like Bible history, you'll appreciate this lesson for pulling memorable pieces of antiquity up to the twentieth century.

Saddam Hussein was born in 1937 near the village of **Tikrit** (Tih KRETE) in northern Iraq. His father disappeared from his life through death or an act of abandonment. Nobody knows for sure. His mother remarried a man who was cruel and abusive toward Saddam. Saddam ran away to live with his uncle in Baghdad and attended school for the first time at age 10. As a child, Saddam was cruel to animals and as a teenager, he was part of a violent street gang. Saddam applied to military school at age 18 but was turned down. (Though later in life Saddam would wear military apparel, he never served in the armed forces.) For a few years Saddam studied law, but his heart was in politics.

Saddam developed an interest for politics from his uncle, who was a strong Arab nationalist. To be more specific, Saddam's uncle was a member of the **Ba'ath** (BAH ahth) political party, formed in 1946. Ba'ath means "renaissance," or "resurrection." It was the goal of the Ba'ath Party, which originated in Syria, to resurrect the pride of Arabic nations of the Middle East and unite them against Western foreign influence. (Because of oil, Western powers were vying for *significant* influence in the Middle East!)

Now, just so you know, the early members of the Iraqi Ba'ath Party were Shiite Muslims. Shiites are the predominant branch of Islam found in Iraq. But over time, Sunni Muslims replaced the Shiites in the Ba'ath Party. This would complicate Iraqi politics for years to come, so remember this fact.



Saddam Hussein was born near Tikrit in northern Iraq. He later moved to Baghdad to live with his uncle, who was a member of the Ba'ath political party. Its focus was the resurrection of power in the Middle East.

Saddam Hussein, who was in fact a Sunni Muslim, joined the Ba'ath Party when he was 20. Membership in the Ba'ath Party wasn't easy! As the party fought to take control of Iraq, Hussein endured exile, imprisonment, and torture. When the Ba'ath Party finally secured power in 1968, they appointed as their president **Ahmad Hasan al-Bakr**. Now, stay with me here because Ahmad al-Bakr just happened to be the cousin of Saddam Hussein. As the president of Iraq, Ahmad al-Bakr chose Saddam Hussein to be his deputy and made him second-in-command of Iraq.

As a deputy, Saddam Hussein saw to making several improvements in Iraq. With profits from the booming oil industry, Hussein spent an enormous amount of money on welfare projects and social programs. He promoted a literacy campaign, modernized health care, and provided electricity to the masses in Iraq that didn't yet have it. These programs made him fairly popular among the Iraqi people. In addition, most of the Arab world respected Hussein for leading Iraq in a strong stand against Israel.

When the president of Iraq grew too old and feeble for politics, Hussein acted on his behalf — and no one stopped him. In fact, without a struggle for power, Hussein pushed President al-Bakr to resign in 1979. Hussein immediately filled the position as the president of Iraq and thus stepped rather easily into the annals of history.

Shortly after becoming president, Hussein began to show his “darker” side. Much like Lenin, Stalin, Hitler, and Mao, he conducted a vicious purge within his own political party. Twenty-two members of the Ba'ath Party were initially executed, and later hundreds more, to eliminate threats to Hussein and to surround him with men who wouldn't dare cross him! And let's not forget from Lesson 75 that Saddam Hussein invaded Iran in 1980 and launched the eight-year Iran-Iraq War against Ayatollah Khomeini. (The two neighboring leaders despised each other.)

Saddam Hussein's bloodthirst wasn't satisfied by the war he started in Iran. In a particularly cruel manner, he tried to eliminate the **Kurds** of northern Iraq, an ethnic group with which Hussein had an issue. You see, the Kurds (known for having large, striking eyes in numerous colors) are a non-Arab people group of 30 to 38 million who, at present, have no autonomous home of their own. The short-lived former “Kingdom of Kurdistan” was created in 1922 and disestablished in 1924 after the collapse of the Ottoman Empire in World War I. So the Kurds live instead under the governments of Turkey, Iran, Iraq, and Syria — as well as in many other nations around the world. Well, Hussein wanted to remove the large Kurdish population in Iraq!

To accomplish his goals of annihilation, Saddam Hussein's treatment of the Kurds was horrific and genocidal in nature. Starting in 1986, Hussein ordered the



The Kurds are a non-Arab people group of 30 to 38 million who presently have no autonomous homeland of their own. They live all over the world, with their largest populations being in Turkey, Iran, Iraq, and Syria.

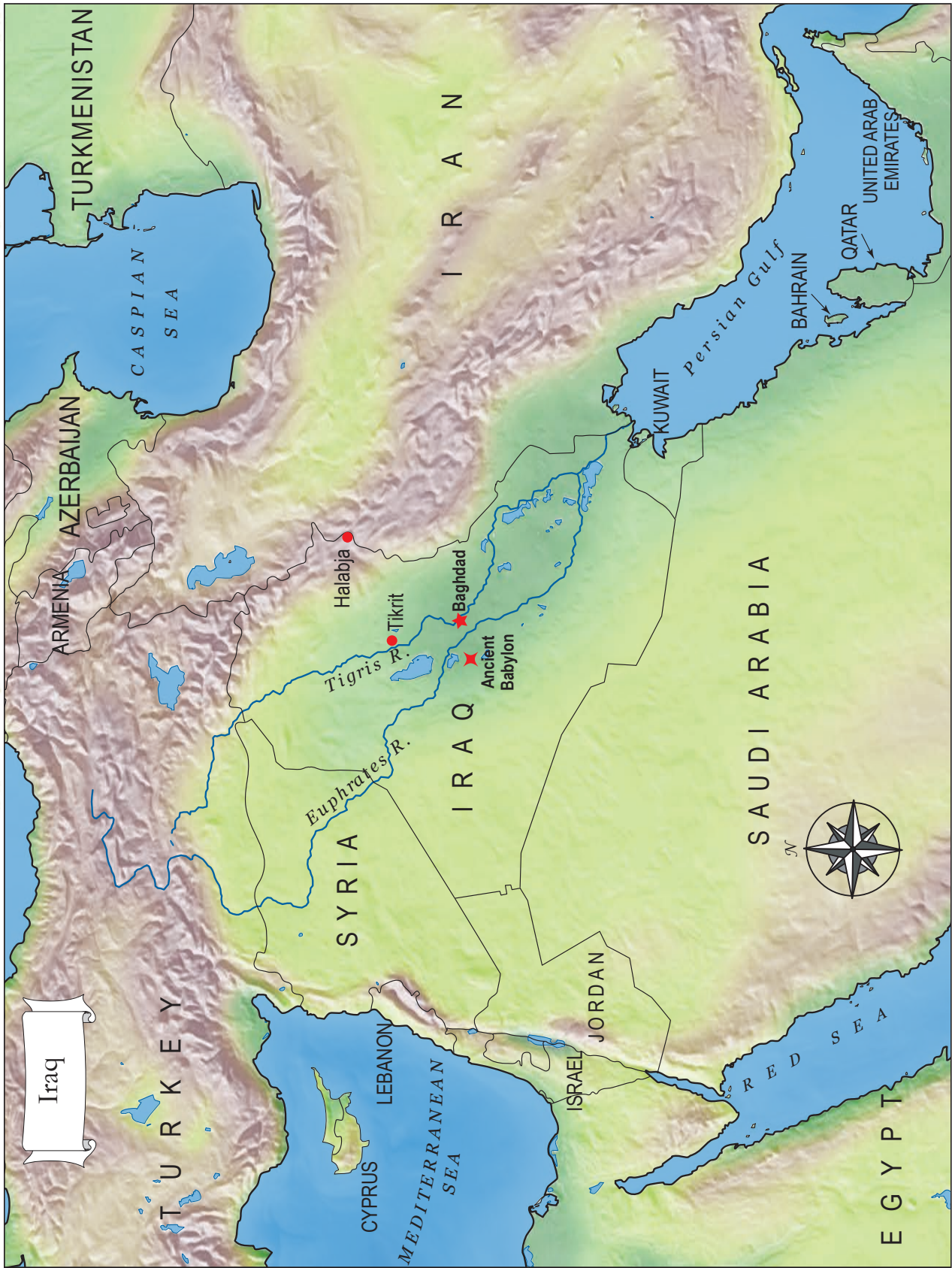
destruction of 4,500 Kurdish villages in northern Iraq over a three- to four-year period — to destroy 3.5 million Kurds! His order of destruction was called the **an-Anfal** campaign, based on a term in the Koran meaning “the spoils of war.” To accomplish the deadly mission, Hussein used ground troops, firing squads, aerial bombs, *and* chemical warfare to kill as many Kurds as possible. For example, on March 16, 1988, Hussein authorized a horrifying fatal gas attack on the city of **Halabja** (HAL uh bash). Four to five thousand men, women, and children dropped dead within an hour of the attack. At least 7,000 were injured. The an-Anfal campaign was a modern holocaust, taking the lives of one to two million Iraqi Kurds! Hussein tried to blame the Iranians for his shameful act.

The Invasion of Kuwait

Now that you have this “Hitler-like” picture of Saddam Hussein, let me address the invasion of Kuwait, which provoked the Persian Gulf War. Kuwait is a small Arab nation located in the northwest corner of the Persian Gulf. (It sits about 100 miles from the ancient city of Ur in present-day Iraq. Remember Ur? It was the original home of Abraham.) Kuwait has two neighbors: Saudi Arabia to the south and Iraq to the north. If you look closely at a map of Iraq, you will see that it has but a small stretch of coastline on the edge of the Persian Gulf (26 miles to be exact). To expand the oil business and recoup \$14 billion lost in the Iran-Iraq War, Saddam Hussein wanted much more than 26 miles of the coast. He wanted to annex Kuwait as part of Iraq, make its coastline his coastline to control shipping, and raise the price of oil for tremendous profit. This was not a new idea. For its prime location and rich oil supply, Kuwait had been fought over many times in history and was presumed guilty of “slant drilling” for oil into the borders of Iraq! (Slant drilling is a sneaky way of crossing borders underground to obtain oil from another country.)

But there is more to the story of Saddam Hussein’s ambitions in the Middle East. As mentioned in the first paragraph, Hussein saw himself as a modern-day Nebuchadnezzar. In ancient times, Nebuchadnezzar was the king of Babylonia and ruled over the city of Babylon, which was a magnificent capital with its Hanging Gardens and the Ishtar Gate. You may know from Bible history that Nebuchadnezzar was one of the most famous kings of ancient times for subduing the Jews of the kingdom of Judah. (Remember that!) Through three sieges, he conquered the Jews — taking the spoils of their Temple to Babylon as well as some of the finest young men of Judah, like Daniel and his friends Shadrach, Meshach, and Abed-Nego.

All Bible history aside, lesser known to most is the fact that Saddam Hussein wanted to resurrect the city of Babylon in the twentieth century in all its glory — to make himself as great as Nebuchadnezzar and to subdue the Jews of Israel! Yes, he hired architects and engineers to raise the ancient city for tourism and propaganda. By 1990, Hussein saw 60 million bricks put into the remake of Nebuchadnezzar’s palace, the Procession Street, several temples, a theater, a throne room, and a half-scale model of the Ishtar Gate. He made plans for construction of the Hanging Gardens and the Tower of Babel and held annual festivals in the city from 1987 to 1999. Saddam Hussein invited guests from around



the world to participate in the fanfare and marvel at his greatness. An eyewitness to one of the festivals wrote this:

When I attended the Babylon Festival as an invited participant, I could not help noticing the emphasis placed on Saddam Hussein and Nebuchadnezzar. The festival's official seal featured the two men's portraits side by side, stressing their physical similarities. The festival's official theme was revealing: "From Nebuchadnezzar [*sic*] to Saddam Hussein, Babylon undergoes a renaissance."⁷

As for mimicking Saladin, Hussein likened himself to this Arab warrior of the twelfth century because both men were born near the town of Tikrit and both men were Sunni Muslim. Saladin was famous for expanding his kingdom in the Arab world and capturing cities from Christian crusaders (He conquered Jerusalem in 1187 and set off the Third Crusade, led by Richard the Lionhearted.) These might be fascinating pieces of history (indeed they are to me), but to Saddam Hussein they were much more. He believed that the rich history of the region entitled him to lead the Arab world in the footsteps of his famous predecessors — gaining wealth and power along the way.

Getting back now to the invasion of Kuwait, Saddam Hussein sent **Iraqi Republican Guard** forces into Kuwait on August 2, 1990. The invasion was quick, decisive, and destructive. Within two days, Kuwait was annexed and named the 19th province of Iraq. The Kuwaiti royal family, whose palace was overrun, fled for safety. They petitioned the United Nations for help.

Iraq occupied Kuwait for seven months, looting the nation of resources and violating human rights. At least a thousand Kuwaiti civilians were killed, and hundreds went missing while Iraqi troops plundered the neighborhoods of Kuwait. They stripped the royal palace of its marble and out of spite, placed it in Hussein's private residence. Most world powers condemned Iraq for the invasion of Kuwait. The question was, who would face Hussein, in all of his arrogance, and stop him?

The United Nations gave Iraq a chance to avoid war by mandating a withdrawal of troops from Kuwait. Considering the ambitions of Saddam Hussein, do you think he would listen and respond to the United Nations? The answer is no. In fact, Hussein accelerated the entire conflict by threatening to attack Israel if the Palestinians weren't given the Gaza Strip, the Golan Heights, and the West Bank! Wait a minute — the ongoing conflict between the Israelis and the Palestinians had nothing to do with Iraq's invasion of Kuwait! I know that, but Saddam Hussein *tried* to connect the issues to gain the support of the Arab world and lead



Seen here is one of many palaces built by Saddam Hussein during his tenure. This one is located amid the ruins of ancient Babylon and overlooks the Euphrates River.

them all in triumph. Remember, he likened himself to Nebuchadnezzar and Saladin, both of whom had subdued the Jews.

Saddam Hussein's grand strategy to drag Israel into the conflict didn't work. As much as the Arab nations were eager to gang up against Israel, they wouldn't do so at the cost of giving Saddam Hussein any more control over the Middle East and its oil reserves. Saddam Hussein had not *one* ally to support him in the occupation of Kuwait or in an attack against Israel.

Let's talk now about the United States and its response to the invasion of Kuwait. The United States and Kuwait had not been all that friendly. Kuwait was an enemy of Israel and had good relations with the Soviet Union. But with the threat of oil prices skyrocketing under the control of Hussein, the relations between Kuwait and the United States changed overnight. The United States, under **President George H. W. Bush** (George Bush, Sr.), volunteered to lead a United Nations coalition of 34 countries against Iraq to free Kuwait and put an end to the threats against Israel. Included in the coalition were non-Arab nations such as the United Kingdom, France, Canada, Italy, and Australia. But *also* in the coalition were the Arab nations of Egypt, Qatar, Saudi Arabia, and Syria. This extraordinary assault against Iraq was called the Persian Gulf War.

The Persian Gulf War

Led by U.S. Army General **Norman Schwarzkopf, Jr.**, (nicknamed "Stormin' Norman"), the Persian Gulf War started on **January 17, 1991**, with **Operation Desert**

Storm, a continuous air assault on targets in Iraq and Kuwait. Combined coalition air forces out-matched the Iraqi air force in size, technology, training, and strategy. The coalition targeted Iraqi airfields, missile sites, command centers, transportation systems, and weapon-building facilities. Do you want to know what Iraq did in return? It fired Scud missiles on two cities in Israel — still hoping to provoke the Arab nations to band together in an assault against the



U.S. Marines during Operation Desert Storm set up an M198 155mm howitzer against Iraqi forces. Weighing more than 15,000 pounds, the heavy weapon had a reach of 14–18 miles.

Jews! It took great restraint for Israel and its Arab neighbors not to respond. But they didn't. Israel sat tight while the rest of the world took on the forces of Saddam Hussein.

Coalition forces continued their assault on Iraq by air and by sea. At least 33 amphibious warships occupied the Persian Gulf with 17,000 Marines to take Iraqi-held islands. In a month's time, Iraq lost 60 navy vessels — sunk or damaged, they were inoperable. To retaliate, Iraq began to dump oil into the sea! This act of environmental terrorism baffled coalition leaders because it served no military purpose. It's believed that 120 millions gallons of oil were dumped by Iraq just to spite its enemies. In addition, Iraq set 500 oil wells on fire before the war was over!

After 38 days of air raids and sea attacks, coalition ground troops moved into Iraq under **Operation Desert Sabre**. These fresh troops, which included 500,000 American forces and 160,000 from other countries, were hardly opposed. Three groups approached Iraq from the south while two groups attacked from the west. Troops advanced 45 miles a day. Within 100 hours after the start of Desert Sabre, Iraqi ground forces were defeated. General Schwarzkopf, a tough veteran of the Vietnam War, summarized Hussein's inabilities with these famous words:

As far as Saddam Hussein being a great military strategist, he is neither a strategist, nor is he schooled in the operational arts, nor is he a tactician, nor is he a general, nor is he a soldier. Other than that, he's a great military man, I want you to know that.⁸

Having suffered an estimated tens of thousands of soldiers killed and wounded (compared to only hundreds for the coalition troops) and several thousand civilian deaths as well, Iraq agreed to a temporary cease-fire on **February 28, 1991** — only 43 days into the Persian Gulf War. Iraq's forces had little time for a reprieve. In March, the Kurds in the north and the Shiite Muslims in the south rose up in rebellion against Hussein! While he was vulnerable, they stood up for their rights. These were hard times for the people of Iraq, torn in numerous directions for multiple causes. Hussein put down the rebellions with what forces he had left. By April, he stopped fighting on all fronts. On April 6, 1991, he signed an official cease-fire agreement in cooperation with the United Nations.

As part of the cease-fire arrangement, Iraq was to repay Kuwait for the damage done by the war *and* destroy Iraq's biological, chemical, and nuclear weapons facilities. You may already know that the latter part of that agreement didn't go so well! For several years to come, U.S. leaders were suspicious of Hussein and believed he was harboring "weapons of mass destruction." This belief, and much more, would lead to another war. But we're stopping here today. The ultimate fate of Saddam Hussein is another story for another day, with an ending hauntingly similar to the final years of Nebuchadnezzar!



Detrimental to both sides of the war, as well as to the environment, Iraqi forces set fire to the oil wells outside Kuwait City at the end of the Persian Gulf War as they retreated from Kuwait.

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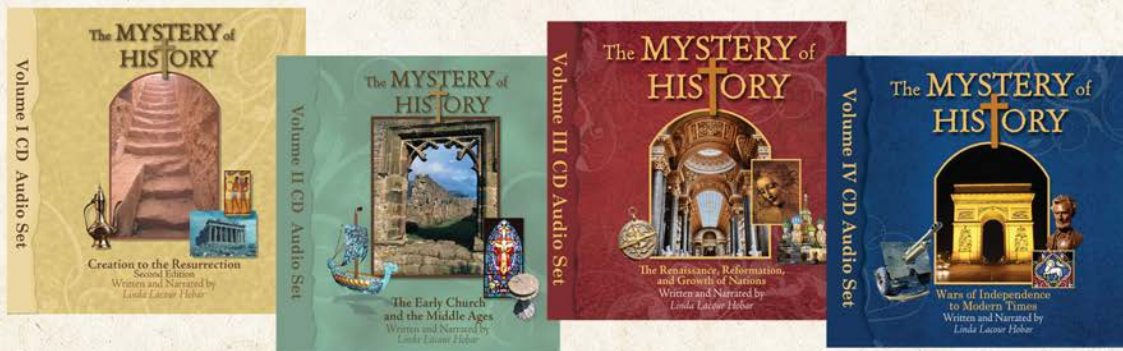
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The MYSTERY of HISTORY

Companion Guide

Volume IV

Wars of Independence to Modern Times

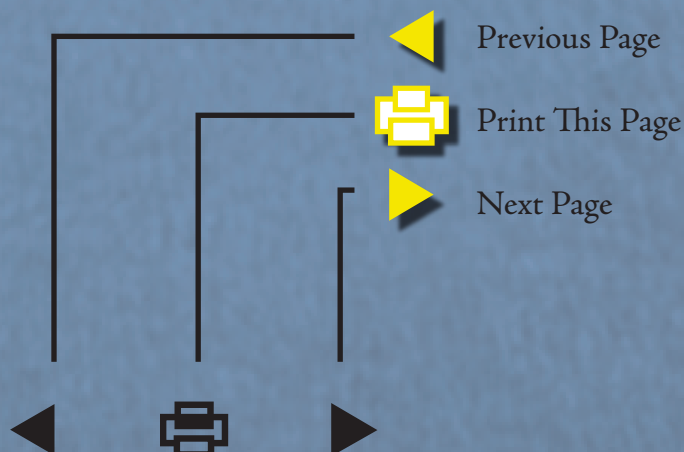
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Volume IV

Wars of Independence
to Modern Times

Companion Guide

Linda Lacour Hobar



Dover, Delaware &
Vero Beach, Florida



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Library of Congress Control Number: 2014943100

Companion Guide

First Edition

ISBN: 978-1-892427-31-1 (Digital)

ISBN: 978-1-892427-32-8 (Print)

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Printed in the United States of America

Published by Bright Ideas Press
Dover, Delaware & Vero Beach, Florida

www.BrightIdeasPress.com
1.877.492.8081

18 17 16 15

10 9 8 7 6 5 4 3 2

Also available:

Student Reader — ISBN: 978-1-892427-30-4

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Design and Production by Aptara Corp.

Project Manager: Cathy Stotts

Other Production Credits

Editing: Kathryn Dix, Kathryn Dix Publishing Services

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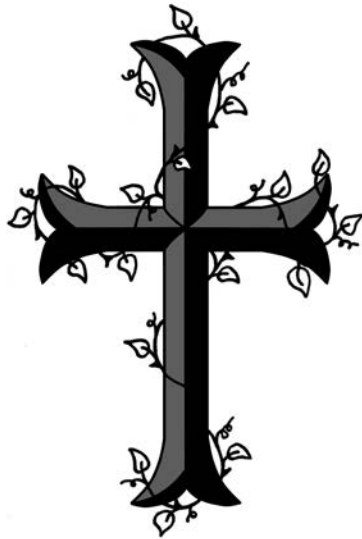
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It is with great joy that I dedicate this final volume to
our first grandchild, Dylan James Robertson,
with the hope that there are many more grandchildren to come,
and with the prayer that each one of them knows, breathes, and grasps
“the” mystery 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 *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 fourteen years ago. Apart from Him, I “can do nothing.” (John 15:5)

Second, I thank my dear family (Ron, Heather and Josh, Kyle and Lauren, Ashley and Ty, and my mom, Marilyn) for holding me up and bearing with me through all the details and “progress reports” that I’ve repeatedly shared along the way. In addition, I want to specifically thank my husband, Ron, and my daughter Ashley for editing the excessive number of activity photos. And I want to thank Heather for working diligently on those photo permissions.

Third, I thank my publishers, Bob, Maggie, and Tyler Hogan, for supplying with such grace and integrity what I’ve needed to finish this series. Maggie, I want to additionally thank you for pouring your love of literature into the Supplemental Books and Resources List. Tyler, I thank you specifically for providing all the maps for the geography exercises. (I asked for a lot, and you delivered!)

Fourth, I thank my editor, Kathy Dix, for pulling everything together, from beginning to end, with great kindness and patience — and a good sense of humor through an untold number of emails during odd hours of the day and night.

Fifth, I thank everyone on the Aptara team who helped breathe life into my work with a beautiful sense of style 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 Supplemental Books and Resource List. I could never provide this rich list of literature and films for our readers without you and Maggie.

Celeste Rakes — Thank you for jumping in and sharing your skills when they were desperately needed to move us along.

Test Families — I thank you again for sharing this journey by “testing” out the activities and contributing to the long list of literature and films that will deepen our students’ understanding of the last three centuries. I especially want to thank the Baldwin family for providing activity photos of your work!

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; Anna, Luke, and Samuel Shoemaker; Zane and Zeke Taylor; William and Anna Bowen Webster; 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.



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Letter to the Teacher

Dear Friend,

Hi! I want to personally welcome you to the fourth and final volume of *The Mystery of History*. If you have been through my other volumes, you still may want to look over this introduction — to make sure you are familiar with all the components of this program (most are the same, but my publisher continues to provide us with helpful supplemental items and new format choices for your favorite materials). If you're completely new to this program, well, you may want to sit back and get comfortable. I'm a bit long-winded. It's not that this program is difficult to explain; it's just that it has grown over the years, and I want you to understand all the bits and pieces that this curriculum has to offer.

Background

For those who don't know my story, please allow me to share how this series came to exist. For starters, I was never planning on writing a world history curriculum. (As a kid, I didn't like writing or history!) But several years ago, I was having one of those mid-life spells at age 39 during which I began to wonder what the next season of my life would look like. Having numerous interests, and several passions, I gave it to the Lord in prayer. For at least a year, I brought the subject to His feet, over and over again, waiting to hear from Him.

Did I have a passion for world history? Yes, I did. I fell in love with the subject in college and followed it for “pleasure.” Did I have a passion for teaching children? Yes, I was homeschooling my own children and “mostly” loving it. (I was also on the hunt for a chronological world history curriculum!) Did I have a passion for the Gospel? Yes, my husband and I were career missionaries at that time, and I had a heart for the lost and for teaching God's Word to children. Did I think I could combine these passions? No, not until one day when the Lord whispered to me as clearly as possible, “The Mystery of History.” Honestly, I knew the moment I heard the title what it was. I immediately recognized it as a world history series for children that would be centered on the revelation of the Gospel. The “mystery” was Christ revealed! The fact that the word rhymed with history was just bonus and a gift from God.

Needless to say, I started writing after receiving what I believe to have been a “calling” to do so. I felt confident that *The Mystery of History* was God's answer to my earnest, yearlong prayer about what was next in my life. I wish I could say it was easy after that. But, of course, it hasn't been! I've slipped, stumbled, and scrambled back to the foot of the cross several times for God's assurance of this calling, His wisdom, and above all, His grace. I *am* happy to be at the finish line! The four volumes He has so faithfully brought me through are as follows:

- | | | |
|--------------|---|---------------------------|
| ◆ Volume I | Creation to the Resurrection | (c. 4004 B.C.–c. A.D. 33) |
| ◆ Volume II | The Early Church and the Middle Ages | (c. A.D. 33–1456) |
| ◆ Volume III | The Renaissance, Reformation, and Growth of Nations | (1455–1707) |
| ◆ Volume IV | Wars of Independence to Modern Times | (1708–2014) |



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

Steps of *The Mystery of History*

Step #1 — “Around the World” Quarter Summaries

As with all volumes in *The Mystery of History* series, Volume IV is divided into four quarters to help you pace the use of the material over the course of a traditional school year. (Some families intentionally take more than one year through my books, but each is “planned” for a school year.) At the beginning of each quarter, you will find a summary page in the *Student Reader* titled “Around the World.” This section is designed to give a brief overview of the time period, introduce new names and ideas to students, and set a general theme for the quarter. There are no quiz or test questions taken from this material.

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

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

Step #3 — Lessons

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

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



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

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

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

Step #4 — Activities

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

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

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



Step #5 — Memory Cards

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

Step #6 — “Take Another Look!” Reviews

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

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

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

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

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



25 points – Accuracy/correctness

25 points – Legibility/neatness

25 points – Effort/concern for detail

25 points – Timely completion

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

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

Rand McNally's *Atlas of World Geography* (ISBN: 528-17792-0). (This atlas was previously titled *Answer Atlas* [ISBN: 0-528-83872-5]. The contents are the same.)

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

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

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

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

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

Alternating with the exercises, every other week you will find quizzes titled “What Did You Learn?” These are designed to test students on what they are learning and retaining from the course. Most students should receive a grade, unless they are simply too young or have special needs to consider. As a unique feature of *The Mystery of History*, these quizzes are cumulative in nature and ask students questions from the entire book. Even Younger Students may enjoy the challenge of answering these out loud or with some help from others. Older Students may find these quizzes easy, as they are *primarily* designed for mature Middle Students. But I would administer them anyway for the sake of review and recall. I don't believe in testing for the sake of busy work. Nor do I believe that tests can always reflect true learning. However, there can be value in practicing “test-taking” study skills.

Generally, the questions selected for the quizzes are asked in the chronological order in which the content was studied so that even at a glance, students see an outline of when events



took place. You will observe that the quizzes become longer throughout the text and appear more complex. However, the questions are not necessarily harder. By all means, give assistance to those students who might be overwhelmed.

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

As students reach the end of each quarter, they will have covered a great deal of world history. To help them sum it all up without confusing who’s who, students are asked to complete a worksheet covering information contained in just that quarter. (There are four worksheets in the *Companion Guide*.) Students are encouraged to use their *Student Reader*, Memory Cards, timeline, and finished maps to answer the questions! The worksheets are similar to the exercises but vary in length and depth. In fact, they can be quite involved and will require some extra time to complete. Younger Students or those with special needs may opt to complete the worksheets orally, get assistance with them, or skip them altogether.

Step #10 — Semester Tests

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

Step #11 — Supplemental Reading

Though I’ve sought to make *The Mystery of History* a “complete” curriculum, it’s utterly impossible to do so. There is always more information to be found than what can be contained here. For that reason, I’ve provided a section in the Appendix titled “Supplemental Books and Resources.” None of these additional books or resources is required to complete this course, but I do hope you find some enriching titles for your students. (For high school students, more reading is expected to round out this course to a credit.) There are picture books, biographies, classics, historical novels, primary source materials, and numerous quality movies to complement your studies of this time period. Of course, as this list is extensive, I have not had the opportunity to read or view every resource listed. My publisher received expert help in compiling this list from conservative sources, but please preview all materials for their suitability to *your* family or classroom.

Step #12 — Student Notebooks

Besides having access to *The Mystery of History Student Reader*, each student should have an individual three-ring binder for a Student Notebook. This notebook should contain eight dividers, one for each of the seven continents and one for miscellaneous items. This notebook will grow over



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

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

Students who are returning to *The Mystery of History* may want to keep their work from one volume to the next in the same binder, which would require upgrades to larger binders along the way. Regardless of size, I hope students will truly “own” their notebooks as cherished scrapbooks of their work. In the Student Notebook, students will file maps, reports, photos of activities, and some exercise pages. It would also be a great place to file vacation photos of historical landmarks.

Step #13 — Grade Record

For those of you who will be keeping grades for this course, I have provided a convenient grade record sheet just after the section titled “Methods of Education.” I recommend printing one for each student to store behind the “Miscellaneous” divider in their Student Notebook. I hope the grade record sheet (divided by quarters) and my further notes on education will be helpful. (See “Methods of Education” following the section titled “Wall of Fame Timeline Suggestions.”)

Step #14 — Super Supplemental Products

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

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

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



The files section contains an assortment of tried-and-true suggestions from families, teachers, and schools all over the world who use *The Mystery of History*. To subscribe, visit:

- ◆ Volume I: <http://groups.yahoo.com/group/MysteryofHistory1>
- ◆ Volume II: <http://groups.yahoo.com/group/MysteryofHistory2>
- ◆ Volume III: <http://groups.yahoo.com/group/Mystery of History3>
- ◆ Volume IV: <https://groups.yahoo.com/neo/groups/MysteryofHistoryVol4/info>
- ◆ High School: <http://groups.yahoo.com/group/MysteryofHistoryHighSchool>

Age-Specific Adaptations

Younger Students

There is great flexibility in *The Mystery of History*. If you have Younger Students (approximately kindergarten to 3rd grade), they will not be ready for the full content of this volume, but they may enjoy listening to selected stories once a week, twice a week, or more, while working on a coloring page at the same time. After the stories, they may want to choose a hands-on activity from the *Companion Guide* to reinforce their learning. Is that enough for a young student? You make the call. At their age, we would not expect mastery of world history but rather exposure to it. Much will go over their heads in regard to *connecting* the events of world history. But that doesn't mean Younger Students are not capable of enjoying history, one lesson at a time, with the understanding that some difficult lessons will be skipped altogether. (For example, "The Breakup of Yugoslavia" is a tough lesson, as is the Holocaust, though I do suggest ways in the activities to break this material down for the Younger Students who are ready for it.)

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

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

Middle Students

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



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

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

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

Older Students

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

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

In most states, high school history requirements include:

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

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



their world history studies in high school. For example, on a transcript, Volume I may be recorded as “Ancient World History.” Volume II could be listed as a study of “The Early Church and the Middle Ages.” Volume III could be a study of “The Renaissance and Reformation.” And Volume IV may best be defined as “World Wars and Modern History.” These are broad definitions of the time periods covered. Industrious students may choose to use two volumes of *The Mystery of History* in one school year by reading the lessons at a rapid rate and choosing activities accordingly.

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

The basic layout of this course can be completed in 2 to 3 hours per week, depending on the ability of the student. This includes pretests, lessons, timeline work, mapping exercises, quizzes, exercises, and semester tests. Students working *without* younger siblings may arrange the basic course any way they want. For example, independent students may prefer to read all three weekly lessons in one sitting and the review pages on another day, freeing up the rest of the week for additional reading and activities. A high school student working *within* the confines of a family with younger siblings, would do better to read the lessons at the same pace as the family and spread additional readings and activities in between the lessons. It will be easier on the family to stay together on the lessons.

No matter how the student completes the basic course, the high school student should then look at doing a combination of two things to meet the time requirements of a credit (adding about 2 hours of work a week). These two things are Additional Literature and Older Student Activities.

1. Additional Literature. As mentioned earlier, books and films are recommended in this *Companion Guide* to challenge students to a higher reading level and to broaden their studies. Classics, original works, nonfiction, and historical novels are all included. Older Students should pick and choose additional literature according to their interests and needs.

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

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



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

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



Memory Cards

I. Purpose and Use of the Cards

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

To be honest, most students are resistant to writing these cards (as my students were) but find that once they do, the cards are fun to drill with. Of course, there is a great value in making the cards that the students may or may not appreciate. The value is in teaching them to consider main points, summarize facts, and articulate thoughts in their own words. Is this too much for some students? I think so. It will take some time and practice to master these skills. But there is value in trying! Meanwhile, Memory Cards are going to vary from student to student and look different for each age group. Let’s address each age group and what might be appropriate for them.

A. Younger Students

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

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

There are endless variations for these cards. Some Younger Students will enjoy illustrating cards with their own artwork. For them, larger index cards (4 by 6 inches or 5 by 7 inches) may prove to work much better. (I’ve seen binders for 5-by-7-inch cards, but not for 4-by-6-inch cards.)

As an option to Memory Cards, Younger Students may be satisfied with filling in the coloring pages that match this volume. (See my Web site or that of Bright Ideas Press for details on downloadable Coloring Pages.) Or, if you have Amy Pak’s timeline figures on CD-ROM, you can enlarge figures to make your own coloring pages. These could be stored



in a Student Notebook in lieu of Memory Cards. It may be that Memory Cards are skipped altogether for Younger Students and reserved for making the next time the student goes through the material.

B. Middle Students

Students of this age should be challenged to write information about the lessons on the backs of the Memory Cards. What kind of information? I think it depends on the student. If you have a hesitant writer, who is overwhelmed with writing across the board, you may choose to scale down the writing of Memory Cards until he or she matures. Resistant writers may fare better with the fronts of the cards written out by a teacher. (I liked doing this part to keep our cards more attractive in appearance.) Then, it may be enough for this student to write bullet points, phrases, or single-word associations on the backs of the cards. Even without much information on the back of the cards, they can still be used for drills.

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

But for more enjoyment of the cards, challenge the students to write creative things on their cards by pulling out random, interesting facts from lessons. For example, Marie Antoinette wore very high wigs. It’s not critical to remember that fact, but writing it down will help a student to quickly distinguish her from other queens in history!

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

As with Younger Students, variations to the cards can be endless. Many choose to replace the cards altogether with “Super Supplemental” products created by Bright Ideas Press and available on CD-ROM or as individual downloads. Supplemental products include Challenge Cards (premade fact cards), Coloring Pages, Notebooking Pages, and Folderbooks.



C. Older Students

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

II. Format of the Cards

The front of the card is simply the name of the lesson as listed in the Contents. A color code is suggested below. For neatness, efficiency, and consistency, I chose to write the lesson titles in bold markers for my students well before they were needed. You may choose to do the same, especially if Younger Students are involved. The back of the card should contain the following four items:

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



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

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

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

Benito Mussolini and the Rise of Fascism	Vol IV B 51 Mussolini was the ruler of Italy. He ruled as a Fascist, using an axe as a symbol of his power. 1922
--	--



Benito Mussolini and the Rise of Fascism

Vol IV B

51

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

1922

Benito Mussolini and the Rise of Fascism

Vol IV B

51

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

1922

III. Storing the Cards

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



Wall of Fame Timeline Suggestions

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

Understand first that there are many different methods for assembling attractive and functional timelines. I’ve seen them in notebooks, around ceilings, on butcher paper, wrapped around stairwells, taped on bathroom walls, and placed on pattern cutting boards (my personal favorite). The important thing is to make a timeline for your family or classroom that will work for you *this* year with *this* volume based on your students’ interests and the space you have available. Inevitably, students’ learning styles, interests, and abilities will change over the years (along with how much wall space you have!). It is reasonable to imagine that a large timeline on a wall or on a pattern cutting board might appeal to a visual learner or a younger student now. But this same student, or one who has a bent toward detail work, might prefer a timeline notebook in the future with another volume when he or she is older. I suggest you adapt your methods of keeping a timeline *as you go* through this series, or repeat volumes, rather than stressing out over choosing *one* that will work for the next 5 to 10 years. I will share two of my favorite methods — ones that I’ve found the most suitable for a wide range of ages — the pattern cutting board, and a notebook.

I. The Pattern Cutting Board

One great way to make a foldable, portable, attractive timeline is to use a pattern cutting board (also called a sewing board). These can be found at fabric and craft stores. When held vertically, it is the inside of the board that serves as the backdrop for the placement of timeline strips and illustrated figures. However, if you are going to use a sewing board, you may want to limit the figures that I recommend for a “simple” timeline. An “elaborate” timeline (with multiple pieces) will be challenging to fit on a foldable sewing board. (Not impossible, but challenging!)

A. Materials needed to make the board

- ◆ 1 foldable pattern cutting board. To my knowledge, there exist two brands of these boards. The *Wright’s* brand, available at most Hobby Lobby stores, is the smaller of the two at 36 by 60 inches. The *Dritz* brand board, found at most Wal-Mart stores, is larger at 40 by 72 inches. (Photo 1) My directions will work for either, except that the larger board will give you much more space to work with and will require more than one roll of adhesive paper for covering.
- ◆ 1 to 2 rolls of self-adhesive, multipurpose decorative covering, more commonly referred to as *Con-Tact* paper. Purchase 1 or 2 rolls, depending on which cutting board you are using. Choose a color or motif of your liking. The marbled ones are a great choice.

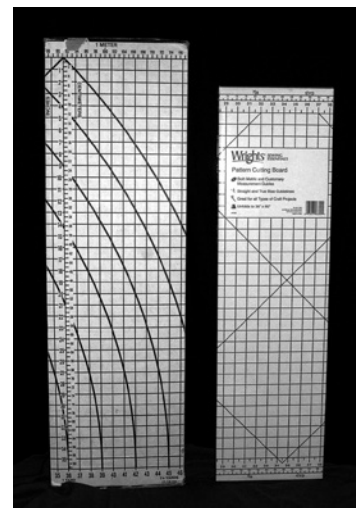


Photo 1



- ◆ 1 roll of colored packing tape or duct tape (1.88 inches by 20 yards) to match your choice of adhesive paper.
- ◆ 1 yard of decorative cord or ribbon to make a closure for the board.
- ◆ 1 foot of clear packing tape (for securing the closure on the board)
- ◆ A yardstick
- ◆ Scissors
- ◆ A helper

B. Covering the board

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

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

2. Lay the pattern cutting board open on the floor.

Unroll the adhesive paper, and measure a strip the width of your board (the short direction, not the long direction). Cut the strip, peel off the backing, and with your helper, lay down the adhesive paper. (Photo 2) If it is crooked, or has folds, it will lift off for a second try. Repeat these steps for both the front and the back of the cutting board, overlapping each strip a few inches over the last.



Photo 2

When you reach the ends of the board, it is easiest to stop the adhesive paper at the edge, rather than attempt to wrap it around the edges. The exposed edges of raw cardboard will not present a problem.

3. With both sides of the board covered, some will find that the board is “tight” and hard to fold up. To correct this problem, use sharp scissors to “score” the outside of the cutting board in several places. By that, I mean to run the scissors down a few outside creases to cut a slight gap in the adhesive paper. (Photo 3) It will cause a small part of the board to be exposed on the outside, but don’t worry, it is the inside of the cutting board that will serve as the place for placing all the timeline figures.



Photo 3

4. Open the cutting board so that the inside is facing up. It is now time to mark the places for the tape strips.



5. For the **Wright's brand** cutting board: Use a yardstick and pencil to mark 2 inches, 4 inches, 6 inches, and 8 inches from the top of *each* panel on the edge of the cutting board. Make the marks evenly on both edges of the board. (Photo 4)

Unwind a length of duct tape or packing tape that will go across the width of the cutting board with a little length to spare. Carefully lay the tape strip down horizontally between the 2-inch mark and the 4-inch mark. The tape is fairly forgiving should you need to lift and reapply. Trim the excess. Repeat this step, laying down tape between the 6-inch mark and the 8-inch mark. You are laying two parallel strips on each panel. There will be 12 tape strips in all. (Photo 5)

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

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

7. To make an attractive closure for the board, fold it all the way shut. Mark the center point of the spine of the board. Find the middle of the length of one yard of decorative cord. Use clear packing tape to adhere the cord at its middle to the center point of the spine of the board. (Photo 6) This cord can be tied and untied by students when getting the board out to work on it.



Photo 4

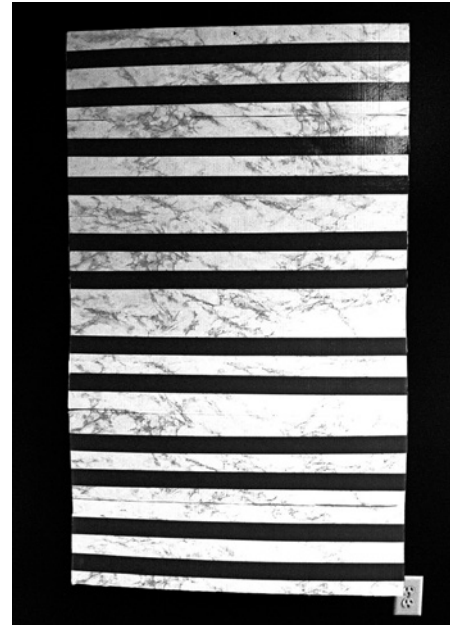


Photo 5



Photo 6



8. Last, I suggest that a title cover be attached to the outside of the board to identify its time period. It should read “The Mystery of History, Volume IV. Wars of Independence to Modern Times.” You might consider scanning and printing the cover of Volume IV and attaching it with clear tape, as pictured here. (Photo 7)

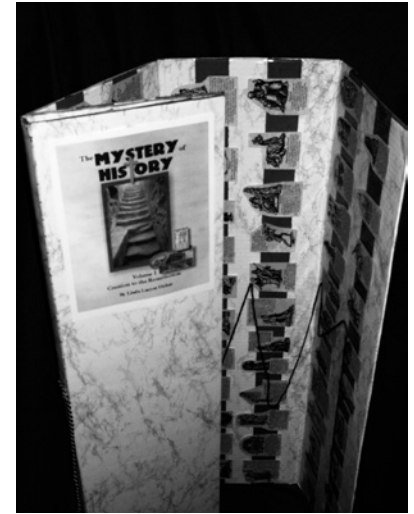


Photo 7

C. Preparing the figures

Now that your board is assembled, you have two plans to choose from for adding figures to your timeline. You can make your own figures following my suggestions (Plan A) or use pre-drawn figures from *History Through the Ages* (Plan B). Let me describe the advantages of each to help you decide which route to go. I'll then give you some “how-to’s” for each plan.

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

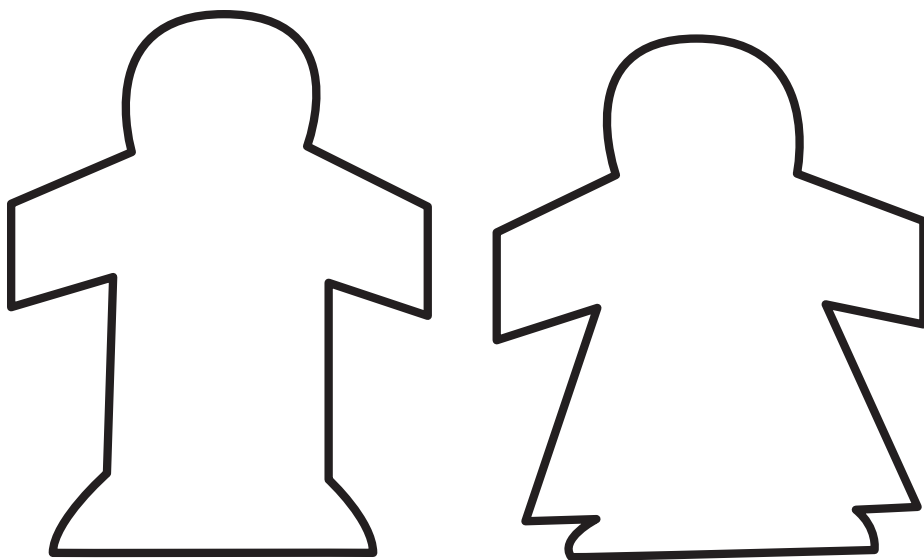
“**Plan B**” uses the beautifully illustrated figures by Amy Pak from *History Through the Ages*. For your convenience, I reference these figures by name in italics on each “Take Another Look!” Review page in this *Companion Guide*. This plan might appeal to children who like to color, to older students, or to those who are just too busy or bogged down to make their own figures. The advantage of this plan is that it is quick, easy, and visually attractive. For effect, I chose to print these figures in the gold text font used on the book’s cover and put them on dark marbled contact paper. Figures could just as easily be left in black and white for students to fill in with colored pencils.

1. Plan A figures (making your own)

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

When I request that students make a person, I have provided a pattern of a male and a female. (See the patterns in this section.) To create durable patterns, I recommend





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

If you make your figures approximately 2 to 4 inches by 2 to 4 inches, then you can get seven to eight figures per line with ample space for adding other characters from other subjects you might be studying. (If you follow my ideas for a more extensive timeline, with multiple figures per lesson, you will need to squeeze several more figures per line!) Note, too, that occasionally I have the students add figures out of order, so please leave spaces or only tape them on loosely until the timeline is complete. For example, I will ask students to add Bach and Handel to their timeline on the same occasion (they are in the same lesson), but Handel will get “moved over” for time period reasons when the students add the Thirteen Colonies and the Great Awakening.

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

Rather than make your own figures, you may choose to use pre-drawn images from *History Through the Ages*. These figures, which are a separate purchase, can be photocopied onto colored paper to match the theme of the time period or used as is. (Or you may purchase the figures on CD-ROM and choose to click and print the ones you need. The digital figures can be sized to fit your needs.) Students can color and/or cut



out the figures prior to hanging them on the timeline. You can make this option as simple or as complicated as you want. Some students may even want to incorporate some of the creative ideas from Plan A into Plan B by decorating the pre-drawn figures with a few “extras.” There are over a hundred figures available, so you will be placing 8 to 10 per line.

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

D. Attaching the figures

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

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

Homemade or premade, after creating a timeline figure, we would tape it on at the appropriate place on the pattern cutting board. The first figures placed on the board will be from Lessons 1, 2, and 3 of “Week 1.” The following is an excerpt from Week 1 that indicates my suggestions for homemade figures (Photo 8) or pre-drawn figures (Photo 9). The names of the corresponding pre-drawn figures are in *italics*.

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

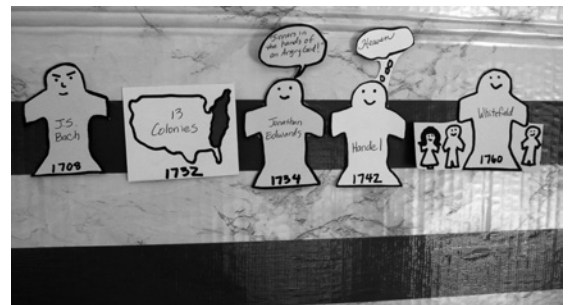


Photo 8



Photo 9



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

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

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

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

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

As a final note, on the top center point of my timeline, I used a hole-punch to create a hole just large enough so that I can "hang" my timeline on a nail on the wall while we are using it. (Photo 10) I highly recommend this if space allows. When not in use, your timeline board can be folded with the closure cord wrapped around it and tucked away behind a cabinet or under a sofa. From time to time, we made a game of searching for a character on



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

II. Timeline Notebooks

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

Students in this program may not be studying all of Amy Pak's timeline figures (she has hundreds!). But they are there for your reference in the *Placement Guide* and may be of interest for your student to add. As noted before, on Review pages, I indicate which of Amy's figures best correspond to the lessons found in *The Mystery of History*. If you are missing timeline figures from Amy Pak's older timeline figure sets (made previous to this volume), please contact *Homeschool in the Woods* for new figures that have been designed just for us!



Photo 10



Methods of Education

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

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

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

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

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

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

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

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

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



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

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

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

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

Not all curricula will fit that mold. My hope is that *The Mystery of History* will. Scope and sequence possibilities of this program will look different for every family, but if a family’s oldest child is in kindergarten, I would hope that they could cover Volumes I to III on a “lighter” level before 3rd or 4th grade, with a break after that for American history or local history. (American history follows Volume III very well because of the time period and the backdrop of the Reformation.) It may be that Younger Students never reach Volume IV during elementary school but rather, save it for middle school or high school. Some of the themes are just too difficult! In any order, I would hope that the pressure would be low on the written work for Younger Students but high on listening to the lessons and doing some of the activities for enrichment and enjoyment.

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

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



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

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

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

–Deuteronomy 6:7–9

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



The Mystery of History Volume IV – Grade Record

Student _____

Year/Grade _____

QUARTER 1 (Semester I) – WARS OF INDEPENDENCE							
	WEEK 1 (1)	WEEK 2 (2)	WEEK 3 (3)	WEEK 4 (4)	WEEK 5 (5)	WEEK 6 (6)	WEEK 7 (7)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

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

QUARTER 3 (Semester II) – WARS OF THE WORLD							
	WEEK 1 (15)	WEEK 2 (16)	WEEK 3 (17)	WEEK 4 (18)	WEEK 5 (19)	WEEK 6 (20)	WEEK 7 (21)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

QUARTER 4 – WARS OF MODERN TIMES AND THE HOPE OF MANKIND							
	WEEK 1 (22)	WEEK 2 (23)	WEEK 3 (24)	WEEK 4 (25)	WEEK 5 (26)	WEEK 6 (27)	WEEK 7 (28)
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							







What Do You Know?

Pretest 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, moved 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 given them by the French meaning "pierced nose."

WORD BANK

Claude Monet
vote
children

Deeds
Nez Perce
Charles Alexander Eastman

Sioux
Famous Five
ballerinas



Activities for Lesson 40

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

40A—Younger Students

Colorful Trinkets. I mentioned in our lesson that suffragists in Great Britain and the United States used various colors to represent their cause. Do you remember them? British women used purple for dignity, white for purity, and green for hope. American women started with the color yellow and evolved to purple, white, and gold. Use ribbons of these colors, in any combination, to make hair bows, braided bracelets, or shirt pendants. Wear your trinkets all week to remember the long, hard work of the suffragists!

40B—Middle Students

1. Picket-Line Poster. Draft several clever picket-line slogans for women's suffrage. Make your favorite into a small poster for your classroom. As an appropriate conclusion, *vote* for the best slogan.
2. Suffrage Banners. Search the Internet for images of women's suffrage banners. Print your favorites to store in your Student Notebook under the continent and country they represent.

40C—Middle and Older Students

1. Coin Collecting. 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. 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. Search eBay or elsewhere for the range of prices today for a Susan B. Anthony coin. If possible, consider a reasonable purchase to start your own coin collection. If not, 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. Vote! Hold an election for a class president. Create ballots and a ballot box. Discuss the importance of all students having a vote! Assign genuine responsibilities to your class president (such as being a liaison between students and the person who creates the lunch menu) and utilize the position to create improvements in your school.

40D—Older Students

1. The Famous Five. Research the names and stories of the Famous Five. Write a paragraph about each woman on a note card. See if you can find an image of each one to print and glue on the other side of her card. Collect all five cards into an envelope to glue onto notebook paper for your Student Notebook. Label the envelope "The Famous Five" and file it under "North America: Canada."



2. WCTU. Research 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?

Activities for Lesson 41

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

41A—Younger Students

Sponge Paint! Using craft paint and sponges, create an Impressionist-style painting. You may choose to purchase precut sponges from a craft store or cut your own sponges into fun shapes. Do not mix paints! Follow the rules of the Impressionists and form dots and splotches, using one sponge per color of paint. It may be easiest if you first sketch an ordinary scene on heavy paper with a pencil (like a house, a flower, or a tree). Apply the paint, using various colors to bring the scene to life. 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 resulting 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).

1. Using duct tape, mark a fixed spot 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 or teacher trace the outline of the shadow you make. Use the chalk to write the time of day on the outline of your shadow.
4. A few hours later, stand in the same exact 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 for your Student Notebook to file under "Europe: France." Title your page "The Impressionists Study Shadows."

41C—Middle Students

Mother and Child. In the style of Mary Cassatt, practice your hand at drawing and/or painting an everyday scene of your mother, grandmother, or aunt with her children. Try to capture a tender scene that expresses appreciation! (She will treasure this.)



41D—Middle and Older Students

PowerPoint Art Gallery. Create a PowerPoint presentation of our four artists. Make an introductory slide for each artist with biographical information (in bullet points). Then create individual slides of four or more of each artist's famous works. Include titles and dates of the works you choose and learn something about each. (If in a classroom, divide the class into four groups. Assign each group one artist but more examples of his or her works — for example, as many as 10 to 12.) Share your presentations with your family or class.

41E—Older Students

1. Berthe Morisot. If you like the works of Mary Cassatt, you will also enjoy the works of Berthe Morisot (mentioned in the endnotes of our lesson). Her specialty was capturing women in everyday scenes of her era. Find your favorite works by Morisot. Cut and paste them into a one-page collage for your Student Notebook. File it under "Europe: France."
2. Monet Calendar. The prints of Claude Monet are commonly found in calendars and planners. Make your own. Choose 12 of your favorite "seasonal" Monet prints from the Internet, thinking about which ones will best depict the 12 months of the year. (I suggest the Web site below because it provides an easy way to scroll through a complete gallery of Monet paintings. You can copy the images for private use but not for resale!) Size them to print and fit an existing calendar or planner or print a calendar from the Internet and add your Monet prints accordingly.

www.claudemonetgallery.org

Activities for Lesson 42

Charles Eastman (Ohiyesa) and Chief Joseph (1876, 1877)

MEMORY CARDS

Make your Memory Cards for Lessons 40–42.

42A—Younger and Middle Students

1. Dakota Sioux Tom-Tom Drum and Mallet. The Dakota Sioux Indians (like those who raised Ohiyesa) played hand drums and short, framed tom-tom drums with a mallet. Make your own tom-tom drum and mallet, 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 1). To cover the bucket you will need either tan felt, Indian-style fabric, or brown packing paper (if you choose packing paper, you will need Modge Podge glue or school glue).



Photo 1



Materials for a mallet: One 12-inch wooden dowel rod ($\frac{1}{4}$ inch in diameter); a 2½-inch Styrofoam ball; glue; a square of felt or lightweight leather fabric about 10 inches by 10 inches; leather lace; strips of fabric and/or rustic ribbon; a few stray beads



Photo 2



Photo 3

- 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 Modge Podge glue or school glue, and apply these pieces so that they overlap. (Photo 2)
- d. Cover the container completely on the sides and the bottom of the tom-tom and allow it to dry. (Photo 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 rod into the Styrofoam ball. Don't push so hard that you go all the way through it! (Photo 4) Once you made the hole, remove the rod and add glue to the hole. Re-insert 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 5) Trim the excess.



Photo 4



Photo 5



- i. Decorate the other end of the mallet with strips of fabric, beaded leather lace, or rustic ribbon. (Photo 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. Take pictures for your Student Notebook and file them file under “North America: United States.” (Photo 7)

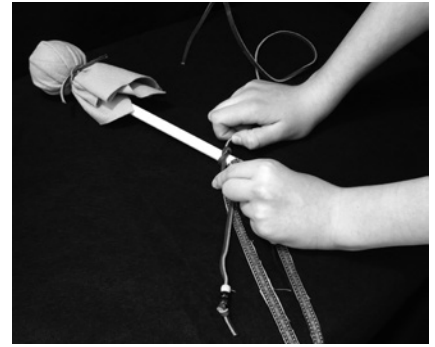


Photo 6

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: One 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 (thick waxy string)



Photo 7

- 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 8)

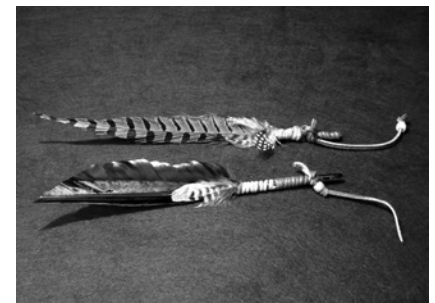


Photo 8

- 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.) Add Indian attire if available and take a photo for your Student Notebook. File it under “North America: United States.” Title the page “Remembering Chief Joseph.” (Photos 9 and 10)

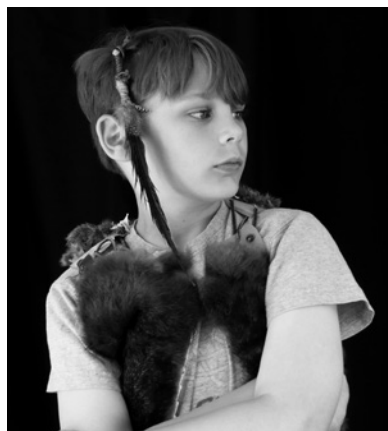


Photo 9



Photo 10

42B—Middle Students

1. Living in Two Worlds. Find and print pictures of Charles Alexander Eastman in European clothes and in traditional Indian clothes. Cut and paste them on notebook paper for your Student Notebook and file them under “North America: United States.” Title your paper “Charles Alexander Eastman: Living in Two Worlds.”

Adult Supervision Needed

2. Scouting. Earn a self-made “scouting badge” by learning an outdoor survival skill of your choice. For example, learn how to read animal tracks, or, *with adult supervision*, how to build a fire with flint rock or how to identify poison ivy. Create a scouting badge made with paper and colored pencils to represent the skill you learned. Store it in your Student Notebook under “North America: United States.” Title your paper “Charles Alexander Eastman Helps Start Scouting in America.”

42C—Middle and Older Students

Whatever Happened to . . . Sitting Bull? Research the unusual career and the ultimate fate of Sitting Bull, the chief who defeated General Custer. Print pictures of Sitting Bull from the Internet for your Student Notebook. Write captions to tell snippets of his story. Title your paper “The Story of Sitting Bull” and file it under “North America: United States.”

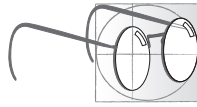
42D—Older Students

1. Custer’s Last Stand. Using the following Web site, watch a re-enactment of Custer’s Last Stand.

www.custermuseum.org

2. 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 200 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! Research the claims of Frank Finkel and his descendants, who state that Frank was indeed a survivor of Custer’s Last Stand. Report back to your class or family your own conclusion. Do you think Finkel’s story is fact or fiction?





Take Another Look!

Review 14: Lessons 40–42

Wall of Fame

- ♦ **The Worldwide Fight for Women's Suffrage (19th and 20th Centuries)** — Draw a miniature poster saying “Win the Vote!” Cut it out and glue it to a small card with the title and date. You may place this anywhere on your timeline in the 19th or 20th 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 one female and three male templates. Or you can mimic the style of Impressionism on a small card using different-colored ink dots. Draw a gold frame around your image. Cut it out and glue it to a small card with the date and title. [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 two male templates to make 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

Younger Students

1. Charles Alexander Eastman and Chief Joseph moved many times around the United States. Sometimes their moves were forced! Using the information in the table below, and a map of the United States, find all the states that these men lived in. Talk about these states as you go. Have you been to any of them? Do you live in one of them? What features of these states would have been good for these men and their tribes (such as open land for hunting, water sources, types of natural shelter, etc.)?

<i>Charles Alexander Eastman</i>	<i>Chief Joseph</i>
Minnesota	Oregon
Canada (among other Dakota Indians)	Idaho
Nebraska (boarding school)	Oregon
Wisconsin (Beloit College)	Montana
Illinois (Knox College)	Wyoming

(continued on next page)



<i>Charles Alexander Eastman</i>	<i>Chief Joseph</i>
New Hampshire (Dartmouth College)	(Yellowstone National Park)
Massachusetts (Boston University)	Kansas
South Dakota	Oklahoma
Lake Huron	Idaho
Michigan (final resting place)	Washington state (where he died)

Middle Students

2. **Connect the Dots.** Both Charles Alexander Eastman and Chief Joseph relocated many times around the United States and Canada. (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 provided in the table on the next page, I want you to mark the major places of relocation for Charles Eastman and Chief Joseph on a copy of Map 21, “The United States.”
 - a. For Charles Eastman, start by using a “filled-in” solid star to mark the birthplace of Charles Eastman (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 solid 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” solid 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 solid 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 map key explaining these four features of your map: Charles Alexander Eastman’s Birthplace and Resting Place; Charles Alexander Eastman’s Journeys; Chief Joseph’s Birthplace and Resting Place; Chief Joseph’s Journeys.
 - j. Color your map with light-colored pencils if desired. Title your map “The Relocations of Charles Alexander Eastman and Chief Joseph.” An answer key map is available, titled “Review 14-2 Answer Key.” File your map in your Student Notebook under “North America: United States.”



<i>Charles Alexander Eastman</i>	<i>Chief Joseph</i>
Redwood Falls, Minnesota (birthplace)	Oregon (birthplace)
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
Detroit, Michigan (final resting place)	Washington state (where he died)

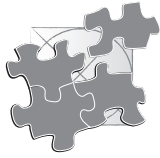
All Students

3. **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.” You will need a poster-sized world map for a successful game.

Hang a good-sized world map on a wall, a corkboard, or a metal surface (like a refrigerator). Divide students into two teams. 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). Spin the student around a few times and point him or her 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.

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 or she 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. Regardless of who wins the point (in some cases, there may not be a winner), the next team takes a turn. Rotate teams until a predesignated number of points is earned. Teachers are encouraged to play! Have fun and reference your textbook if needed.





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 textbook, 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 I have provided 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 seeing to 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.

- | | |
|-----------------------------|---|
| 1. _____ Cherokee | a. Were forced out of Oregon |
| 2. _____ Chickasaw | b. Plains Indians, also called <i>Sioux</i> |
| 3. _____ Choctaw | c. Lost three wars against the United States |
| 4. _____ Creek | d. Inhabit Nunavut |
| 5. _____ Dakota | e. Play <i>toli</i> , a form of stickball |
| 6. _____ Inuit | f. Farming Indians, also called <i>Muscogee</i> |
| 7. _____ Métis | g. Language written by Sequoya |
| 8. _____ Nez Perce | h. Inhabit Brazil |
| 9. _____ Seminole | i. Led the Red River Resistance |
| 10. _____ 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.

<i>Wars of Quarter 2</i>	<i>Opponent</i>	<i>vs.</i>	<i>Opponent</i>
1. Texas War of Independence	Texans	<i>vs.</i>	Mexicans
2. Taiping Rebellion		<i>vs.</i>	
3. Boxer Rebellion		<i>vs.</i>	
4. Crimean War		<i>vs.</i>	
5. Eureka Rebellion		<i>vs.</i>	
6. Cinco de Mayo		<i>vs.</i>	
7. Battle of the Little Big Horn		<i>vs.</i>	
8. American Civil War		<i>vs.</i>	
9. Red River Resistance		<i>vs.</i>	
10. Battle of Tsushima		<i>vs.</i>	



WORD BANK

Métis	General Custer	Ch'ing dynasty
Union	Gold miners	Russia
Taiping Heavenly Kingdom	French & Mexican conservatives	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>“I” Statements</i>	<i>Karl Marx</i>	<i>Charles Darwin</i>	<i>Both</i>
1. I was born in Prussia (Germany).	√		
2. I was exiled three times.			
3. I attended Christ's College.			
4. I lived with my family in poverty.			
5. I wrote <i>The Descent of Man</i> .			
6. I was a friend to Friedrich Engels.			
7. I impacted the world with my published theory.			
8. I wrote <i>Das Kapital</i> .			
9. I had several children.			
10. I was a friend to Thomas Henry Huxley.			
11. I was buried near Isaac Newton.			
12. I was an agnostic.			

(continued on next page)



<i>"I" Statements</i>	<i>Karl Marx</i>	<i>Charles Darwin</i>	<i>Both</i>
13. I viewed economics as the problem of mankind.			
14. I was an atheist.			
15. I was a born naturalist.			
16. I lived in England.			
17. I coined the term <i>natural selection</i> .			
18. I was married.			
19. I attended the University of Berlin.			
20. 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.

- Shortly after his conversion to Christ, George Müller felt the desire to learn the ^{Hebrew}~~Chinese~~ language and become a full-time missionary to Jews in mainland Europe.
- 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.
- David Livingstone was born in Ireland as one of five children in a warm family with a strong work ethic.
- David Livingstone's son, who also opposed slavery, fought and died for the Confederate army in the American Civil War.



5. Standing nearly five feet tall, Isabella Baumfree (Sojourner Truth) suffered grave humiliation and abuse at the hands of her slave masters.
6. As a free woman, Sojourner Truth fought and lost three court cases, including a case to free her 5-year-old son.
7. Desperate for freedom, Harriet Tubman escaped from slaveholders and followed the Southern Cross at night to safety in Pennsylvania.
8. 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.
9. Like Harriet Tubman, Frederick Douglass was born a slave in Ohio.
10. 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*.
11. Shortly after his conversion to Christ, Hudson Taylor felt a clear call to India as a missionary of the Gospel.
12. 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. In the activity on the next page, 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.



- | | |
|------------------------|--------------------------|
| 1. <u> f </u> 1787 | a. Africa (most) |
| 2. <u> </u> 1838 | b. Canada |
| 3. <u> </u> 1893 | c. France |
| 4. <u> </u> 1894 | d. Great Britain |
| 5. <u> </u> 1917 | e. Kuwait |
| 6. <u> </u> 1918 | f. New Jersey |
| 7. <u> </u> 1920 | g. New Zealand |
| 8. <u> </u> 1929 | h. Pitcairn Island |
| 9. <u> </u> 1930s | i. Russia (Soviet Union) |
| 10. <u> </u> 1944 | j. South America (parts) |
| 11. <u> </u> 1960 | k. South Australia |
| 12. <u> </u> 1971 | l. Switzerland |
| 13. <u> </u> 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.

<i>Names, Places, or Events</i>	<i>Cambodia</i>	<i>Mexico</i>	<i>Canada</i>
1. Nova Scotia			X
2. Cinco de Mayo			
3. Henri Mouhot			
4. Union Act			
5. Carlota			
6. Norodom I			
7. Angkor Wat			
8. Quebec			
9. Maximilian			
10. French Indochina			
11. Louis-Joseph Papineau			
12. Napoleon III			
13. Khmer people			

(continued on next page)



<i>Names, Places, or Events</i>	<i>Cambodia</i>	<i>Mexico</i>	<i>Canada</i>
14. Métis			
15. 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

1. <u> D </u> <i>At the Races, Gentlemen Jockeys</i> 2. <u> </u> <i>Boating on the Seine</i> 3. <u> </u> <i>Breakfast in Bed</i> 4. <u> </u> <i>Bridge Over a Pond of Water Lilies</i> 5. <u> </u> <i>Camille</i> 6. <u> </u> <i>Children Playing on the Beach</i> 7. <u> </u> <i>Dance at Le Moulin de la Galette</i> 8. <u> </u> <i>Girl with a Hoop</i> 9. <u> </u> <i>Girls at the Piano</i> 10. <u> </u> <i>Impression, Sunrise</i> 11. <u> </u> <i>L'Absinthe</i> 12. <u> </u> <i>Lavacourt Under Snow</i> 13. <u> </u> <i>Race Horses</i> 14. <u> </u> <i>The Bath</i> 15. <u> </u> <i>The Child's Caress</i> 16. <u> </u> <i>The Dance Class</i> 17. <u> </u> <i>The Road to Vétheuil in Winter</i> 18. <u> </u> <i>Vétheuil in the Fog</i> 19. <u> </u> <i>Water Lilies</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!





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. <i>Glasnost</i> | 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 |



Activities for Lesson 76

The Assassination of Anwar Sadat (October 6, 1981)

76A—All Students

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

1. Have a non-participant write out the names from the table below 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.) 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.
2. Divide your class or family into two teams, making the teams as “fair” as possible if multiple ages are playing together.
3. One team member draws a card (from the age-appropriate pile or single pile if all are the same age) and attempts to draw the subject named on the card using a whiteboard, chalkboard, or paper. His or her 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 on the card for his or her team. (They also have one minute to guess the drawing.) If neither teams 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. Continue until all cards have been used and one team can declare victory. (The number of cards is odd for each category, 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>		
<i>Easy</i>	<i>Moderate</i>	<i>Difficult</i>
Egypt	Anwar Sadat	Mohandas Gandhi
Pharaoh	Hunger Strike	President Nasser
Pyramid	Six-Day War	Strait of Tiran

(continued on next page)



<i>"Pictionary" for Lesson 76</i>		
<i>Easy</i>	<i>Moderate</i>	<i>Difficult</i>
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 Students

Collage of Ancient Egypt. Anwar Sadat grew up along the Nile River, famous for images unique to ancient Egypt. Find and print from the Internet (or find and photocopy from reference books) several images to build a collage of ancient Egypt. Images may include mummies, pyramids, pharaohs, hieroglyphics, the Great Sphinx of Giza, and the like. File your photo collage in your Student Notebook under "Africa: Egypt."

76C—Middle Students

Ancient Pharaohs. For his totalitarian style of leadership, Hosni Mubarak was compared by some to the pharaohs of ancient Egypt. To fully appreciate this comparison, choose to study one of the following ancient pharaohs. Good or bad, find examples of powerful leadership (for example, Amenhotep IV, who dictated the worship of a sun god). Discuss ways in which ancient societies and modern societies are the same and ways in which they are different. Why do you suppose that modern man is less tolerant of dictatorship? (If, indeed, that's true!)

1. Hatshepsut
2. Thutmose III
3. Amenhotep II
4. Amenhotep IV
5. Ramses II

76D—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 would identify the war using the name of *their* holy day (Yom Kippur War) and Muslims would identify the war using the name of *their* holy month (Ramadan War). There are others who would 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, I want you to follow these simple directions, using an envelope, pen, three index cards, notebook paper, and glue.

1. On the back side of a small envelope, write in nice, large letters "The Fourth Arab-Israeli War." (Photo 1)
2. Write on the blank side of an index card "The Yom Kippur War." On the flip side of the card, write a few facts about Yom Kippur and what it means to observant Jews.
3. Write on the blank side of a second index card "The Ramadan War." On the flip side, write a few facts about Ramadan and what it means to observant Muslims.
4. Write on the blank side of a third index card "The October War." On the flip side, write the exact dates of the war for which it was named. (Photo 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 3)
6. File the "Name Game of Wars" in your Student Notebook under "Africa: Egypt" (since it was provoked by Egypt under Anwar Sadat). (Photo 4)

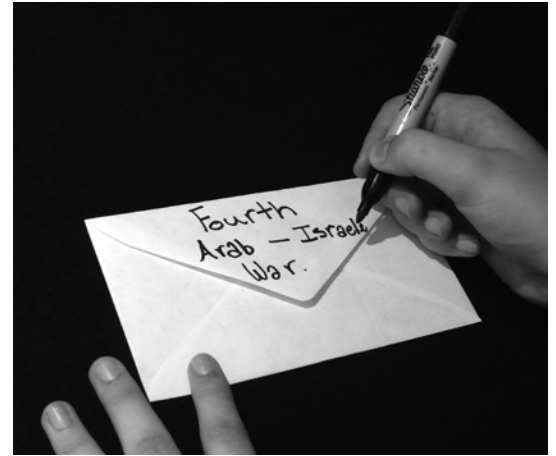


Photo 1



Photo 2

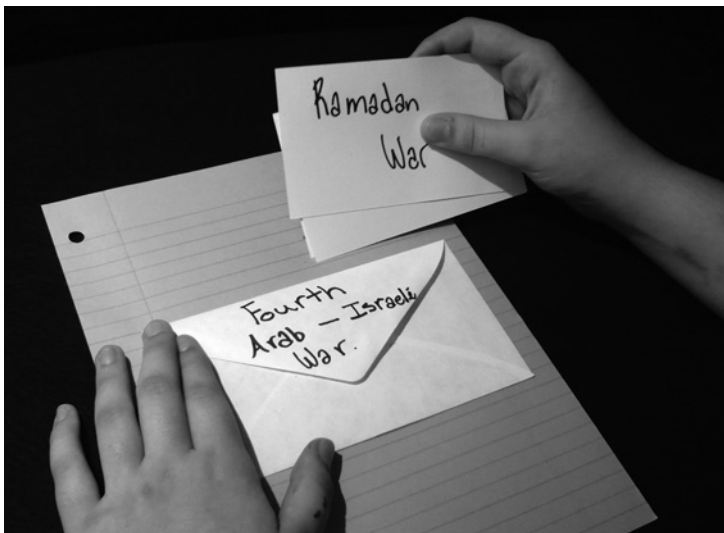


Photo 3



Photo 4

76E—Older Students

1. **Historic Words.** Read in its entirety the speech of Anwar Sadat given to the Israeli parliament on November 20, 1977. Print a copy for your Student Notebook to file under “Africa: Egypt.”

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

2. **Highlighting the Past.** Oftentimes, historic events of the past shed light on current and recent events. Find one to three articles written in 2011 that capture the recent historic overthrow of Egyptian President Hosni Mubarak (January 2011). Read and highlight any information in the article(s) that provides historical backdrop to the reader. For example, highlight names of 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.) Discuss the significance of history in the field of political journalism. Punch three holes in the article(s) and file in your Student Notebook under “Africa: Egypt.”

Activities for Lesson 77

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

77A—All Students

1. “Tear Down This Wall!” Watch a 2½-minute YouTube clip of Ronald Reagan challenging Mikhail Gorbachev in 1987 to open the Brandenburg Gate and tear down the Berlin Wall.

www.youtube.com/watch?v=Ts3KzfiYVmQ

2. Don’t Miss This! If you have time for only one activity, let it be this one! Watch this six-minute YouTube mini-documentary 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

3. Nadia: A Perfect “10”! To appreciate the perfect gymnastic scores of Nadia Comaneci, tune in to the following YouTube tribute.

www.youtube.com/watch?v=UeKEkQZbYCU

77B—Younger Students

Tearing Down the Berlin Wall. Use Lego plastic construction toys, boxes, or building blocks to create a city with a wall that divides it down the middle. (Photo 5) Take a “before” photo. Then, like the proud citizens of Berlin, tear down the wall with ordinary tools and your bare hands. Talk about the excitement, the exhilaration, and the possible fear experienced by those who physically



broke through the Berlin Wall. Take an “after” picture. Glue your before and after pictures to notebook paper for your Student Notebook. Title the page “The Fall of the Berlin Wall – November 9, 1989” and file it under “Europe: Germany.”

77C—Younger and Middle Students

Strange Sentences. To help you remember the seven satellite states in our lesson, I want you to make a sentence using words that follow the *first* letter of each satellite state (in the order 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 (&) symbol to help the sentence flow. I also used both an “E” and a “G” for East Germany. Your turn! Copy your final sentence (and the names of the satellite states) on notebook paper for your Student Notebook. Title the page “Remembering the Seven Satellite States.” File under “Europe.”

Hungary

Poland

Bulgaria

Czechoslovakia

East Germany

Romania

Albania

77D—Middle 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.)

1. **Historical Fiction.** Write a historically accurate fictional story about spies sneaking spies 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.



Photo 5

2. Biography. Write a short, chronological biography of Mikhail Gorbachev, Ronald Reagan, or Nadia Comaneci.
3. 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.
4. 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 speaking. (Though similar to GNP, Gross National Product, GDP is not the same.)

I want you to research the GDP of each of the former Soviet satellite states today (using statistics of the previous year and some name changes noted below¹). Compare and rank them to each other, as well as to world standards. By GDP numbers, which of the satellite states is faring the best? Which is scoring the lowest? List each satellite state in rank order of its GDP for your Student Notebook and file your findings under “Europe.”

Activities for Lesson 78

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

MEMORY CARDS

Make your Memory Cards for Lessons 76–78.

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 start with the “Adopt a U.S. Soldier” program or the “Wounded Warrior Project,” using the links below.

<http://adoptausoldier.org>

www.woundedwarriorproject.org

1. A note about the names: In doing your research, keep in mind that two satellite states have dissolved *in name* since breaking away from the Soviet Union. As of 1990, “East Germany” dissolved into “Germany.” As of 1993, “Czechoslovakia” dissolved into the “Czech Republic” and “Slovakia.” So, in reality, you need to rank-order eight nations, rather than seven when you compare the satellite states.



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 put these historical characters into proper context. Just how long ago did Nebuchadnezzar and Saladin conquer Jerusalem? How realistic was Saddam Hussein's ambition to subdue the Jews like his predecessors? Discuss the rich and complicated history of Israel in the Middle East.

78B—Younger Students

1. Camouflaged Army Men. When plastic toy army men 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 army men didn't change after World War II, the Korean War, or the Vietnam War, except when manufacturers made "enemy" army men in different colors. However, with the Persian Gulf War being fought in the desert, manufacturers changed the color of most plastic army men from green to a sand color. Find and purchase sand-colored army men to re-enact movements of the Persian Gulf War in a sandbox or on a sandy shoreline. Talk about how important appropriately colored camouflage is to a soldier!
2. Build the Hanging Gardens of Babylon. As you learned in our lesson, Saddam Hussein was a great admirer of Nebuchadnezzar, who in ancient times built the famous Hanging Gardens of Babylon. 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 in his campaign. Use your imagination and build your own small-scale replica of the Hanging Gardens of Babylon using blocks, Lego plastic construction toys, houseplants, and similar items. (Photo 6) Take a picture for your student Notebook and file it under "Asia: Iraq."



Photo 6

78C—Middle Students

1. Seeing Is Believing. Visit the following online site to see a few pictures of the Babylon International Festival held between 1987 and 1999. Explore the pages of the site for information on Babylon, the history of the festival, and several pictures of Hussein's renovations.

www.culture-iraq.com/pages/babylon.html

2. What If? When Saddam Hussein tried to rebuild Nebuchadnezzar's Babylon, he was seeking to re-create 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? 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? List on paper the unique features of your city (or the largest city near you) that may intrigue future generations. File this list in your Student Notebook under your home continent and country.
3. The Palace of a King. What would you expect the palace of a king to look like? Describe it out loud, then compare your vision to pictures of Saddam Hussein's palaces in Tikrit at the following Web site. (He had several more palaces other than the ones pictured here!)

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

78D—Middle and Older Students

1. Crossword Puzzle. Complete the crossword puzzle that has been provided in Activity 78D-1 of the Activity Supplement. Answers to the crossword puzzle are at the end of the Answer Key, Section D of the Appendix.
2. School Speaker. Do you have a friend or loved one who served in the Persian Gulf War? If so, ask them if they would like to share their experience with your family, your class, or your school. Prepare good questions for your speaker and remember to send a thank-you note expressing your gratitude for their time and presentation.
3. Board Game Lovers. As I have suggested with several wars, look into a board game of the Persian Gulf War for ages 12 and up to learn more about this Middle East conflict. Visit: <http://boardgamegeek.com/boardgame/2580/persian-gulf-battle-for-the-middle-east>

78E—Older Students

1. Gulf War Syndrome. More than 200,000 soldiers returning from the Persian Gulf War have reported mysterious medical symptoms. At present, it is unclear if these symptoms are the result of toxic weaponry, vaccines, pesticides, or other chemical hazards related to war in the Middle East. Research the latest status of Gulf War Syndrome and what is being done, or not being done, for those who still suffer symptoms today. Write a brief report on your findings or share them out loud with your class or family.
2. "I Love Kurdish Eyes." In doing my research on the cultural aspects of the Kurds, I discovered a Facebook page titled "I Love Kurdish Eyes," which is dedicated to the beautiful eyes of the Kurdish people. If you are a Facebook account holder, visit "I Love Kurdish Eyes" *with parental permission*. Discuss the unique blend of European and Middle Eastern features found in the Kurdish people. Share as a class or family any distinct features you possess that may be related to your ethnicity.



Activity 78D-1

Crossword Puzzle

Crossword. Complete the crossword puzzle on the next page using the clues given below. You may access Lesson 78 (“Saddam Hussein and the Persian Gulf War”) in your textbook for additional help in finding the answers. Ignore spaces, apostrophes, hyphens, and periods. (*Answers are at the end of the Answer Key, Section D of the Appendix.*)

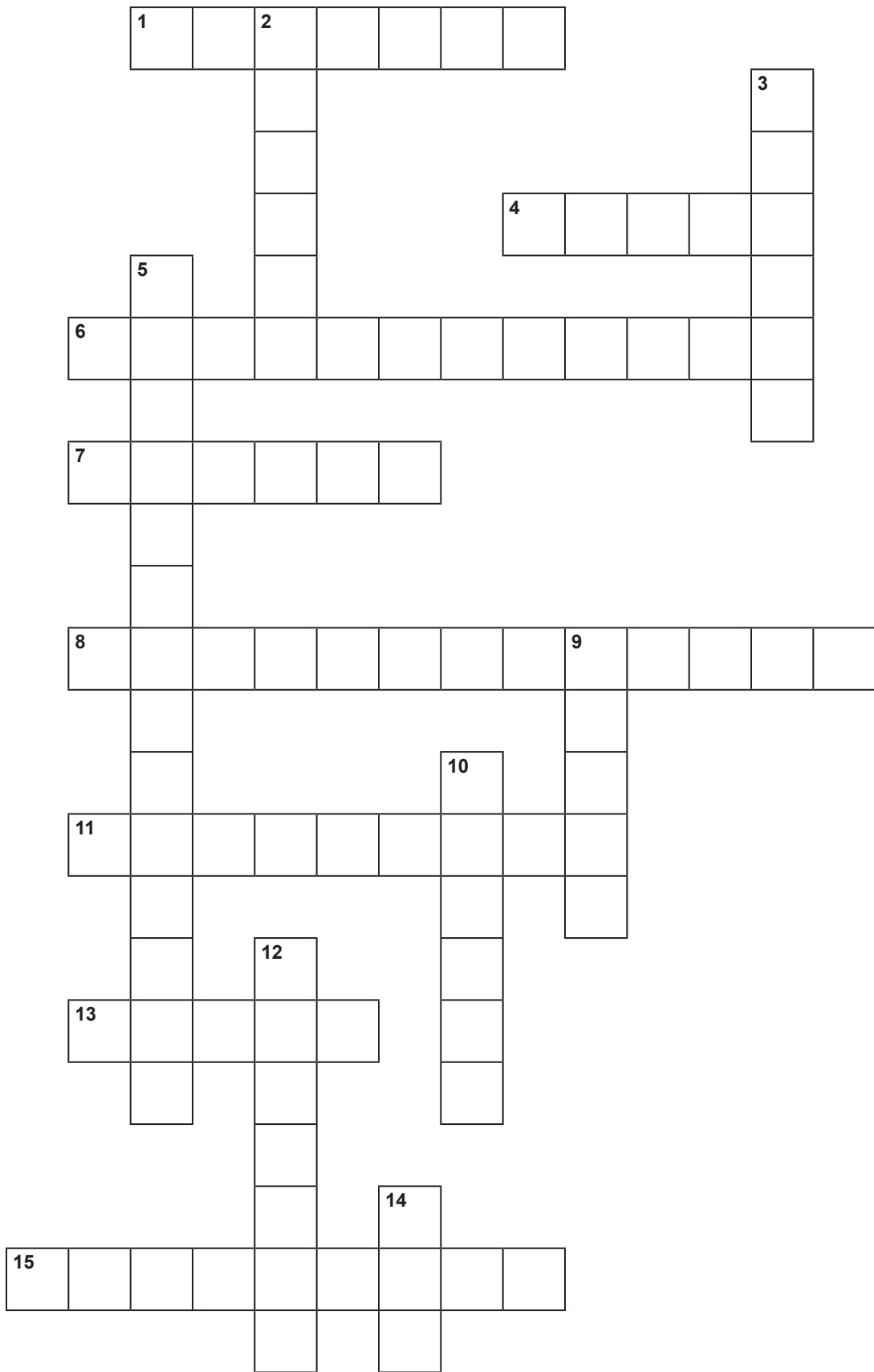
Across

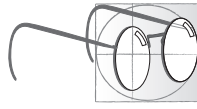
1. “The spoils of war”
4. Non-Arab peoples of Kurdistan
6. U.S. president during the Persian Gulf War
7. Small country on the Persian Gulf
8. Pushed al-Bakr into retirement
11. A military truce
13. Name of Iraqi political party meaning “renaissance”
15. Alliance of nations

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







Take Another Look!

Review 26: Lessons 76–78

Wall of Fame

- ♦ **The Assassination of Anwar Sadat (October 6, 1981)** — Use a male template for Anwar Sadat. Before cutting him out, give him a thought box, saying “Peace with Israel.” Give him “X’s” 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 a small card, 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 like this: ~~Cold War~~.) 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 a small 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. **Raid the Fridge to End the Cold War!** 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 — to mark the end of the Cold War. The only thing you need is a well-stocked refrigerator and more than one participant.
 - a. Participant #1 skims Lesson 77 (if old enough to read and understand) to determine the first satellite state that broke away from the Soviet Union. (It was Hungary. Younger Students may need this information provided.) 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). Without talking, he or she 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.
 - b. Continue the game with the next participant finding in the text 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.



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

Older Students

- 2. 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"). I feel these additional features will prove helpful in better understanding the Middle East!





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 _____?” (Although several of these individuals are still living as of this writing, for game purposes we’ll say *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? | 11. Who was Albert Einstein? |
| 2. Who was Catherine the Great? | 12. Who was Mussolini? |
| 3. Who was Mozart? | 13. Who was Hitler? |
| 4. Who was Napoleon? | 14. Who was Mother Teresa? |
| 5. Who was Harriet Tubman? | 15. Who was Billy Graham? |
| 6. Who was Hudson Taylor? | 16. Who was John F. Kennedy? |
| 7. Who was Florence Nightingale? | 17. Who was Martin Luther King, Jr.? |
| 8. Who was Chief Joseph? | 18. Who was Neil Armstrong? |
| 9. Who were the Wright brothers? | 19. Who was Richard Nixon? |
| 10. Who was Helen Keller? | 20. Who was Saddam Hussein? |

Category: Moderate

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



Maps*

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*(Note to Teacher: On the next several pages is a list of the number of copies of each Outline Map that you'll need per student, per level.)



Maps

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Maps

To the Teacher: Following is a list of the number of copies of each Map that you'll need per student per age level to complete this course in its entirety. It may be to your advantage to copy these ahead of time!

Map Number	Map Name	Younger Student	Middle Student	Older Student
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	1	1	2
15	China		1	1
16	Australia	1		
17	American Civil War	1		

(continued on next page)



<i>Map Number</i>	<i>Map Name</i>	<i>Younger Student</i>	<i>Middle Student</i>	<i>Older Student</i>
18	Civil War Battle Sites		1	1
19	Canada	1	1	
20	Japan			1
21	The United States		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			
26	The U.S.S.R.	1	1	
27	India		1	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	1
33	Korea	1	1	1
34	The Caribbean		1	1
35	Southeast Asia	1	1	1
36	The Moon		1	1
37	The Middle East		1	1
38	The Former Soviet Union		1	1
39	The Churches of Revelation	1	1	1
Total number of Maps		17	29	28





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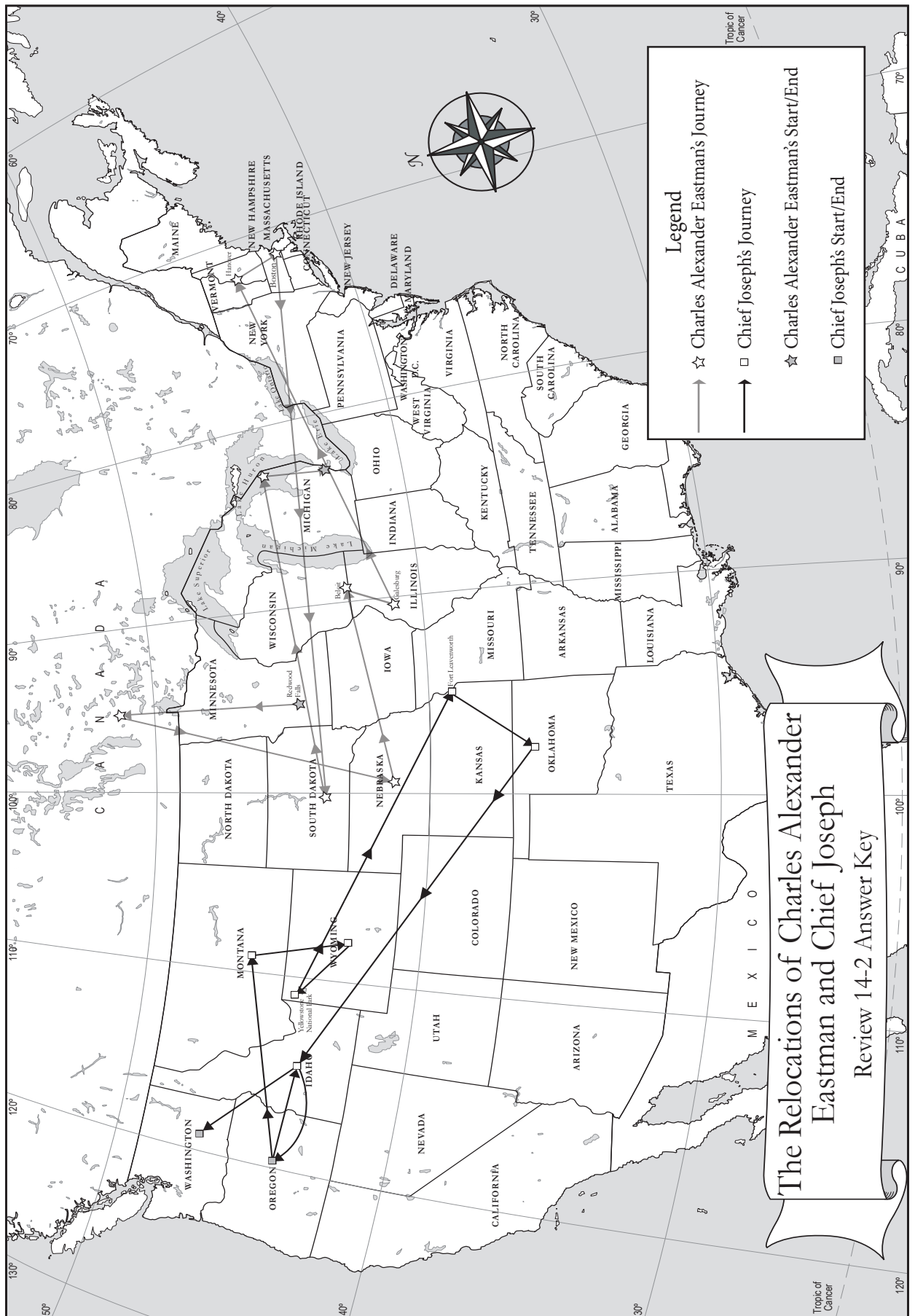
*(Note to Teacher: In the Answer Key Map title, the number or numbers after the hyphen refer to the mapping question number in the respective Review section. If there is no hyphen followed by a number[s] in the title, the Answer Key map covers all mapping questions in that Review section.)



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Section B — Supplemental Books and Resources

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

The Mystery of History is written as a stand-alone world history course. However, it is the author's desire that students of all ages would enrich their studies with a wide variety of quality literature ("read-alouds," historical fiction, living books, biographies, original works, classics, and more) to develop a greater sense of the time period covered and to expand the mind. Therefore, the following pages have been created to assist you in finding these kinds of materials, as well as films and documentaries of the time period. While all the resources listed here are optional, the Older Student should pay special attention to this section to help him or her supplement *The Mystery of History* and thus meet the standard requirements of a high school credit. (More information on high school credits can be found in the "Letter to the Teacher.")

Please keep in mind that while Bright Ideas Press, publisher of *The Mystery of History*, and the author have aimed to provide you with wholesome, age-appropriate materials here, we ultimately encourage you, the parent or teacher, to use your own discernment in making suitable choices from these resources.

To help you maneuver through this list, we have divided the resources into two main categories, *Topic Resources* and *Lesson Resources*. Here's what that means:

Topic Resources are the general books, textbooks, atlases, films, etc., that you might want to consider adding to your school or family library because they cover several lessons found in Volume IV. These materials will complement your studies and on some occasions serve as resources for additional research. To correlate with the time period of Volume IV, subtopics of this category include **Art History and Music, American History, Time-Period Classics, Primary Source Materials, and Miscellaneous Resources** (divided by quarters.). Suggestions for "All Students" are listed first and when applicable, further suggestions are then listed by specific age group — Younger, Middle, and Older Students. Some overlap will occur. Keep in mind that a vast number of history resources are written from a secular viewpoint and do not necessarily reflect the views of the author or of Bright Ideas Press.

Lesson Resources, the second and larger category of the two, are very specific books and films that correlate to the exact lessons found in Volume IV. These resources follow the Volume IV table of contents lesson by lesson. Similar to the first category, resources for "All Students" are listed first and then further resources are provided for Younger, Younger and Middle, Middle, Middle and Older, and Older Students. A little overlap will occur, and you will find some repetition from the Topic Resources. Remember, all these materials are optional and supplemental! The season of your life and skill base of your students will dictate the amount of supplementing that is right for you.

As a side note, you will notice that not every lesson in Volume IV has a book or film recommendation, but to help you follow the table of contents, we've listed those lessons anyway. Either age-appropriate resources don't exist for those lessons, or we simply haven't found them. If you come across something in *your* studies that would round out our list, please let us know. We hope this list will undergo many revisions as new literature and films are produced.

Last, the easiest way to approach this list is to break it down into quarters or a few lessons at a time. We recommend you work *ahead* of your students by doing your online research, shopping, or library visit *before* these books and films are needed. The experience will be more enjoyable and the fruit of your labors richer. To ease your shopping, there exists an Amazon link on my Web site connecting you to some of the titles presented here. (www.TheMysteryofHistory.com)



TOPIC RESOURCES

Note: Items with an asterisk are resources other than books, although they may include a book as well.

Art History and Music

All Students

Monet and the Impressionists for Kids: Their Lives and Ideas, 21 Activities by Carol Sabbeth. For Kids series. Chicago Review Press (ISBN 978-1556523977); 2002; 152 pp.

Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters by MaryAnn F. Kohl and Kim Solga. This book 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.

Sister Wendy's 1000 Masterpieces by Wendy Beckett. As with any book of art masterpieces, this book also contains nudes and possibly other visuals that could be offensive. This book should be previewed by the parent or shared with the student in preplanned selections. DK Publishing; 512 pp.

A Young Scholar's Guide to Composers by Melissa E. Craig and Maggie S. Hogan. Classical music is uniquely part of our Western civilization. Research suggests that both listening to and playing classical music aids brain development. Even rudimentary exposure increases one's level of enjoyment and understanding. This course provides a close-up look at famous composers, their music, and their times, with special attention to character traits and Christian testimony (or lack thereof). Even the musically challenged will enjoy this course! It's perfect for grades 4–8 but is easily adaptable for younger and older students. Minimal teacher prep will return maximum enjoyment! Bright Ideas Press (ISBN 978-1892427465); 2009; 320 pp.

The Heritage of Music by Katherine B. Shippen and Anca Seidlova. Viking Press; 1963. Chapters 4–8 speak to the music of this era. This book is currently out of print but can be purchased used online.

American History

All Students

All American History: Uniting America's Story, Piece by Piece, Volumes I and II, by Celeste W. Rakes. 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. A timeline snippet at the beginning of each chapter helps keep children centered in the right era, and primary sources bolster the veracity. Rakes takes extra time to convey a sense of actually living in that era: What clothes did they wear? What food did they eat? What kinds of houses did they live in? "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; republished 1999 by American Foundation Publications. 528 pp. Chapters XII and following pertain to MOH IV. This book is currently out of print but can be purchased used or read online.

Younger Students

In God We Trust: Stories of Faith in American History by Timothy Crater and Ranelda Hunsicker. Chariot Victor Publishing (ISBN 978-0781400145); 1997; 224 pp. Chapters 14–50 detail personalities and events highlighted in the timeline contained in MOH IV.



Harry N. Abrams (ISBN 978-0810989818); 2010; 320 pp.

Kazunomiya: Prisoner of Heaven by Kathryn Lasky. The Royal Diary Series. Scholastic Inc. (ISBN 978-0439164856); 2004; 160 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 is a picture book with clear words and beautiful paintings. Holiday House (ISBN 978-0823419531); 2012; 32 pp.

Susan B. Anthony: Fighter for Women's Rights by Deborah Hopkinson. Ready-to-read SOFA. Easy to read with an appealing presentation, this provides a simple overview of Anthony's life and achievements. Simon Spotlight. (ISBN 978-0689869099); 2005; 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 by Kathryn Lasky. Dear America Series. 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 read tells the incredible story of the first person to picket the White House, to burn a president in effigy, and to lead a successful non-violent 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.

Sisters: The Lives of America's Suffragists by Jean H. Baker. This text gives a general overview of this important era and includes vignettes of five of the most influential women in the American movement. Hill and Wang (ISBN 978-0809087037); 2006; 288 pp.

**Iron-Jawed Angels.* Starring Hilary Swank, this movie gives an excellent depiction of Alice Paul's historic contribution and of the American suffrage movement itself. HBO Home Video; 2004; 124 min. NR. DVD.

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

Younger and 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 book 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.

Books on Monet:

Linnea in Monet's Garden by Christina Björk. This is a beautiful picture book. Sourcebooks Jabberwocky (ISBN 978-1402277290); 2012; 48 pp.

Monet's Impressions by The Metropolitan Museum of Art. This picture book is FULL of Monet reproductions and simple, well-chosen words to describe them. This is written for the youngest students but can be also be enjoyed by older students. Chronicle Books (ISBN 978-0811870566); 2009; 48 pp.

**Monet: Shadow and Light*. Devine Productions; 2002; 54 min. G. DVD.

Books on Degas:

Degas and the Little Dancer by Laurence Anholt. This is a beautiful picture book full of reproductions of Degas's work. Frances Lincoln Publishers Ltd (ISBN 978- 0711210756); 1999; 32 pp.

Edgar Degas by Mike Venezia. Getting to Know the World's Greatest Artists. Children's Press (ISBN 978-0516271729); 2001; 32 pp.

**Degas and the Dancer*. Devine Productions 2002; 55 min. G. DVD.

Books on Renoir:

Pierre Auguste Renoir by Mike Venezia. Getting to Know the World's Greatest Artists. Children's Press (ISBN 978-0516200682); 1996; 30 pp.

Pierre-Auguste Renoir by Ernest Raboff. Art for Children. Trophy Press (ISBN 978-0064460682); 1987.

Renoir and the Boy with the Long Hair by Wendy Wax. Barron's Educational Series (ISBN 978-0764160417); 2007; 32 pp.

Books on Cassatt:

Mary Cassatt by Mike Venezia. Getting to Know the World's Greatest Artists. Children's Press (ISBN 978-0516422787); 1991; 32 pp.

**Mary Cassatt: American Impressionist*. Devine Productions; 2002; 56 min. G. DVD.

Middle Students

Monet and the Impressionists for Kids: Their Lives and Ideas, 21 Activities by Carol Sabbath. For Kids series. Chicago Review Press (ISBN 978-1556523977); 2002; 152 pp.

Older Students

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

Mary Cassatt: A Life by Professor Nancy Mowll Mathews. This is a well-written and thorough biography. Yale University Press (ISBN 978-0300077544); 1998; 394 pp.

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

Younger and Middle Students

Chief Joseph of the Nez Perce by Lucille Davis. Photo-Illustrated Biographies. Bridgestone Books (ISBN 978-0736884266); 1998; 24 pp.

Chief Joseph: The Voice for Peace by Lorraine Jean Hopping. Sterling Biographies. This is a visually appealing



biography, full of information. Sterling (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 account is based on Chief Joseph's Washington, D.C., interview. Primary source. Mountain Meadow Press (ISBN 978-0945519157); 1995; 53 pp.

Middle and Older Students

The Light in the Forest by Conrad Richter. This is the story of a white boy who was captured and raised by the Lenni Lenape Indians and returned to his people when he was older. Vintage (ISBN 978-1400077885); 2004; 192 pp.

Older Students

Indian Boyhood by Charles Alexander Eastman. Primary source. Multiple editions.

From the Deep Woods to Civilization: Chapters in the Autobiography of an Indian by Charles Alexander Eastman. Primary source. Multiple editions.

The Essential Charles Eastman: The Light on the Indian World (Autobiography). Primary source. Multiple editions.

Living in Two Worlds: The American Indian Experience by Charles Alexander Eastman. Highly recommended by the author. Primary source. Multiple editions.

Chief Joseph of the Nez Perce by Robert Penn Warren. This is a famous poet's tribute to Chief Joseph and his people. Random House (ISBN 978-0394530192); 1983; 64 pp.



Whatever Happened to the Human Race? by C. Everett Koop, M.D., and Francis A. Schaeffer. This is a classic book on ethics and apologetics relevant to the pro-life movement. Crossway (ISBN 978-0891072911); 1983; 180 pp.

Why Pro-Life? by Randy Alcorn. Written by a Christian author, this book is full of sensitively delivered, factual information on the sanctity of life. Hendrickson Pub (ISBN 978-1619700284); 2012; 172 pp.

Lesson 74 — Watergate and the Resignation of Richard M. Nixon (August 8, 1974)

Middle Students

Richard M. Nixon: Thirty-Seventh President 1969–1974 by Mike Venezia. Getting to Know the U.S. Presidents. Children’s Press (ISBN 978-0531179499); 2007; 32 pp.

Older Students

Born Again by Chuck Colson. This is the autobiographical account of Colson’s transformation from Nixon’s “hatchet man” to a man of God. Primary source. Chosen Books (ISBN 978-0800794590); 2008; 384 pp.

The Original Watergate Stories by *The Washington Post*. This is the collection of all the original Watergate news stories originally printed in *The Washington Post*. Primary source. Diversion Books (Amazon Digital Services - Kindle only); 2013; 133 pp.

Richard Nixon, A Very Brief History by Mark Black. (Amazon Digital Services – Kindle only); 2012; 32 pp.

Lesson 75 — Ayatollah Khomeini Forms the Islamic Republic of Iran (April 1, 1979)

Middle and Older Students

Iran: Desperate for God by The Voice of the Martyrs. This is a collection of stories of those from the heart of Iran who have found freedom in Christ. Living Sacrifice Book Company (Amazon Digital Services - Kindle only); 2011; 98 pp.

Older Students

Captive in Iran: A Remarkable True Story of Hope and Triumph Amid the Horror of Tehran’s Brutal Evin Prison by Maryam Rostampour and Marziyeh Amirizadeh. Primary source. Tyndale Momentum (ISBN 978-1414371214); 2014; 304 pp.

Jumping Through Fires: The Gripping Story of One Man’s Escape from Revolution to Redemption by David Nasser. Nasser’s family left Iran in the midst of the revolution. As a result of living in his revolution-torn country, Nasser hated religion, but God grabbed hold of him and changed his life. Primary source. Baker Books (ISBN-10 0801013356); 2009; 171 pp.

WEEK 26

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

Middle Students

Anwar Sadat and Menachem Begin by Heather Lelr Wagner. Modern Peacemakers Series. 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 Sis. This Caldecott Honor book is the memoir of popular author/illustrator Peter Sis. Accessible by younger students and relevant to older students, all will enjoy Peter's flight from Communism to freedom. Primary source. Farrar, Straus and Giroux (ISBN 978-0374347017); 2007; 56 pp.

Older Students

The Fall of the Berlin Wall by William F. Buckley, Jr. Turning Points in History Series. Wiley (ISBN 978-0470496688); 2009; 240 pp.

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

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

**Declassified: The Rise and Fall of the Berlin Wall*. This 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! The History Channel; 2009; 94 min. NR. DVD.

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

Middle Students

The Persian Gulf and Iraqi Wars by Lawrence J. Zwier and Matthew S. Weltig. Chronicles of America's Wars. Lerner Publishing Group (ISBN 978-0822508489); 2005; 96 pp.

The Persian Gulf War: "The Mother of All Battles" by Zachary Kent. American War Series. Enslow Publishers (ISBN 978-0766017306); 1994; 128 pp.

Older Students

The Rise of Babylon: Sign of the End Times by Charles H. Dyer. Though this book presents debatable theories of biblical End Times, and the original edition is currently outdated by historical events, it provides a thought-provoking view of Saddam Hussein and his rise to leadership. Moody Publishers (ISBN 978-0802409058); 2003; 256 pp.

WEEK 27

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

Middle Students

The Collapse of the Soviet Union: The End of an Empire by Andrew Langley. Snapshots in History Series. Snapshots in History (ISBN 978-0756520090); 2006; 96 pp.

The Collapse of Communism by Stewart Ross. Witness to History Series. 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. NA (ISBN 978-1403455253); 2004; 56 pp.



Section C—Pretest Answer Key

QUARTER 1

Pretest 1

1. Johann Sebastian Bach
2. baroque
3. George Frideric Handel
4. New World
5. Manhattan
6. Roger Williams
7. Great Awakening
8. Jonathan Edwards
9. George Whitefield

Pretest 2

1. Prussia
2. Seven
3. flies
4. reason
5. deist
6. freedom
7. Silence
8. Gulf
9. sparrow

Pretest 3

1. F
2. T
3. F
4. F
5. T
6. T
7. F
8. F
9. T

Pretest 4

1. Delaware
2. French
3. Yorktown
4. Salzburg, Austria
5. 5
6. father
7. middle
8. third
9. Marie Antoinette

Pretest 5

1. e
2. c
3. h
4. i

5. g
6. a
7. b
8. f
9. d

Pretest 6

1. Ludwig van Beethoven — *Who was a German classical composer?*
2. “Beethoven’s Fifth” — *What is a symphony by Beethoven?*
3. *Moonlight* — *What is a famous sonata by Beethoven?*
4. Father Hidalgo — *Who started the Mexican War of Independence?*
5. *criollo* — *What was the name given to a Mexican-born Spaniard?*
6. Agustín de Iturbide — *Who declared himself to be the new emperor of Mexico?*
7. Chief Tecumseh — *Who led Indians in the War of 1812?*
8. Francis Scott Key — *Who wrote “The Star-Spangled Banner”?*
9. Treaty of Ghent — *What document was supposed to end the War of 1812?*

Pretest 7

1. Kremlin
2. Nations
3. Saint Helena
4. “El Liberator”
5. Haiti
6. Colombia
7. Ottoman Turks
8. Filiki Eteria
9. Byron

QUARTER 2

Pretest 8

1. Brazil
2. Guanabara Bay
3. Pedro II
4. Andrew Jackson
5. Choctaw Indians
6. Osceola
7. George Müller
8. cholera
9. Breakfast Club



Section D—Answer Key

QUARTER 1

Week 1: Exercise

- | | |
|--|-------------------------|
| 1. Johann Sebastian Bach | 10. The Dutch |
| 2. George Frideric Handel | 11. Sir George Cartaret |
| 3. Johann Sebastian Bach | 12. William Penn |
| 4. Johann Sebastian Bach | 13. Jonathan Edwards |
| 5. George Frideric Handel | 14. George Whitefield |
| 6. George Frideric Handel | 15. George Whitefield |
| 7. Sir Walter Raleigh | 16. Jonathan Edwards |
| 8. John Wheelwright | 17. George Whitefield |
| 9. George Calvert, the 1st Baron Baltimore | 18. Jonathan Edwards |

Week 2: Review 2, Latitude and Longitude

1. Boston, Massachusetts (42°N and 71°W); 2. New York, New York (40°N and 74°W); 3. Philadelphia, Pennsylvania (39°N and 75°W); 4. Albany, New York (42°N and 73°W); 5. London, England (51°N and 0.1°W); 6. Paris, France (48°N and 2.3°E); 7. Philadelphia, Pennsylvania (39°N and 75°W)

Week 2: Quiz

- | | |
|------|-------|
| 1. b | 7. b |
| 2. d | 8. c |
| 3. a | 9. d |
| 4. d | 10. d |
| 5. c | 11. a |
| 6. c | 12. c |

Week 3: Exercise

- Lsn 1: *Water Music*, Harpsichord, Baroque, *Soli Deo Gloria*
Lsn 2: Pilgrims, Peter Minuit, James Oglethorpe, Anne Hutchinson
Lsn 3: 30,000 sermons, "Voice Like an Organ," Jonathan Edwards, Wintry Revival of 1734
Lsn 4: Silesia, "Army of Giants," Prussia, Maria Theresa
Lsn 5: *The Social Contract*, *Philosophes*, "Noble Savage," "Defender of Calas"
Lsn 6: *Poor Richard's Almanack*, Mrs. Silence Dogood, Kite, "JOIN, or DIE"
Lsn 7: Ohio River Valley, George Washington, Nova Scotia, Pontiac
Lsn 8: Hermitage, Don Cossacks, Princess Sophia, Peter III
Lsn 9: Patrick Henry, Stamp Act, Bunker Hill, Sons of Liberty

Week 4: Quiz

Group I

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

Group II

- | | |
|-------|-------|
| 9. d | 13. b |
| 10. h | 14. f |
| 11. g | 15. c |
| 12. a | 16. e |



Worksheet 2

I.

Copy as directed.

II.

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

III.

- | | | |
|------|------|-------|
| 1. g | 5. b | 9. c |
| 2. j | 6. d | 10. h |
| 3. e | 7. i | |
| 4. f | 8. a | |

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

1. **Texans** vs. Mexicans
2. **Ch'ing dynasty** vs. Taiping Heavenly Kingdom
3. **Chinese Boxers** vs. Christians & Missionaries
4. Russia vs. **Ottoman Empire & Allies**
5. **Gold miners** vs. Charles Hotham's soldiers
6. French & Mexican conservatives vs. **Mexican liberals**
7. General Custer vs. **Chief Sitting Bull**
8. **Union** vs. Confederacy
9. Métis vs. **Canada**
10. Russia vs. **Japan**

V.

- | | | |
|-----------|------------|------------|
| 1. Marx | 8. Marx | 15. Darwin |
| 2. Marx | 9. Both | 16. Both |
| 3. Darwin | 10. Darwin | 17. Darwin |
| 4. Marx | 11. Darwin | 18. Both |
| 5. Darwin | 12. Darwin | 19. Marx |
| 6. Marx | 13. Marx | 20. Darwin |
| 7. Both | 14. Marx | |

VI.

- | | |
|------------------------|---|
| 1. Chinese – Hebrew | 7. Southern Cross – North Star |
| 2. Dublin – London | 8. Gandhi – Moses |
| 3. Ireland – Scotland | 9. Ohio – Maryland |
| 4. Confederate – Union | 10. John Brown – William Lloyd Garrison |
| 5. five – six | 11. India – China |
| 6. lost – won | 12. London – Changsha |

VII.

- | | | |
|------|-------|-------|
| 1. f | 6. d | 11. a |
| 2. h | 7. m | 12. l |
| 3. g | 8. b | 13. e |
| 4. k | 9. j | |
| 5. i | 10. c | |

VIII.

- | | | |
|-------------|--------------|--------------|
| 1. Canada | 6. Cambodia | 11. Canada |
| 2. Mexico | 7. Cambodia | 12. Mexico |
| 3. Cambodia | 8. Canada | 13. Cambodia |
| 4. Canada | 9. Mexico | 14. Canada |
| 5. Mexico | 10. Cambodia | 15. Mexico |



V.

Answers will vary, but the four Impressionists in this volume are Claude Monet, Edgar Degas, Pierre-Auguste Renoir, and Mary Cassatt.

Week 26: Exercise

(These are brief answers for the teacher. Student answers need not be exact.)

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

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; co-writer 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)



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 counter-attack 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

Week 27: Quiz

I.

- | | | |
|------|------|-------|
| 1. f | 5. b | 9. k |
| 2. j | 6. l | 10. e |
| 3. h | 7. a | 11. d |
| 4. g | 8. c | 12. i |

II.

- | | | |
|----------------------|--------------------|-----------------|
| 13. Francisco Franco | 17. Karl Doenitz | 21. Mao Zedong |
| 14. Joseph Stalin | 18. Soviet Union | 22. Kim Il-sung |
| 15. Adolf Hitler | 19. Chaim Weizmann | 23. Che Guevara |
| 16. Georgy Zhukov | 20. Billy Graham | 24. Jack Ruby |

III.

- | | | |
|-------|-------|-------|
| 25. e | 29. a | 33. f |
| 26. j | 30. i | 34. l |
| 27. h | 31. g | 35. k |
| 28. b | 32. d | 36. c |

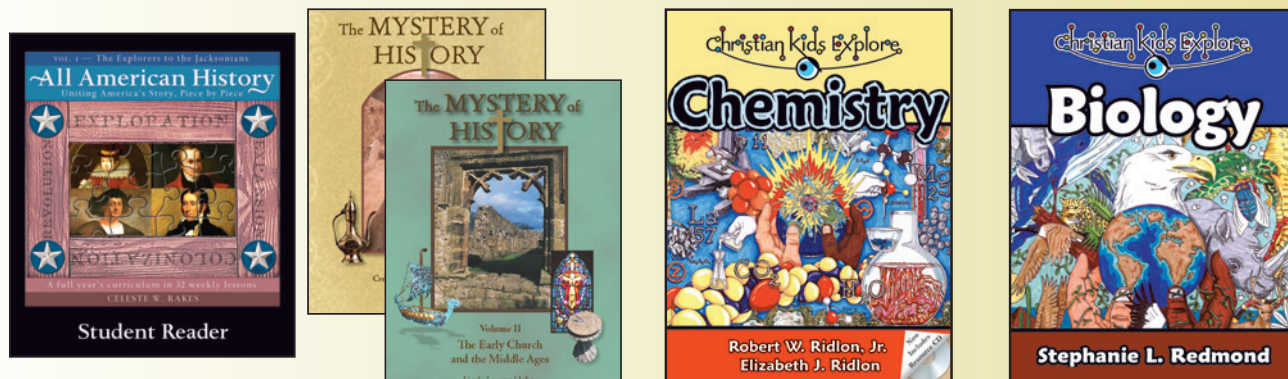
IV.

Answers will vary but should be similar to the following:

1. The First Yugoslavia formed after World War I and was divided by several provinces holding to three different religions.
2. The Second Yugoslavia formed after World War II and was led by Josip Tito, a "mild" Communist leader.
3. The Third Yugoslavia existed only briefly and consisted of Serbia, Montenegro, and Kosovo.



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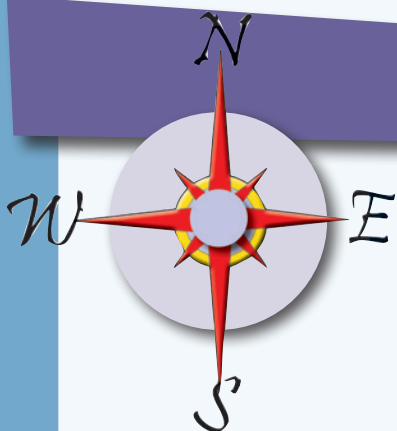
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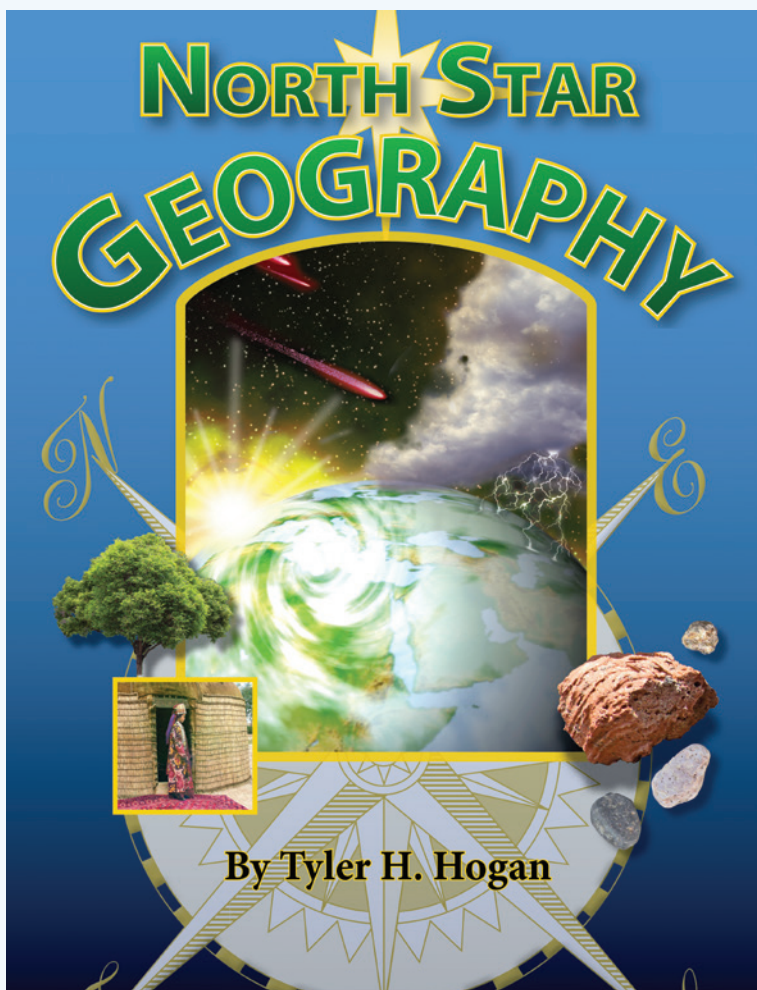
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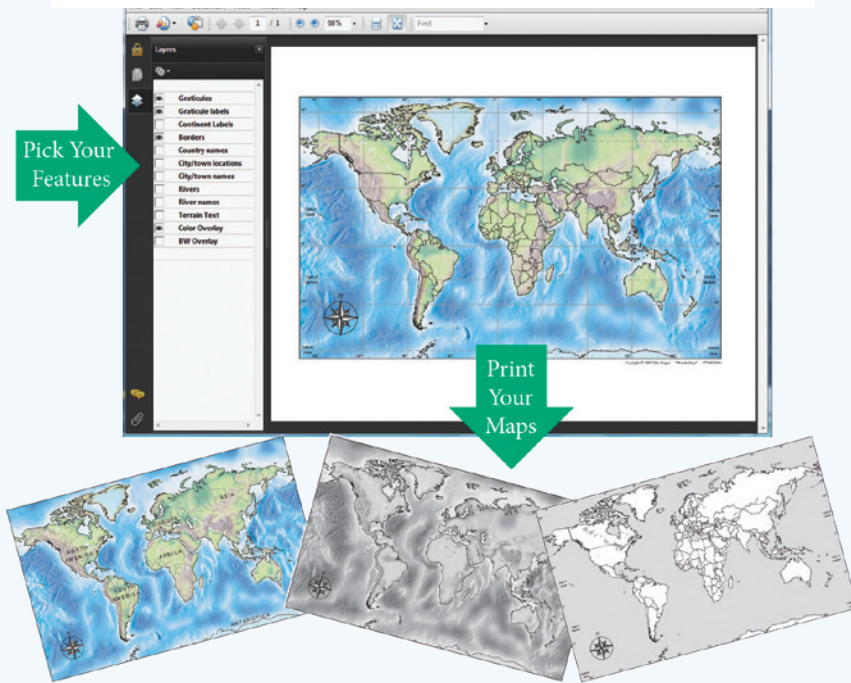
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