

What Every Child Needs to Know

Updated Optional Activities

Note: This material is available on line at www.brimwoodpress.com.

Lesson 2 Ancient Sumer

Online Activities:

1. This site will give you some history and examples of cuneiform writing:
<http://www.ancientscripts.com/sumerian.html>

Color the Western World: The “Sumerians Rule Mesopotamia” is a visual display of the historical period you have just studied. The border is two halves of a ziggurat. These temples were at the heart of each Sumerian city-state. The ebb and flow of all of Sumerian life revolved around the activities of the temple in worship of the gods. These temples were made of clay bricks. Color the border appropriately. You may or may not have time to color the rest of the page.

Glossary: Add the words and definitions for *theocracy*, *cuneiform*, and *ziggurat*, along with any other new historical terms covered in this lesson.

Historical Fact Sheets: Fill out a “Government” fact sheet on Sumer’s theocracy. Fill out a companion Historical Icon from the timeline sticker kit and add it to the timeline anywhere between the time spans given at the beginning of the “History in a Nutshell” section.

Thinking Like an Historian: See pg. 11 of your Western Civilization book.

Literature recommendations:

- *Secret of the Scribe*, Jennifer Garrity

Craft recommendation: Make a clay cuneiform tablet of the child’s initials.

All of the craft project recommend here were created in a co-op I taught from this course. The craft were left on display in my schoolroom, so when I wanted to quiz my kids on key dates I just pointed to the craft and had them say the key date or the era. It made for some fun review.

Lesson 3 Old Kingdom Egypt

Online Activities:

1. The Pyramids of Giza and the surrounding “city” of the dead is known as a necropolis. We highly recommend an interesting write-up by Alan Winston about the workforce required to build pyramids at <http://www.touregypt.net/featurestories/pyramidworkforce.htm>

2. As noted above, Old Kingdom calendars do not exist today. However, when the Greeks conquered Egypt they forced the priests to reveal their secrets and display them on temple walls. To see a beautiful example of an Egyptian star calendar, go to www.google.com, type in “Denderah” and click on Images. This should bring up several fine examples of a circular star map that depicts various gods and sacred images the priests saw in the night sky. On clearer, colored images, you will be able to make out Osiris wearing the white hat. Behind him is a cow with a star between its horns. That star is Sirius. This star map was engraved into the ceiling dome of the Temple of Hathor, a temple designed for celebrating the Egyptian New Year.

Color the Western World: The border on this page contains the type of columns built by Egyptians during the Old Kingdom. Just as the Greeks built different types of columns that correspond with different periods, so did the Egyptians. Unfortunately, when this page was put together a mistake was made by using a painting from a pharaohs tomb of a much later dynasty for the top of the border. We apologize for the error.

Glossary: Add to your glossary the definition of the words, polytheist, theocracy, and Sirius, along with any other words that were new in this lesson.

Historical Fact Sheet: Fill out a Historical Fact sheet entitled Arts and Architecture for the Great Pyramids of Giza. Between what has been discussed in this lesson and through using the site noted under the following online activity, you will have ample information. Also add a Historical Icon to the timeline.

Literature recommendations:

- *The Golden Goblet*, Eloise Jarvis McGraw
- *Mara, Daughter of the Nile*, Eloise Jarvis McGraw
- *Tales of Ancient Egypt*, Roger Lancelyn Green

Thinking Like an Historian: See pg. 20 of your Western Civilization book.

Craft recommendation: Make a sugar cube pyramid

Lesson 4 Ancient Babylon

Optional Activities:

1. I highly recommend the web site <http://www.phillipmartin.info/hammurabi/homepage.htm>. It gives students more opportunity to learn about Hammurabi and provides the additional information they will need to accomplish the assignment below.
2. The following web site provides the text as well as a good summary of each of the cuneiform tablets containing the Babylonian creation myth Enuma Elish. Reading this story would be appropriate for older students. Go to <http://www.cresourcei.org/enumaelish.html>.

Color the Western World: In this pictorial depiction of the history covered in this lesson, the Arc of the Covenant borders this page. The arc was made while Israel wandered in the

wilderness after leaving Egypt. It was the most important object of the Tabernacle, a portable temple in which the Israelites could worship God. Color the border a rich gold.

Glossary: Add *Hammurabi's Code*, *Enuma Elish*, *Gilgamesh* and *city-state*. Add any additional words that were unfamiliar to you.

Historical Fact Sheet Assignment:

1. Using the information contained in this guide and the online resource above, fill out a "Famous Men" fact sheet on Hammurabi. Fill out a history icon sticker from your scroll timeline kit for Famous Men and put it on your timeline.
2. Using the information contained in this guide and the online resource above, fill out a "Literature and Theater" fact sheet on Enuma Elish. Fill out and apply a history icon sticker to your scroll timeline.

Literature Recommendations:

- *Hittite Warrior*, Joanne Williamson

(This story is about a near-Eastern civilization slightly different than the Babylonian civilization and in a slightly different time, but there are enough similarities to make it a profitable reading experience.)

- *The Gilgamesh Trilogy*, Ludmila Zeman (Includes *Gilgamesh the King*, *The Revenge of Ishtar*, and *The Last Quest of Gilgamesh*.)
- *Gilgamesh, the Hero*, by Geraldine McCaughrean

Craft recommendation: Make a poster board of Hammurabi's stele using three pieces on black poster board. In white chalk draw or cut out the dome top of the stone and draw the picture of Hammurabi receiving the laws from his God. Write out some of his actual laws on the bottom of the poster board or type them out and print them landscape on 11x17 paper. Cut them out and glue them on the poster board.

Lesson 5 Ancient Israel

Online Activities:

1. The following site contains an article on the Torah written by a Jewish rabbi and featuring many interesting photos. <http://www.templesofjose.org/JudaismInfo/Torah/Torah.htm>
2. A pastor's helpful and photo-filled guide to the tabernacle: <http://hubpages.com/hub/A-Pictorial-Commentary-on-the-Hebrew-Tabernacle>

Glossary: Add *monotheism* and *Torah* to the glossary.

Historical Fact Sheet Assignments:

1. Using the information contained in this guide and Genesis 1-3, fill out a "Biblical Event" fact sheet on the seven-day creation account. Fill out a history icon sticker from your scroll timeline kit for Biblical Event and put it on your timeline.

2. Using the information contained in this guide and the biblical references of Exodus 1-14, fill out a “Biblical Event” fact sheet on the Exodus. Fill out a history icon sticker from your scroll timeline kit for Biblical Event and put it on your timeline.

Literature Recommendations:

- *The Cat of Bubastes*, G. A. Henty
- *God King: A Story in the Days of King Hezekiah*, Joanne Williamson
- Genesis 1-3. For older students, read Enuma Elish, the ancient Babylonian creation myth. Compare and contrast Israel’s creation narrative with the Babylonian myth.

Craft/reenactment: We did not do a craft for this era, instead we reenacted the Passover with its meager meal with the kids who participated in a co-op. I just wrote a simple script from Exodus and prepared a basic meal following what is recorded in Exodus. They loved it. (Sorry, I have no idea what I did with my script.)

Lesson 6 Classical Greece

Online Activities:

1. We know much about Athens’ conflicts during the Classical Age because this period also birthed the first real historians. Herodotus, known as the “Father of History”, wrote about the Persian War. Thucydides, regarded as one of the greatest historians and thinkers of all time, wrote about the Peloponnesian Wars. To read an excerpt from his book in which he records one of the speeches of Pericles, Google the words: Ancient History Source Book Thucydides Pericles Funeral Oration.
2. Google: “School of Athens” and click images. View this masterpiece online. As noted above, Raphael captures the essence of Plato’s and Aristotle’s beliefs about the source of universal truths. Just for fun, think about how Raphael might have painted a Sophist philosopher. If there had been a trio of philosophers in this painting, where would the Sophist, who believed that man was the measure of all things, have pointed? What if Raphael painted a quartet? If Moses, writer of the Torah, joined the group, where would he point to illustrate his source for finding truth?
3. Reading an on-line version of Plato’s Cave is well worth the time of any young historian. Here’s a helpful site with a good illustration: <http://webspace.ship.edu/cgboer/platoscave.html>

Color the Western World: The Classical Greece page is a visual display of the history we have just studied. Add the colors of stone and marble to the border of the Parthenon. The presence and importance of the Parthenon reminds us that the gods were still quite significant in Classical Greece. What new idea did you learn about in this lesson that is not depicted on this page?

Glossary: Add Persian War, Delian League, Peloponnesian Wars, Sophists, Rationalism, and Empiricism.

Historical Fact Sheet Assignment:

1. Using the information contained in this guide and the online resource above, fill out a “Battles, Wars and Revolutions” fact sheet on the Peloponnesian Wars. Fill out a History icon sticker and add it to your scroll.
2. Using the information contained in this guide and the online resource above, fill out a “Literature and Theater” fact sheet on Plato’s “The Cave”. Fill out and apply a history icon sticker for your scroll timeline.

Literature Recommendations

- *D'Aulaire's Book of Greek Myths*, Ingrid D'Aulaire
- *Herodotus and the Road to History*, Jeanne Bendick
- *Plato's Cave* Have older children read an online version of Plato's, The Cave. This is a famous allegory (story that has two meanings) teaching that those things which we recognize in the physical world are only “shadows” cast from that which is above. The world above the “shadow land” is reality, where what is truly Good can be seen and comprehended. Remember that Plato's descriptions of “the Good” and all transcendent forms are not attached to a personal being. Plato's idea of an impersonal nature and an eternal soul were the makings of the philosophy known as Western pantheism.

Craft recommendation: Make a Doric column from the Parthenon. We bought two cardboard tubes for pouring cement from Home Depot, and stacked them on top of each other, and taped them together with packing tape. We then cut out pieces of Styrofoam for the top and bottom to make a Doric column. We covered the column with white butcher paper and colored fluting on the sides with black crayon. We actually used charcoal but that got a little messy.

Lesson 7 Hellenistic Greeks In Egypt

Online Activities:

1. Go to http://www.reshafim.org.il/ad/egypt/texts/canopus_decree.htm. As you read this translation of the Decree of Canopus, be aware that this is a translation of a primary source document. Historians refer to something as a primary source if it was written at or close to the actual occurrence of an event, usually by an eyewitness. Have older students read the decree for themselves. For younger students, read the document yourself, then read aloud those portions most closely related to our calendar story. Make sure your children know what a primary source document is.

Color the Western World: Turn to “Greeks Rule Egypt” for an artistic visual display of the period you have just studied. Note that the columns and lotus motifs on the top of the border are classic Egyptian art and architecture during the Ptolemaic period. Color the border before your next lesson. Note any online suggestions for this activity in the front of the coloring book.

Glossary: Select two to four historical terms introduced in this lesson and add them to the glossary in your history notebook. Be sure to include *Hellenizing*, *Ptolemaic Pharaohs*, *Septuagint* and *the Alexandrian Library/university*.

Historical Fact Sheet Assignment:

1. Fill out a Historical Fact Sheet on the Decree of Canopus, using the “Literature and Theater” form. There are several questions at the end of this form that do not apply to this document. Skip them. To find a good drawing of the stone that you can copy from the web to paste in your fact sheet, type Monmouth College Copy of the Decree of Canopus in Google. At the site, go to the Artist’s Rendition and you will find a great drawing of the stone with Egyptian hieroglyphics and Greek.
2. After you have filed the sheet in your history binder, add a Historical Icon for “Literature and Theater” to the timeline. .Go to <http://csep10.phys.utk.edu/astr161/lect/retrograde/aristotle.html>. This site contains an excellent overview of Aristotle’s and Ptolemy’s universe. It is brief and does a terrific job of summarizing Aristotle’s effect on this period of history as well as the Middle Ages.
3. Fill out a Science and Technology fact sheet. While we know today that these models were not advancements in science, in their day they were perceived as a dramatic step forward in man’s understanding of his universe. List on the back of this form the three false beliefs of Aristotle that inhibited the advancement of astronomy. As we noted earlier, not everything Aristotle came up with was a help to science or, as we will learn in later lessons, to the Church.

Literature Recommendations:

- The Septuagint (Ptolemy II had the Septuagint, a Greek translation of the Hebrew Old Testament, translated in Alexandria during this period. This work included other important Jewish works popular at the time. They are preserved in some Christian Bible as Apocryphal books.) We recommend reading the book of Judith for its story value and the books of Maccabees its for historical significance.
- *Archimedes and the Door to Science*, Jeanne Bendick

Research Activity: Which one of The Seven Wonders of the Ancient World was designed at the Library of Alexandria?

Thinking Like a Historian: See pg. 63 in your book.

Craft recommendation: We made another poster board to create a replica of the Decree of Canopus.

Lesson 8 Roman Republic

Online Activities:

1. A good article featuring a helpful diagram of Roman political positions in the late republic is found here: <http://www.vroma.org/~bmcmanus/romangvt.html>.
2. For a short, accessible article on the Punic Wars to amplify your studies go to: <http://www.mrdowling.com/702-punic.html>.

Color the Western World: The Roman Republic page provides a visual portrayal of the history covered in this lesson. The border on this page is taken from an altar that belonged to the

ancestors of Emperor Nero, who lived during the next period of history. Follow the instructions in the front of the book to view the altar online. We chose to depict the side showing a human procession to the altar; however the other side of the altar is covered with interesting gods and goddesses. Be sure to check it out.

Glossary: Be sure to add to your glossary *Latin Golden Age, Republic, Patrician* and *Plebian*, along with any other terms that were new to you in this lesson.

Historical Fact Sheet Assignment: Fill out a “Calendar Origins” Historical Fact Sheet for the Julian calendar, using the information available in this guide and Calendar Quest. File it in your HATs binder and add a “Calendar Origins” icon to your timeline around 46 B.C.

Literature Recommendations:

- *The Young Carthaginian*, G. A. Henty
- *Julius Caesar*, William Shakespeare

Research Activity:

- In what century did William Shakespeare write the play *Julius Caesar*? Was it a comedy or tragedy?
- Find three reasons that led to the downfall of the Roman Republic. If your family completed our course called A Young Historian’s Introduction to Worldview, the essay entitled “Gods and Emperors” provides some material for this assignment. Are any of the problems that led to the demise of the Roman Republic visible in American politics today?

Thinking Like An Historian: See pg. 86 in your book.

Craft recommendation: We cut out cardboard to made four sided models of a Roman stone calendar which sat on road crossing. Do some research on the names of the months of the Julian calendar. Most of the names follow Latin numbers.

Lesson 9 Roman Empire

Online Activities:

Any study of the Roman Empire must include a closer look at Roman aqueducts. These marvels of Roman engineering would make a wonderful topic for a short essay. An excellent educational site can be located through Google by inserting the words Site Pont Du Gard, or using the address below:

<http://www.pontdugard.fr/page.php?rub=323&langue=GB>

Color the Western World: The border on this page is from the aqueduct at Pont du Gard, in modern-day France. The remains of this aqueduct are some of the most beautiful in all of Europe.

Glossary: Add *Diaspora*, *martyr*, *aqueduct*, *Aeneid*, *Pax Romana* or any other new words to your glossary.

Historical Fact Sheets: Using the information contained in this guide, consider doing a “Famous Man” fact sheet on Augustus Caesar.

Timeline: Unless you are planning an in-depth study of Greece, you may wish to apply the Greek Dark Ages hat, since Homer lived during this period.

Literature Recommendations:

- *Caesar Augustus' World*, Genevieve Foster (This is an excellent book; however, the author's secular worldview dominates her perspective of the origin of religions, which according to her are all man-made. Her treatment of history and her story-telling abilities are outstanding; however, this is not a book I would have my child read alone unless he has gone through our Introduction to Worldview and understands that he will read many ideas that are contrary to a Christian view of history.)
- *Detectives in Togas*, Henry Winterfield
- *The Bronze Bow*, Elizabeth George Spear
- *Ben Hur*, Lew Wallace

Craft recommendation: We made a mosaic out of paper squared that I cut out of construction paper with a paper cutter. Write me if you want instructions but that are a number of sources on-line.

Lesson 10 Late Roman Empire

Online Activities:

1. Type Nicene Creed in Google and read the complete text, which is only a few paragraphs long.
2. No discussion of the Byzantine Empire would be complete without some attention to Byzantine art and architecture. For a quick visual introduction, there is a small site with photographs of Byzantine art and architecture and a map of Justinian’s re-conquest of the Roman Empire.

Color the Western World: The border is based on the perimeter of Constantine’s Arch of Triumph. It stands in Rome and was erected three years after he defeated his co-emperor at Milvian Bridge. If you are a budding Latin scholar, translate the inscription in the center; if not, find a translation on the web.

Glossary: Define Tetrarchy, Edict of Religious Toleration (also known as the Edict of Milan), Nicene Creed and heretics.

Historical Fact Sheet Assignment:

Pick one of the following and add the corresponding icon to your timeline.

1. Fill out an “Arts and Architecture” fact sheet on Hagia Sophia using the information available from the sites above.
2. Fill out a “Political Events and Movements” fact sheet on the moving of the Roman capital to Constantinople. The information in this lesson should provide all that is necessary to fill out the Historical Fact Sheet. In the picture box, students can draw their own maps of Constantinople or clip one of the pictures of the Hagia Sophia from the web sites. This church is a great reminder that Rome did not just get a new capital but also a new religion.
3. Fill out an “Ages, Eras and Culture” fact sheet on the Roman Empire. Using the information in Lessons Eight to Ten, students should have the information they need to complete this form.

Additional Timeline Activity: You may also want to update Egypt, Carthage and Spain with Byzantine hats. Since Israel was included in the Eastern half of the Roman Empire, the Byzantines ruled it from 330 to 638. The land called Palestine, however, saw many different rulers and played a significant role in Western history, including the Crusades of the Middle Ages.

Literature Recommendations:

- *The Lantern Bearers*, Rosemary Sutcliffe
- *The Purple Mantle*, Aliko Kafetzopoulou
- *The Robe*, Loyd C. Douglas (This book is for older readers, so review before giving to your child.)
- *The Emperor Constantine*, Dorothy Sayers (difficult to find)

Thinking Like an Historian: See pg. 99 in your book.

Craft recommendation: We copied the Nicene Creed and decorated the edges and mounted it on thin dowels and rolled it up like a scroll.

Lesson 11 Early Middle Ages

Online Activities

1. To view the illuminations of the monks online, Google: “Book of Kells” and click images.

Color the Western World: The border on this page has been adapted from one of the illuminations in the Book of Kells. This book is a Latin translation of the four gospels copied by eighth century Celtic monks. The ornate illuminations it contains are perhaps the finest surviving example of the labor and artistry of medieval monks.

Glossary: *scriptorium*, *illumination* and the origin of the name *England*, which came into use during this period of history.

Historical Fact Sheet Assignment: Pick one of the following and add the corresponding icon to your timeline.

1. Fill out a “Daily Life” fact sheet for a monk, using the information from this lesson. You can also use information from the sites below.

2. There is an interesting site on Robin Hood that has several pictures and a write-up about the daily lives of monks at <http://myweb.ecomplanet.com/kirk6479/default.htm>. Go to the monk button on the left hand side of the page to find additional information and some great pictures for your fact sheets.

3. Fill out a Famous Men Fact Sheet on The Venerable Bede. Much of what is known about Augustine of Canterbury comes to us from Bede's book, Ecclesiastical History of the English People. Not only did Bede provide an historical account of how Christianity came to England, he also was the first historian to use the Christian Era dating system calculated by Dionysius Exiguus. 4. Fill out the fact sheet on the Venerable Bede from what you find on the web or in the library. He is one more example of a monk living during the Dark Ages who contributed much to the Western world. We will meet him again in Lesson 12. The following site provides a concise overview of his life: <http://satucket.com/lectionary/Bede.htm>.

Literature Recommendations:

- *The Jeweled Astrolabe*, Jennifer Garrity
- *Black Fox of Lorne*, Marguerite de Angeli
- *Otto of the Silver Hand*, Howard Pyle
- *Adam of the Road*, Elizabeth Jane Gray

Thinking Like an Historian: See pg. 112 in your book.

Craft recommendation: We made illuminate manuscripts. This was a complicated project, but lovely when completed. If you need ideas to get you started email me.

Lesson 12 Carolingian Renaissance

Online Activities:

1. The Medieval Sourcebook has an excerpt that tells about the conversion to Christianity of Clovis, the first King of the Franks. Clovis' conversion had a big historical impact, for the conversion of the Frankish people was the critical factor in holding back the Islamic invasion of Western Europe.

2. Google Justinian Byzantine Empire Map and click Images or go to the following web site and print this map in color:

http://wps.ablongman.com/wps/media/objects/262/268312/art/figures/KISH_

3. Frankish, Byzantine and Islamic kingdoms. The following site provides an excellent map of the three major powers of the world during this period.

<http://blog.camera.org/archives/Islam%20map1.jpg>. Another map to help you see the spread of Islam is available at www.thewhitefathers.org.uk/340ismap.html

4. Google: Viking Map and click Images.

5. Using Google, do a web search on "Medieval Sourcebook: Einhard: Life of Charlemagne." This is an excerpt from a primary source document by Charlemagne's biographer, Einhard. In it you will find many fascinating details about Charlemagne's life.

Color the Western World: The page for the Carolingian Renaissance provides a visual display of this time period. The crusades mentioned in this lesson began in 1096 and lasted about 200

years. They are shown on the following page called Late Medieval. We will not cover the crusades during this jet plane course. Nonetheless, every student of history should know at least two valid reasons for this historical war, even though many of its outcomes were negative. Use the Late Medieval page to create a new Hats of History card using the blank cards that came with your set. You may copy and reduce the pictures here for the back of your home-made Hats of History card and use Joan of Arc's portrait for the front. Pick one event, such as the signing of the Magna Carta in 1215 for your key date. File this card in chronological order with the rest of your cards.

Glossary: There are many important vocabulary words from this lesson. Be sure to include *renaissance, Papal States, Holy Roman Empire, Great Schism* and *Feudalism*.

Historical Fact Sheet Assignment:

1. Fill out a "Religious Event or Moment" for the Conversion of Clovis. For artwork for this page Google: Clovis baptism, click Images.
2. Fill out a "Famous Man" fact sheet on Charlemagne or Alcuin, using the information in this guide. Any additional information you may need can be easily obtained through the Web by entering either man's name in Google.

Timeline Activity: There are many invader hats to add for this lesson. Before doing so you might consider a color code, since not all invader hats that originate from the same region are the same. Color-coding will help students recognize the geographic source of each new period. Color the barbarian hats the same color as the line for Germany on your Country Marking Key (CMK) since the majority of the Barbarians came from there (or further north). Color the Byzantine hat the (CMK) line color for Turkey. Color the Islamic hats the (CMK) line color for Saudi Arabia. Since Scandinavian countries are not included on our timeline, use brown for the Vikings.

Hat key: Barbarian hats include 73,79, 99, 114, 129. Byzantine hats include 26, 48, 63, 74, 80 (you can add your own Byzantine hats for Italy and Greece.) Islamic hats include 11, 13, 14, 15, 28, 29, 31, 32, 33, 36, 37, 38, 39, 40, 41, 42, 50, 51, 64, 65, 66, 67, 69, 75, 81, and 134. Viking hats include 93, 100, 101, 103, 116, and 163.

Add all the barbarian helmets to your timeline for countries surrounding the Mediterranean. Apply the Byzantine helmet worn by Justinian to the countries surrounding the Mediterranean. Apply the Umayyad Islamic head covering to Israel and Saudi Arabia. (It was worn by Abd Al Malik.) Apply the Islamic hats to Egypt, North Africa and Spain. Mesopotamia was conquered in the 600's during the first period of Islamic expansion under the "Rightly Guided" Caliphs.

Unfortunately we were unable to find portraits of any of these leaders, so no hats come with our timeline, but you can make one to add. Unless you have a headress source for these Caliphs, use Abd Al Malik hat or hat #17, 18 or 42 and label it Rightly Guided Caliphs 638–800's. You could also add the caliphs to Saudi Arabia using the date 632–682.

Apply the Viking helmets to the countries surrounding the Mediterranean. Add Viking helmets to England, Russia and Canada as well.

Literature Recommendations:

- *Charlemagne and His Knights*, by Katharine Pyle (out of print but still available in many libraries).

- *King Arthur and His Knights*, Roger Lancelyn Green

Mapping Activity: Use the following maps to see the events discussed in the Historical Overview. Map #1: Your colored Barbarian map from Lesson Eleven. Map #2: Justinian's conquests of the old Roman World.

Thinking Like an Historian: See pg. 127 in your book.

Craft recommendation: We made Charlemagne crown out of gold poster board and glued on old pieces of jewelry.

Lesson 13 Italian Renaissance

Online Activities:

1. For the older student, assign Martin Luther's *The Freedom of a Christian*. Be sure to note what Luther says about freedom and liberty. An excellent educational site on the web has summarized this work in six pages. This site is also highly recommended for parent self-education. Go to "Martin Luther" at <http://www.wsu.edu:8080/~dee/REFORM/REFORM.HTM>
2. Read an excerpt from the online Medieval Sourcebook that records the crime and sentencing of Galileo before the inquisition. This is appropriate for older students. <http://www.fordham.edu/halsall/mod/1630galileo.html>
3. Online Assignment: Christopher Clavius and Galileo were friends. The following web site provides a great excerpt from Clavius' work, describing what Galileo showed him through his telescope. <http://galileo.rice.edu/sci/clavius.html>
4. The web offers the quickest tour around of Renaissance art. Put "Renaissance Art" in Google. Click Images and Google search.

Color the Western World: The border for this page illustrates three perspectives that influenced the Renaissance. The Church was the most powerful institution, affecting people's hearts and culture for either good or bad. Christianity's belief in God the Creator is displayed here. Yet the Roman goddess Venus is also displayed, for she represents the re-emerging ideas of the pagan Greeks and Romans. Finally, ideas about people were changing: human beings were becoming more important. What better than the work of Leonardo Da Vinci to represent the growing importance of people or the rise of humanism that began during the Renaissance?

Glossary: Add *Protestant*, *Ninety-Five Theses*, *Religious Wars*, *indulgences* and any other terms you were unfamiliar with to your glossary.

Historical Fact Sheet Assignment:

1. Fill out an Ages, Eras and Cultures fact sheet on the Middle Ages. Everything you need for this assignment is contained within these last three lessons.
2. Fill out a Religious Event or Moment on the Protestant Reformation using the material from this lesson.

3. Fill out an Arts and Architecture fact sheet on the Sistine Chapel.

Literature Recommendations:

- *Galileo and the Stargazers*, audio retelling by Jim Weiss
- *The Trumpeter of Krakow*, Eric P. Kelly
- *I, Juan de Pareja*, Elizabeth Borton De Trevino
- *The Escape: the Adventures of three Huguenot Children Fleeing Persecution*, A. Van der Jagt

Research Assignment: (For older students only) Research the Saint Bartholomew's Day Massacre. Pope Gregory XIII has been criticized for minting a coin commemorating the massacre of Protestant Huguenots. Be sure to read accounts from both Catholic and Protestant sources; then write a paper on "The Causes of the Saint Bartholomew's Day Massacre," or fill out a Battles, Wars and Revolutions fact sheet.

Something to think about: How were the ideas of Anti-Semitism similar to the ideas that justified the treatment of heretics?

Thinking Like an Historian: See p. 148 in your book.

Craft recommendation: We made a calendar page of the month Pope Gregory cut ten days out of the calendar. We decorated the top of the calendar with some famous works of art from the Renaissance era.

Lesson 14 Colonial America

Online Activities:

1. To read the sermon of John Winthrop in which he described the Massachusetts Bay Colony as a "City on a Hill" go to <http://www.wolfkiller.net/roxbury.html>.
2. This library of Congress site, *America as a Religious Refuge*, is outstanding, but it is graphic. I would recommend it for parents or mature high school students. It provides an overview, along with original source documents, that tracks the development of religious freedom (or lack thereof) in Europe and the colonies. You could spend 15 minutes getting a great overview that reinforces the materials covered in this lesson, or you could use it as a springboard to spend hours reading original sources that bring the seventh century to life.
3. A helpful site: "Religion and the Founding of the American Republic", <http://www.loc.gov/exhibits/religion/rel01.html>

Color the Western World: Take a moment and note the overlapping time periods listed in the bottom left of the Late Medieval Period, Italian Renaissance, Northern European Renaissance and Colonial America. Columbus discovered the New World the same year the Jews were kicked out of Spain. Leonardo da Vinci was born one year before Constantinople fell and died two years after Martin Luther pounded his Ninety-five Theses onto the door of the church at Wittenberg. Pope Gregory and Queen Elizabeth lived during the same time period, and they were not on friendly terms. Shakespeare and Galileo were born the same year, and Galileo died the year

Newton was born. The Pilgrims landed in the New World just ten years before Galileo was tried by the inquisition. The Colonial Revolution began about 15 years before the French Revolution; both were inspired by Enlightenment ideas. We could go on and on, but you get the idea. These pages are filled with overlapping history.

Glossary: Once again there are a number of terms that could be added to the glossary. Make sure you have “City on a Hill,” Enlightenment, US Constitution, Bill of Rights, Separation of Church and State and any others you wish to add.

Historical Fact Sheet: Assign an “Ages, Eras and Culture” sheet on Colonial America. All information for completing this form is included in this lesson.

Literature Recommendations:

- *Beneath the Cat’s Claw*, Jennifer Johnson Garrity
- *Calico Bush*, Rachel Field
- *Carry On, Mr. Bowditch*, Jean Lee Latham
- *Johnny Tremain*, Esther Forbes
- *George Washington’s World*, Genevieve Foster
- *The Case of Benedict Arnold*, Jean Fritz

Thinking Like an Historian: See pg. 165 in your book.

Family Discussion: Both the American and French Revolution were prompted by Enlightenment ideas, but the results were tremendously different. When the French toppled the aristocracy (the rich nobles and king who ruled the country), they also tried to destroy the Catholic Church. Priest and aristocrat alike were sent to the guillotine. In America, many of those who led the revolution had grown up during the First Great Awakening that swept the colonies in the 1730s and 40’s. The Great Awakening was an intense religious revival of Christian faith, where powerful preachers like George Whitefield and Jonathan Edwards called sinners to repent. George Washington turned 21 in 1752. The importance of Christian truth and Christian character deeply shaped the lives of many men who grew up to help make America great. For the French, however, the scares of the religious wars and persecutions had not been forgotten. How do you think these two very different “religious experiences” could have impacted the purpose and outcome of both Revolutions?

Craft recommendation: We had a birthday party for George Washington. A local supermarket made a cake with a picture of George Washington, and we put 21 candles to honor the birthday he missed. We sang Happy Birthday, ate the cake, but left the candles up for our review of key dates and eras.

Lesson 15 Modern America

Online Activities:

1. Go to the site provided here, and read the letter sent by the United States to the United Nations that halted progress on the UN initiative on the World Calendar. Go to

<http://personal.ecu.edu/mccartyr/Lodge.html> to read this letter. After the US sent this letter, Elisabeth Achelis, the president of the World Calendar Association started in 1931, turned in her letter of resignation. She realized that without the support of the US government, her efforts were pointless. To read her resignation letter, go to HOME on the site above and click on History of the World Calendar.

2. It would be well worth both student and teacher's time to read the 1987 speech given by President Ronald Reagan where he spoke the historic words, "Mr. Gorbachev, tear down this wall!"

3. The following site provides a good overview of Russian history. You may choose to read only the sections on the twentieth century, but the whole write-up is worth the read:

http://en.wikipedia.org/wiki/History_of_Russia

4. An excellent overview of Charles Darwin with a good collection of additional sites.

<http://www.lucidcafe.com/library/96feb/darwin.html>.

5. In the nineteenth century Fredrick Nietzsche wrote "Parable of the Madman". In It the famous pronouncement of "God is dead" is made. This parable deals with the tremendous ramifications for Western culture who rejected the idea of God. This short powerful work can be read at

<http://www.fordham.edu/halsall/mod/nietzsche-madman.html>.

6. Here's an interesting site that pits Einstein, Newton and Bohr as game show contestants. You have to guess which one is the real Einstein. <http://www.pbs.org/wgbh/aso/mytheory/einstein/>.

7. The following is a very good site explaining DNA. I don't know how long it will be available as it refers people to a new site, which while having better graphics is not nearly as understandable as this older version. <http://thetech.org/exhibits/online/genome/>.

8. Use Google images to view the photo of the historic signing of the division of Poland between Stalin and the general of the Nazi forces. 9. An outstanding PBS site on Pope John Paul II contains a biography and links for all the encyclicals referenced in this lesson.

<http://www.pbs.org/wgbh/pages/frontline/shows/pope/>.

10. For a more comprehensive study of Pope John Paul II, the following is a excellent lesson-planning site for teachers of high school students.

<http://school.discovery.com/lessonplans/programs/popejohnpaul2/>.

Color the Western World: The border from this page is from the east entrance to the Supreme Court which was not built until the twentieth century. It is ironic that the tablets of stone Moses carries represent the basis of law and absolute truth, which would dissolve in the twentieth century, when the Greek idea of majority rule made those laws arbitrary.

Glossary: Add the following words to your glossary – *communism, capitalism, Bolshevik Revolution, pogroms, Zionism, Auschwitz*, along with any other words that were new to you in this lesson.

Historical Fact Sheets: There are many options, including a Famous Man sheet on Pope John Paul II or Marx or Lenin or Famous Woman sheet on Emma Lazarus. Complete a Battles, Wars and Revolutions sheet on WWII. Fill out a Government fact sheet on Communism or a Political Events and Movements sheet on the Bolshevik Revolution. With some added research, a Religious Event or Movement sheet could be filled out for Vatican II. You could fill out a Science and Technology sheet on DNA or Natural Selection.

Literature Recommendations:

- *Rebel on the Path*, Jennifer Johnson Garrity
- *The Giver* by Lois Lowry. There is no finer book written for young people that uses fantasy to help unmask the horrors of social engineering, which is what much of this lesson has dealt with. This would be a tremendous family discussion book in light of what students learned about the twentieth century.
- *Tarzan of the Apes* by Edgar Rice Burroughs for a firsthand look at how the ideas of Social Darwinists affected the story lines of some late nineteenth century authors.
- *The Diary of Anne Frank*, Anne Frank
- *The Ideas of Einstein*, David E. Fisher

Thinking Like an Historian: See pg. 192 in your WEC book.

Craft recommendation: We made a model out of poster board of the World Calendar like the picture you find in the book that corresponds with the timeline.