

QUEST FOR THE MIDDLE AGES

4TH TO 8TH MIDDLE VERSION
ROME, ROYALS & RUFFIANS,
RENAISSANCE & REFORMATION
IN MEDIEVAL TIMES

WinterPromise

This Guide in Ebook Version:

This resource can be printed in its entirety, though it need not be. You can view the introductory pages and print the schedule grid pages. Print pages in black and white or color, and hole punch on the left.

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Welcome to . . .

WinterPromise

Hello! We are happy you have chosen to share part of your homeschool journey with us! We here at WinterPromise Publishing would like to take a moment to share with you the *promises* that we make to you as you begin this year's school session.

We promise . . .

- ☞ That you will enjoy the people, places, and events that you will be introduced to this year.
- ☞ That your children will benefit from all the interaction they have with you, not a video teacher or a computer professor.
- ☞ That you will be actively, enjoyably engaged in learning, just as much as your children will be!
- ☞ That you will meet people whose personal integrity and walk with God will challenge your own spiritual life and give you opportunities to share Christ's work with your children.
- ☞ That you will not be bogged down in paperwork, but have time for real life!
- ☞ That you will receive help any time you need it by contacting us directly!
- ☞ That your children will learn to love learning!

A few tips as you begin - -

☞ Be sure to take advantage of the many aspects of learning available to you in this guidebook. This guide is written with far more to do than you will need, so that you can choose not to do some assignments each week. However, all of the different resources in the program offer a chance to advance some skill or introduce some new concept. Many families find they enjoy picking and choosing to do some of the things each week, but they don't always choose to do the same thing. In other words -- they use all the aspects of the program **some** of the time!

☞ As you use WinterPromise, you will find that your guidebooks allow you to assemble a master guidebook that will allow you to just "open and go" with homeschooling each day. Your language arts guide has a wide margin so that it can be holepunched on the opposite side to lay on the left-hand side, while your main guide book lays open on the right, and thus face each other. Most parents keep each week's resources together by week. Some establish coordinating weekly files for worksheets or other resources, so they have everything right at hand!

☞ Mark each assignment in pencil with your student's initials in the box on the weekly grid when he has completed it. This will serve as your written record of what your student has done this year.

☞ Whatever you do, don't skip reading the introductory pages to your guidebooks. They contain indispensable material, some of which is not repeated elsewhere. You'll want to take advantage of the helps these pages contain!

It is our sincere hope that while you explore different times and places this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.

Sincerely,
Kaeryn Brooks, *Author*

Introducing . . . Quest for the Middle Ages

What's in My Program Guide?

You'll want to know what is in your guide, so here's a breakdown of what you are receiving!

Introductory Pages

- ◆ What's in My Program Guide
- ◆ Resources for this Study
- ◆ Assembling & Using This Guide
- ◆ Overview of Learning Goals and Methods
- ◆ Get Acquainted with This Year's Resources
- ◆ Making the Most of the Ind. Student Schedules
- ◆ Preparing for This Study
- ◆ Planning Your Activities This Year
- ◆ Activity Planning Chart
- ◆ For Additional Fun
- ◆ Middle Ages Optional or Needed Resources

- ◆ Assigning Grades for Student Work
- ◆ Charlotte Mason & Multiple Intelligences
- ◆ But My Kids Have Different Learning Styles!
- ◆ So, How Do I Stay Organized?
- ◆ What About Narration?
- ◆ I Think I Still Have Some Questions!

Notebooking & Timeline Cards

- ◆ Utilizing the "Notebooking" Resources
- ◆ Timeline Card Games & Ideas
- ◆ Timeline Game Boards & Card Sets
- ◆ Timeline Cards

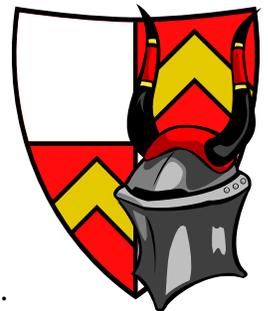
Additional Resources Section

- ◆ Teaching Effectively Using Charlotte Mason Ideals
- ◆ What Do I Do About Grading?

Guide Pages

- ◆ Overview of Studies
- ◆ Weekly Schedules for 36-Week Year
- ◆ Independent Student Schedules for 36 Weeks

Quick Start Highlights!



* **Make Sure You Have All Your Resources**

Use the "Middle Ages 4/8 Resources" lists on pages 4-5.

* **Assemble Your Guide**

See these great tips for assembly and creating weekly resource folders on page 6.

* **Discover Learning Goals & Methods, and Get Acquainted with This Year's Resources**

A quick overview is on pages 7-10. This overview gives you insight as to what each resource should accomplish for your child, and includes a brief set of learning goals and methods.

* **See What You Can Do to Prepare for This Study**

You'll discover how to set goals, prepare printed materials, get to know this year's resources (and decide your level of involvement), gather supplies, and adapt it all for your family on pages 11-13.

* **Take a Look at This Year's Activities**

You can decide what really interests you, and use these pages as an overview for keeping on track this year, on pages 14-19.

LATER, When You Have More Time, You Can Make Use of Other Helps

We've provided resources to help you teach effectively using Charlotte Mason ideals and narration, adding additional fun and activities to your planned year, and staying organized with good scheduling and easy record-keeping. These pages follow those listed above, and come before your weekly schedules. They're here to help you feel prepared for a great year!

Resources for This 4th-8th Study



WP Exclusive Resources *EBOOKS OR PRINT*

WinterPromise Exclusives!

This Program Guide
"Make-Your-Own" Medieval Book
Illuminated Lettering

BONUS! Ebook: Men of Iron

Theme Essential Books *PRINT BOOKS*

The Mystery of History - Volume II
Famous Men of the Renaissance & Reformation
Leonardo da Vinci for Kids
Archers, Alchemists & 98 Other Medieval Jobs
You Might Have Loved or Loathed!
Medieval Medicine & the Plague
Trial & Triumph

Theme Completer Books *Includes These Print Resources:*

The Medieval World
Great Medieval Projects
WP Exclusive: Medieval Activity Pack
Blank Book for an Illuminated Book

Adventure Reading

With the advent of personal reading devices and ebooks for phones, laptops, and more, we are no longer including reading books in our basic programs, but listed on the next page are adventure reading books scheduled in this guide. Be sure to see the details on the next page!

Optional Mapping Resource

Atlas of World History



Consumable Resources:

A few resources this year are consumable -- you need one per student. These include the Blank Book, and the "Make-Your-Own" Medieval Book. Students can share the Medieval Activity Pack. You'll read more about the "Make-Your-Own" Medieval Book and how to print and use it from your digital set on page 11.

**See Necessary and Optional Resources
on the Next Page.**

Other Resources for This Study



Necessary Resources - Adventure Reading:

With the proliferation of ebooks that have become available for personal reading devices, laptops, smartphones, and computers, WinterPromise no longer includes Adventure Reading books as part of their sets. Ebooks are less expensive for parents, and offer a great option to help homeschoolers keep costs down.

In an effort to pass this savings along to parents, we are no longer including these books in the program, as it makes a lot of sense to let parents take advantage of this entirely new way of reading. These books are still necessary to the completion of the program, but parents can add them as ebooks, borrow them, or even purchase them from us as special order items. Either way, it brings down the cost of the program, and gives parents even more choices!

Here is the list of Adventure Readers needed for this program, along with information to help you track down these books, and a list of which books are available in ebook format for Kindle and Nook.

BOOK TITLE:	PRINT ISBN#	PRINT PRICE	KINDLE	NOOK
Forbidden Gates	978-1591668534	8.99	NO	NO
Hostage Lands	978-1596380271	11.99	YES	NO
Men of Iron	978-1604506075	8.99	YES	YES
Son of Charlemagne	978-1883937300	14.95	NO	NO
Beorn the Proud	978-1883937089	14.95	NO	NO
The Second Mrs. Giaconda	978-1416903420	7.99	YES	YES
Crispin: The Cross of Lead	978-0786816583	7.99	YES	YES
Catherine, Called Birdy	978-0064405843	6.99	YES	YES
Fine Print: Johann Gutenberg	978-0142402528	8.95	NO	NO
Morningstar of the Reformation	978-0890844533	8.99	NO	NO

Consider These Optional Resources:

A key part of our program is the "Notebooking Resources," which include the "Timelines in History" resource, timeline figure sets, and the reproducible map set for mapping activities. We highly recommend these resources and consider them integral to the program. For mapping, we recommend that you add Homeschool in the Woods' World Map CD for your mapping this year. (Find out more on page 11.) These maps are used as templates and are referenced in mapping assignments. You'll also need a good history atlas. Mapping assignments refer to maps in the "Atlas of World History," (abbreviated as AWH with an added page number). WinterPromise recommends and sells this atlas.

We also recommend that you add either Homeschool in the Woods' Resurrection to Revolution Set of timeline figures or their Comprehensive CD, that has over 1300 figures for all of history. Either of these is sold by WinterPromise. The figures from these sets are recommended each week for placement into your "Timelines in History," which is another optional resource you'll need. This resource allows you to add timeline figures and "Make-Your-Own" pages to it, as well as student work, reports and projects, to create a one-of-a-kind history book. We do not include "Timelines in History" into any one themed program, since your student will use it for many years.

We highly recommend that you plan to locate a copy of the book "Michelangelo" for Weeks 25 and 26 this year. Written by Diane Stanley, it is a well-illustrated resource that will help your student understand the work of this artist. It should be easy to find a used copy or it is at most libraries.

Assembling & Using This Guide

It's So Easy!

Unlike many curriculum programs, you do not have a bookcase worth of curriculum guides. All the guidance you need is able to be kept in one binder. It's the only teaching material you'll need!

Use a Heavy-Duty Binder

You will want to use a large binder to keep your hole-punched introductory pages, guide pages, and additional resources -- as well as your language arts pages -- neatly organized this year, if you choose to print your guide. You may find it is helpful to get some tabs to put in your binder to separate the pages by weeks. Teacher resources which are included in the themed, language arts, or science programs can be included in your binder in their own tabbed section.

- * Weekly grid schedule pages from your themed study, language arts program, or science study
- * Introductory material and teacher resources from these same programs
- * Timeline Card Boards and Cards



Arranging the Weekly Schedules

Most parents find the easiest way to organize the pages is to take Week 1 from your language arts program and Week 1 from this guide, put them face to face, and place them into your binder. (This will require that you hole-punch the language arts guide pages with a grid on the opposite side from existing hole punches.) When the pages from the two guides are opened up, they will lay facing each other and everything you need for that week will be close at hand. Keep on doing this for weeks 2-36, one right after another.

Organizing Student Work

What are some ways you can organize student work?

OPTION #1

One way is to create weekly folders, and number them as Weeks 1 through 36, and slide your student's resources (listed below) into these folders.



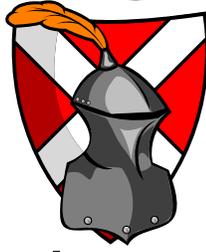
OPTION #2

Other students prefer to keep everything in their own binder. These binders can make use of tabs to keep the resources listed below kept separate, so the student can readily find it.

Student resources include:

- * Independent study schedule pages from your themed guide
- * "Make-Your-Own" History Book pages
- * Consumable pages from resources that support your themed study
- * Any project or activity sheets, if they are in a loose-leaf format
- * Language arts or math worksheets, if loose-leaf
- * Small or flat activity supplies you've gathered that you know your student will need

Overview of Learning Goals & Methods



Middle Ages Learning Goals:

We've provided oodles of fantastic resources to help your family achieve these learning goals.

Goals for Historical Study

- * To learn about the history of the world from the late Roman Empire to the Renaissance
- * To identify key historical events that shaped medieval times
- * To learn about the different eras and empires in medieval history:
the late Roman Empire, the fall of Rome, the Byzantine Empire, the Mongol Empire, the Rise of the Franks, the formation of Russia, the Viking Age, the time of feudalism and European wars, the growth of trade, the Silk Road, the spread of the plague, and the Renaissance and Reformation
- * To become familiar with the people who influenced empires and nations
- * To discover how Asian countries influenced trade and exploration in the Middle Ages

Goals for Medieval Cultural Study

- * To identify key cultural elements of the different periods in medieval times
- * To be able to locate key empires that influenced the medieval world
- * To grow in understanding of the feudal system, chivalry and knighthood, and medieval life in castles, small villages, and growing cities
- * To understand how the Church influenced the culture and politics of the era

Middle Ages Learning Methods:

WinterPromise uses a number of learning methods in an effort to bring you the "best of all worlds." Many of our methods are influenced by Charlotte Mason ideals, but we also offer additional learning methods that weren't specifically advocated by her, often because of the time in which she lived. We offer methods that, true to Charlotte's hopes, allow the student to enjoy a variety of experiences -- it's why we have created the "Experience" method of homeschooling.

LEARNING METHOD KEY

Here are some learning methods students can expect to encounter this year:

Read books to learn material about people, history, culture, or past events

Look carefully at illustrations, photographs, charts, or video to draw conclusions about a time/place

Listen to the experiences and daily life challenges of others in fictional and nonfictional books

Discuss the implications of what you've read, and/or what you see, in the lives of people or groups

Determine how the given culture compares or contrasts to your own experiences

Peruse maps to locate countries or states, natural features and landforms, and manmade landmarks

Examine pieces of art to discover detail, learn about an artist and his methods, and take joy in art

Practice your knowledge of key concepts by utilizing resources such as timeline cards

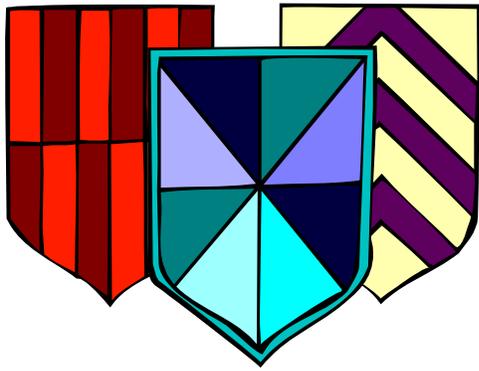
Experience what you've learned by trying it yourself through active learning opportunities

Reinforce what you know by drawing, answering questions, and filling out interactive pages

Show what you know by answering questions or participating in oral review, quizzes or tests

Complete workbook-style pages to reinforce rote knowledge of a subject area or skill

Narrate about what you've read to demonstrate your knowledge and understanding



Get Acquainted with This Year's Resources

Get to Know This Year's Resources

The resources on this page and the next one include a list of learning methods you and your student will use as you work through that resource. The key to the learning methods is on page 6.

Historical Learning - History Books

Learning Method: **Read, Look, Listen, Discuss, Determine**

Learning Goal: Learning about different events in history and understanding their relevance

Each of the historical resources, whether in print or digital format, are designed to be read aloud and discussed with your students. A variety of historical books allow students to go inside an event or time period to see and experience its culture or what happened and why. Parents may find gathering on the couch is a comfortable way to encourage students to look at the illustrations and involve them in discussion about the text. As you move through the books, you will find many opportunities for discussion, not only about the books themselves, but also about the choices and priorities of nations or individuals. You'll also have ample opportunities to talk about the beliefs or cultural lives of people in medieval times, and how they agree or disagree with your own views and beliefs. Take advantage of these opportunities to expand your student's understanding and improve their thinking skills. Ask open-ended questions when you can, to teach your child to think through issues and come up with reasonable conclusions.

Journaling - Pages for the Timeline

Learning Method: **Reinforce, Show**

Learning Goal: To investigate history topics, and demonstrate mastery of history material

The "Make-Your-Own" Medieval Book pages allow students to show what they're learning in a written format, many of which are done in a journaling format. This resource features all different kinds of interactive pages, and they are designed to be filed into the student's "Timelines in History."

Bible Study - Trial & Triumph: Stories from Church History

Learning Method: **Read, Listen, Determine**

Learning Goal: To discover the history of the Church, and meet heroes of the faith

The Bible study would be most effective if read together and discussed as a family. It will acquaint your student with the trials of Christians in the past, and the history of the Church.

Geography Study - Weekly Mapping Assignments

Learning Method: **Peruse, Practice, Reinforce, Show, Complete**

Learning Goal: To learn and demonstrate mastery of the location of medieval empires or landmarks

Students will create and add to themed maps throughout the year. The geography study this year would be greatly enhanced by the **optional** Homeschool in the Woods' World Map CD. (Find out more about this on page 11!) Remember, you'll need a good atlas to help with mapping this year.

Cultural Study - Books on Medieval Life

Learning Method: **Read, Look, Discuss, Determine, Narrate**

Learning Goal: To discover the culture of people who lived in medieval castles, farms, and towns

All through the year, you'll discover different facets of medieval culture, including life in castles, cities, villages, and farms. You'll find out about medieval occupations, warfare, medicine, festivals, religious life, trade and travel.

Historical Learning - Adventure Reading Books

Learning Method: **Read, Listen, Discuss**

Learning Goal: Learning about the history and the experiences of people through stories

This selection of books takes you inside the lives of people who live in all different times. Most families read these stories together, and talk about the challenges the characters face, and how this impacts their daily lives, or the different lifestyles or difficulties faced by people living in different times.

Art History - "Leonardo da Vinci for Kids" and "Illuminated Lettering"

Learning Method: **Look, Discuss, Examine**

Learning Goal: Discovering thought-provoking pieces of art and the artists who created them

Your student will meet Leonardo da Vinci and other Renaissance artists and sculptors, as well as trying medieval art processes and paints. In addition, they'll discover the art of illuminated books, a very distinct art form in the medieval world, and try this fantastic art themselves!

Active Learning - Various Medieval Activity Books

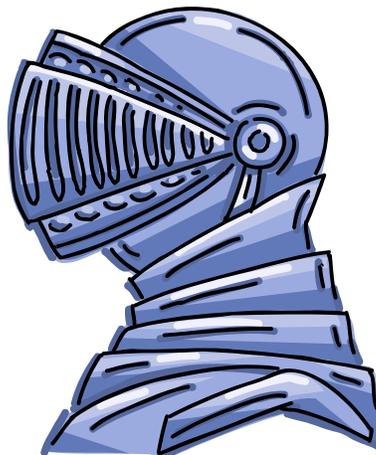
Learning Method: **Experience, Reinforce**

Learning Goal: Completing fun historical projects that make medieval history memorable

Students will have a fantastic time discovering all the unique arts, crafts, and occupations of medieval times through a variety of resources. Several books include suggestions that take your student inside daily life in the Middle Ages. Most suggestions are easy to do, and motivate students to learn more.

A Note on Activities in "Middle Ages":

Although many activities are **suggested** each week of the year, the schedule is designed to provide you with **choices** about which activities to complete. The schedule for this section is **NOT** designed for you to complete even close to everything! Instead, choose one or more of the activities that most interest your students.





A Great Guide Feature!

Making the Most of the Independent Student Schedules

Your guide includes not only a schedule of family work to be completed together, but also includes weekly Independent Study Schedules for students.

IMPORTANT! These are consumable, so be sure to copy as many as you need for each student!

A Great Aid to Parents & Students!

Each week, you'll find a coordinating student study schedule that lists student's independent work. This sheet has a grid that lists each day's assignments, eliminating the need for parents to create "homework" lists.

Parents will benefit from these schedules because you have an instant partner to keep your student on track with their assignments. Instead of taking the time to compile a list, you have a list to give your student each week. The student can insert the sheet into their own personal binder for the week.

Students will benefit from these schedules because they will learn responsibility, self-motivation, and goal-setting with the help of the list. Parents can allow students to work on their own on these assignments as much or as little as students require, and parents will love how they are freed to work more directly with other students or in other areas because they've got their student on track!

Tips for Using Them Successfully

- ◆ Go through the sheet with the student at the beginning of the week, answering any questions or concerns on the part of the student. Eliminate then any assignments you do not want the student to complete.
- ◆ Try to set aside a fixed time for projects and activities, as younger students like to be able to count on these special times. Many parents prefer to leave these items until their 5th day of the week every week or bi-weekly. Completing them right after lunch during a younger sibling's naptime may also be a great idea.
- ◆ **VERY IMPORTANT!** Depending upon your family's house rules, you may want to remind your student that trips onto the internet need to have some guidance by a parent, if they choose to visit each week's website recommendation.
- ◆ It may be helpful to have your student use a colored pen or pencil to mark off each day's individual assignments. It'll be easier for him (and you) to spot at a glance when an assignment has been missed.

Preparing for This Study



First, Try to Set Realistic Goals

From the outset, it will be helpful if you realize that although active learning is going to be an important part of your learning this year, it does not need to take a lot of your time to still be effective. Some families are able to do a lot of active work, while others need to take a more relaxed approach and scale back the number of activities they plan to complete. Before you begin, try to evaluate what would be a good balance for your family.

Next, Complete Copying or Printing Work

Before your year begins, decide which of the resources below you'd rather print at home, and which need to be copied, then plan a trip to a copy place if you need to. The resources below are digital printables that you can print out yourself. They can be printed and used looseleaf, unless notes indicate otherwise. Here's a list of what you'll find in your digital files:

This Guide - This guide can be used very successfully as a viewable file on a tablet or laptop, and may not need to be printed in its entirety. The grids look great and are easy to use on these devices. The Independent Student Schedules will need to be printed, so read on!

Independent Student Schedules - You'll want to copy all of these pages if using a printed copy of the guide, since you'll want to keep those in the guide as originals in case you ever use this study again with younger children in your family. If you have a digital set, you need to print these pages. (For ease of printing, these are in a digital file by themselves, as well as being integrated into the guide.) In either case, make a set for each student you think is old enough to keep track of their own work assignments.

Timeline Cards - Make copies of the timeline cards on cardstock as directed on the originals in this guide. You can print the originals from your digital set, then have these copied (double-sided) onto cardstock. Use as flashcards for review, drill or quizzing with the games outlined in this guide.

Mapping Templates - Throughout the year your student will create or add to a themed map. These maps should be completed on map templates. Those we name in the students' mapping instructions (on their Independent Student Schedules) are taken from the **optional** Homeschool in the Woods' World Maps CD. The names of the maps should help you choose other map templates should you not be using the Homeschool in the Woods World Maps CD. Here is a list of the maps you need to print: Early Europe & Near East Map (7 copies), British Isles (1), Ancient Viking World (1), Asia (2), World Map (2), and Africa (1).

"Make-Your-Own" Medieval Book - Make one copy of this resource for each student.

"Illuminated Lettering" - Most of these pages could be viewed, rather than printed. We suggest only making copies of border template pages or alphabet template pages. You can make just one copy of these pages, or one set per student if you want your students to use them at the same time.

For Wk 21 - The Silk Road Encounters Education Kit

The Teacher's Guide and Sourcebook mentioned above can be downloaded for free for educational uses by going to this site: <http://www.silkroadproject.org/teachers/index.html> Download at the webpage bottom. You may want to print these resources as you are referred to specific page numbers throughout the next couple of weeks (or you can view them on a device). This is an awesome resource that will give you a lot of extra material to pursue to expand your "trip" to the Far East!

Get to Know the "Ready-to-Go" Activities & Opportunities We've Provided

Most of your activities this year will come from a variety of books and free resources. There are always some activities scheduled that are "open and go," In addition, we've provided a lot of other "open and go" resources for your student to complete. We've listed these below, and it will help greatly in the next step of preparation (deciding on activities), if you understand all the opportunities you have this year.

- "Make-Your-Own" Medieval Book that features interactive pages.
- The book "The Seventh Expert" is an in-depth activity, and requires no prep.
- "Mystery of History Volume II" features a mixture of ready-to-go and activities with prep.
- Website links give you glimpses into interesting history topics and events each week.
- Easy activities are listed from some history books such as "Great Medieval Projects" and others.
- History DVDs are easily available at your local library to really take you there.

More Easy-to-Use Ideas: The DVD Suggestions

Marvelous DVDs have been suggested to accompany this year's study, and many of these will add another dimension to your student's discovery of medieval times. For instance, the documentary series "Barbarians," uses fantastic historical re-enactments to demonstrate how different tribes and peoples invaded Europe and Asia, bringing change and upheaval to the medieval world. This is just one DVD series that will really help your student understand the ebb and flow of cultures during the Middle Ages. We strongly encourage you to show your students this series, plus any others that appeal to your family, as they will really benefit from these resources. You should be able to borrow most of them from any library.

Now that you understand these open & go resources, you'll be ready to decide what activities to complete.



Next, Decide Which Activities to Complete

Look through your guide and determine what you are going to try to accomplish this year. By now, you've had a chance to evaluate the "ready to go" activity options we have for you this year, and have an idea which of those are really going to interest your student and which you may set aside. Often parents find some aspect of our program does not connect with one or more of their students and set some part of it aside -- that's okay! That's why we provide so many learning avenues. Parents also find that some resources connect with one student, while another has completely different needs. Take time to really evaluate this.

Once you feel confident of how you are going to utilize the "ready to go" activity options, you're ready to make some decisions about which activities and how many will work for you this year. Read the suggestions below to help you begin.

Suggestions About Your Level of Active Involvement

Light Involvement might mean that you simply want to complete one craft/activity per week. Choose carefully something that you think will make the biggest impact on your family and connect best with all your students.

Moderate Involvement would allow you set a goal to complete a few activities each week plus many of the timeline and mapping activities.

(Continued on next page)

Active Involvement would allow you set a goal to complete several activities each week plus most or all of the timeline and mapping activities. You may try a selection of the activities from the other books when they look like they would most interest your students.

Heavy Involvement would set a goal to try to complete most of the recommended activities and most of all of the timeline and mapping activities, plus a few of the activities from the books. This will work for families whose children learn best with a kinesthetic, hands-on approach.

AS YOU CAN SEE, there are many levels of involvement that might work for your family. Perhaps you'll fall in between one of the levels above. Just try to keep your expectations realistic from the beginning. You may find you want to do more of the active things as you get more "into the swing of things" and your students and you are able to find your "groove."

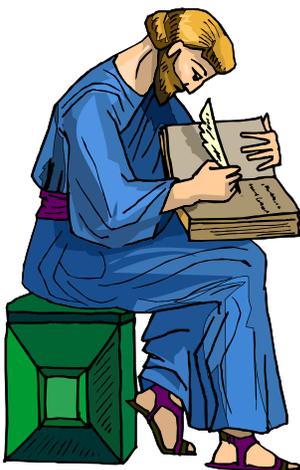
Also, you really will find that many of the suggestions we've offered do not take a tremendous amount of time, really, as much as forethought. If you can get organized from the beginning, and try to stay that way, you'll accomplish a lot!

Gather and Prepare the Supplies You Can

Any time you spend gathering and preparing supplies at the beginning of the year will save you a lot of hassle later! Here's some ideas about how to invest your time.



- You may want to invest in a heavy-duty hole punch, as you will likely use it a lot!
- Assemble some multi-colored papers and supplies if your student would like to make extra timeline pages of his or her own.
- Make use of our "Activity Planning" helps on pages 14-19.
- Purchase a rotary cutter so students do not have to cut everything for activities with scissors.
- Consider doing some of the cutting for the activities ahead of time yourself, to save students work.
- Make sure you have lots and lots of glue sticks on hand for projects.
- Cut the timeline cards apart and store in a sturdy container to be used each week.
- Cut apart your timeline figures (whichever you are using) at the beginning of the year and store in separate envelopes marked with the week in which you'll use them. A list of figures used each week can be found in each week's Independent Student Schedules.



Then - Adapt, ADAPT, ADAPT!

As you consider what you can do this year, remember that almost all of the ideas we've provided in the guide can be adapted for your family or scaled back. While the original idea would be fun, if it's not going to work, think instead about how you can make it work for you. Scale back in a way that would work for your family, or ask an older student to take leadership in some areas to provide a helping hand. This allows them to develop leadership qualities, and makes it possible to do a little more with this extra help.

It really is about adapting to fit your family!

Planning Your Activities This Year



Use the chart in this section to plan this year's activities and gather supplies, if you need to. The chart separates all the activities mentioned for the year by week, so you can stay ahead of the game!

You'll need a certain number of supplies for your notebooking from week to week. This includes a sturdy binder for the Timelines in History pages and any "Make-Your-Own" History pages your student will add. The student can keep their unused timeline figures in one of the binder's front or back cover pockets until it is time to use them. They may also want to keep unused maps in one of these pockets. It may also be helpful to purchase a small zipper bag that inserts into a binder for the supplies your student will need whenever he notebooks. He can then include in the zipper bag a small pair of scissors (nice, pointy ones work best for students at this age), glue sticks, a fine-tipped pen for handwritten work and a good set of colored pencils. Your student can then pull out everything he needs at once.

The basic supplies you'll need in your craft cupboard this year are listed below. You can expect to use at least some of these supplies each week this year. Oven and freezer use are assumed.

Basic Supplies Needed in Your Craft Cupboard

Crayons	Balloons - 10 or more	Construction paper	Empty paper towel (2) and toilet tissue tubes (4)
Colored pencils	Pipe Cleaners in color	White unlined paper	Empty ketchup bottle - 0
Regular pencils	Yarn in black	Tissue paper	Empty egg carton - 1
Markers	Felt in various colors		Empty coffee can - 0
Chalk			Empty cereal boxes - 0
Permanent black marker	Transparent tape	White paper plates	
Pens	White glue	Brown paper lunch bags	Pieces of light cardboard or cardstock
	White craft glue	Brown grocery bags	Posterboard - several
Paints in basic colors	Glue sticks	Plastic grocery bags	
Paintbrushes	Glitter glue	Popsicle (craft) sticks	
Sponges			

Normal Household Supplies You May Need This Year

Knife, fork, spoon	Flour, sugar, salt, cornmeal	Hole Punch	Safety pins
Mixing spoon	Milk, baking soda	Rubber bands	Flashlight
Plastic spoons, bowl, plate	Vegetable oil, cornstarch	Push pins	Watch
Drinking glass	Crisco, margarine, butter	Paper fasteners	Pennies (20 or more)
Paper towel	Small bowl	Stapler	Nickel, Dime, Quarter (1 ea)
White paper plates	Small baking dish	Index cards (3 x 5)	Metal washers (3)
Plastic gal. zip-locking bags	Cooking pan	Protractor	Cloth tape measurer
Plastic wrap	Hot pads, small towel	Calculator	Measuring tape
Aluminum foil	Glass measuring cup	Drawing compass	Yardstick
Measuring cups	Spatula	Old magazines	A stone or rock
Funnel		Old Newspaper	Cotton balls
Food coloring	Scissors		Duct Tape
Drinking straws	Ruler	Rope - 12 feet+	Masking Tape
Box of Toothpicks	Stapler	String	

Unusual Supplies You'll Be Using Occasionally Include:

Small magnet for magnetizing other objects.

2 Thermometers are needed for some activities.

Fabric paint in gold and silver metallic will be used for several projects, as well as watercolor metallics.

Activity Planning Chart

Use this chart as a guide to determine which activities you plan to complete, and what supplies are needed that are not listed as part of a typical homeschool craft supply cupboard. If supplies for an activity are not listed, this indicates it requires only supplies that you should have if you have accumulated what is listed in the "Basic Craft Supplies" and "Normal Household Supplies" lists.

An easy way to plan is to use a highlighter to choose which activities you want to work on, along with the supplies needed. You can even copy this chart to use as a shopping list! None of the "game-type" activities, service opportunities, research ideas, website recommendations, "Make-Your-Own" pages, notebooking and mapping projects are mentioned in this activity list. Neither are pages from activity workbooks or coloring books included in the activity schedule or Independent Study Worksheets.



NEW RATING SYSTEM! This year you'll find a system that indicates to you the level of involvement needed to complete an activity. Between the stars above the activity are listed terms that should help you to know what an activity will involve. Here is the scale used. To the far right are the abbreviations we use in this chart.

SCALE

EASY - Involves little to no prep for the parent and the student can complete it with common household supplies or none at all.

LIGHT PREP (LT. PREP) - Involves slightly more preparation but just common household supplies.

LTD. SUPPLIES - Involves little to no prep, but a few supplies you may have to gather, although most supplies will be common items.

MODERATE - Involves moderate preparation work or supplies you'll need to gather.

SKILLED - Project takes skill to complete, but supplies are provided or common.

PLAN IT - A project that requires time to plan ahead, but very accomplishable in other respects.

DIFFICULT - Project requires quite a bit of time, skill or supplies.

SERVICE - Projects that involve volunteerism or service to others.

ABBR.

EAS

LTP

LTD

MOD

SKI

PLN

DIF

SER

WEEK	ACTIVITY & DESCRIPTION	SUPPLIES NEEDED
1	<input type="checkbox"/> EAS - Adopt a Pen Pal <input type="checkbox"/> PLN - Tour a Synagogue <input type="checkbox"/> EAS - Make the Twelve Disciples	
2	<input type="checkbox"/> SER - Family Historian <input type="checkbox"/> LTP - Make a Map <input type="checkbox"/> EAS - Catacombs Night	
3	<input type="checkbox"/> EAS - Masada Medallion <input type="checkbox"/> LTP - Grow Salt Crystals <input type="checkbox"/> MOD - Set up an Archaeological Dig <input type="checkbox"/> LTP - Make a Phylactery	<input type="checkbox"/> Epsom salt, small plastic container with a lid <input type="checkbox"/> Dirt, sand and/or mulch; shovel, slotted spoon, tweezers, colander. For artifacts: old coins and other things - see activity. <input type="checkbox"/> Old lipstick tube
4	<input type="checkbox"/> LTP - St. Patrick's Day Symbols	
5	<input type="checkbox"/> LTP - Make Your Own Vesuvius Volcano <input type="checkbox"/> EAS - Battle Shield <input type="checkbox"/> LTP - Create the Edict of Milan <input type="checkbox"/> EAS - Build the Colosseum	<input type="checkbox"/> Short plastic 8-oz water bottle, vinegar, red food coloring <input type="checkbox"/> White piece of cardboard, carbon paper <input type="checkbox"/> 20-inch length of muslin, ½ yard of gold ribbon/cord <input type="checkbox"/> Purchase the kit as noted in parent notes
6	<input type="checkbox"/> EAS - Discover the Power of Inflation	<input type="checkbox"/> Set up a store with suggested items in activity notes

For Additional Fun . . .

Books on Tape

Some of the titles you and your students will listen to this year are available on cassette or CD. Read by gifted speakers, you are certain to enjoy the experience of listening to someone else read the text of these books. Most can be ordered online or at your local bookseller.

Roman / English / Barbarian Soldier Encampment

You will be focusing on different armies throughout the year. Perhaps on one of your holiday weekends, you would like to have your kids plan a “Soldier Camp Out.” It doesn’t have to be outdoors. Rig up a “bedouin tent” in the family room. Make a pretend fire out of empty paper towel holders with red, yellow, and orange tissue paper sticking out from between the “logs.” For a nice fire “glow,” hide a flashlight or touch light under the tissue paper. Have a simple meal. Plan a swordfighting exercise or competition. Tell stories from former battles or triumphs.

Visit a Local Museum

In almost any local museum, there might be some space dedicated to at least one of the themes we have studied this year. Call and find out what permanent exhibits may have to offer to your studies before you begin your year, and plan accordingly. While you are calling, be sure to ask about temporary exhibits which may also fall into line with what you’ll cover this year. Even temporary exhibits usually stay for a few weeks to months. Themes to watch for:



Early Christianity, persecution & torture and the catacombs
Missionaries who spread Christianity
The Roman Empire & its decline
“Barbarian” tribes
The Byzantine Empire
Far Eastern life and culture
Castle and medieval village life, especially crafts & trades
The Vikings
Roman Catholicism
Church culture and philosophy
The Reformers in the Church
Medieval architecture
Renaissance literature, art & ideas
The Silk Road & trade in medieval times
Illuminated manuscripts & the printing press
Medieval inventions
Archaeological finds in Europe and Asia & castle ruins
The Black Death

Medieval People: Paul, Nero, Atilla the Hun, Patrick, Augustine, Charlemagne, William the Conqueror, Alfred the Great, Jerome, Eleanor of Aquitaine, King Richard the Lionhearted, King John, Saladin, Mohammed, Genghis Khan, William Wallace, Geoffrey Chaucer, Johannes Gutenberg, Joan of Arc, Machiavelli, Michelangelo, the Medici, Leonardo da Vinci, Brunelleschi, John Wycliffe, Jan Hus, John Calvin, Martin Luther, William Tyndale

European Countries: England, Scotland, France, Germany, Netherlands, Russia

Magazines to Try

Cobblestone Publishing puts out a magazine that is dedicated exclusively to world history. It is *Calliope* magazine. This company also has a variety of other magazines including *Cobblestone*, which concentrates on American history, and *Dig!*, which investigates archaeology. You can see samples of all these magazines by going to <http://www.cobblestonepub.com>. They also have back issues on a variety of subjects available for purchase at the site.

Battle Re-Enactments

Although most of the events you will study this year have taken place on foreign soil, depending on where you live, it may be worthwhile to check into whether your local area has an active chapter of battle re-enactors. You do not necessarily need to live near a historically significant battlefield to enjoy seeing a battle re-enacted. Again, call ahead. You may even be able to talk a local person into showing you how period guns or other equipment works. Many of these people travel to where they re-enact, so they live all over the country. You can do a search on the web for re-enactors. Local forts and historical sites often have re-enactments. You might want to visit this website to get a taste of how some folks are into history: <http://www.ragweedforge.com/buckskin.html>

Local Events

Every community offers some kind of cultural events -- it is usually just a matter of tracking them down. It is a great idea to subscribe to your local newspaper and keep up with the calendar of events. Many communities offer exciting events that never make the front page. They are buried in the events section. Often some of the most rewarding (and low cost!) opportunities are hidden in this section and announced nowhere else. Another option is to keep up with your local paper online. Many newspapers are now offering an online version that is trimmed down, but which is useful for finding upcoming cultural learning experiences.

Art & Music

And don't forget -- a well-rounded cultural experience also involves the music and arts of the people who lived in a certain time period or geographical location. Haunt your local art museums. Take in a few symphonies. Research the time period before your visit, so you know what was going on in the hearts and minds of people as they expressed themselves in art. Share this with your students, and get them involved by writing down what emotional response they have to pieces of music or art.

Team up with Other Parents

Getting to know other homeschooling families means you might be able to team up on art projects once a week. Many parents have had great success at trading off responsibilities for some of the activities, while meeting with additional students also expands what you can do. Acting out a scene from history is a lot more fun when there are several students.





Middle Ages Optional or Needed Resources (and When They're Used!)

Any item numbers with DVD's indicate the History Channel's numbering system. An ISBN# is the coding used for other media resources and could be used to track down resources through a major retailer such as Barnes & Noble. The star rating system is on a 1-5 scale, with 5 being the highest possible score.

Generally we do not recommend much under a three-star level, which means all the videos we recommend we consider above average as far as presentation and interest. This is not to say that 3-stars is not very good or just "average," but rather, to provide the parent with a way to prioritize those they really want to purchase, rent or borrow for the year. All of the videos we mention would be a welcome addition to your regular studies. 5-stars just indicates a sparkling gem among gems.

Please Note: We always recommend previewing any DVD, to make sure that there are no scary elements or other content that you'd prefer to fast forward past, etc. Even the best documentaries occasionally have objectionable material.

Week	Name and Description	Format	Use Level
Week 2	<p>"The Great Fire of Rome"</p> <p>In the early hours of July 19, 64 A.D., a fire struck Rome, engulfing some of the greatest buildings in antiquity and devastating the teeming city. Did the frivolous emperor Nero burn down his own capital city to fulfill dreams of a new city dedicated to him? Careful historical investigation and modern techniques in forensic analysis are used to examine the fire's origin. Available from the PBS store online.</p>	DVD	Optional ★★★
Week 6	<p>"Barbarians"</p> <p>They were the dreaded forces on the fringes of "civilization," the bloodthirsty warriors who defied the Roman legions and terrorized the people of Europe. They were "barbarians", and their names still evoke images of cruelty and chaos. From the frigid North Sea to the Russian steppes, this video tells the fascinating stories of four of the most fabled groups of fighters in history -- the Vikings, the Goths, the Mongols and the Huns. See 1,000 years of conquest and adventure through inspired scholarship and some of the most extensive reenactments ever filmed.</p> <p>This week, watch the Goths and the Huns. <i>Goths</i> reveals why this once-fearsome people subjected themselves to Roman rule, only to rise up again at the battle of Adrianople. <i>Huns</i> probes the truth behind the mysterious warriors who were led by a man whose name remains synonymous with bloodshed and destruction--Attila. This video is available through History Channel - Item # AAE-71108.</p>	DVD	Optional ★★★★★
Week 10	<p>Modern Marvels: "Castles & Dungeons"</p> <p>The series "Modern Marvels" takes a long, hard look at the way these massive edifices were built and used, touring sites throughout Europe to visit some of the most famous, impressive and important remaining castles. Get an up-close look at architectural features that have long since vanished: murder holes, arrow slits, battlements and moats, and see how they all worked together to make castles virtually impregnable to attack. Of course, when the enemy was not camped outside, these fortifications still had a valuable role to play, serving as homes to kings and nobles, economic centers, courthouses, treasuries, prisons, and, of course, torture chambers (which could be very useful during war!). History Channel Item # AAE-72080.</p>	DVD	Optional ★★★★★
Week 13	<p>The Conquerors: "El Cid"</p> <p>The History Channel has released a set of videos in a series, called "The Conquerors." One of the episodes included is an episode on El Cid that your family may learn from. Item # AAE-72915.</p>	DVD	Optional ★★★



Teaching Effectively Using Charlotte Mason Ideals

Charlotte's Teaching Methods at Work This Year

Enjoy Living Books

Several of the books included this year allow you to really travel back through time to experience medieval life and you should try to enjoy these resources to the fullest. A living book, with intriguing ideas, and their intermingling of story and fact, draws a student inside another world. It adds vividness, and makes the facts memorable. Your adventure reading is an important part of making this happen.

Take Time to Track Down Geographic Locations

As you come to information about the geography of Europe or Asia, take time to look it up on an atlas or map. If you have a globe, you'd be well served to perch it right near your school area, since it will be a constant help. Find the locations of stories as you read them, and take time to look up facts about that state or its landscape. Review information in your state book, too, as each state featured includes geographical information.

Include Narration in Your Daily Routine

When you begin each teaching day, get into the habit of asking one of your students to narrate on one of the resources they studied the previous day. While it is easiest to narrate on their fictional books, students can also narrate on the teaching text from their regular history books such as "Archers, Alchemists, and 98 Other Medieval Jobs," "Knights and Castles," and so on. Harness your student's delight in telling about something by asking them to tell back what they know. It's a great way to reinforce what you're learning, and often opens up time for discussion or questions. It also strengthens your student's mental powers of concentration and recall!

Enjoy the Art Study of Leonardo da Vinci and Illuminated Books

Charlotte advocated picture study of great works of art. You'll love looking at illuminated books, a stunning medieval art, and at many pictures drawn or painted by the incomparable Leonardo da Vinci. Try to ask questions to get your family discussing the pictures and evaluating them, just as Charlotte would have suggested! Take time as a family to digest the pictures, and immerse yourselves in the settings and scenes you see!

Build Charlotte's Highest Ideals by Learning Faithfulness and Fervor

An overwhelming goal of this program is to help students see and admire faithfulness and fervor in others, and try to build those traits into their own lives. Many of the people who defended their nations or built the Church had these character qualities: countless knights, peasants, and soldiers fought and died in major conflicts throughout medieval times; doctors continued seeing patients as the Black Death raged, in spite of the risk to themselves; reformers advocated sticking to doctrines in Scripture, and martyrs died for their faith. These qualities are among Charlotte's educational ideals, and this program seeks to build this in your students, since, as they discover the faithfulness, fervor, and passion of others, they are bound to discover how much they need these qualities in their own lives. To this end, we encourage you to fully make use of the "Trial and Triumph" Bible study, which will instruct and encourage your student in qualities exhibited by Christians of the past.

What Do I Do About Grading?



How Does Grading Fit With Charlotte-Inspired Work?

Why Charlotte Didn't Like Grading Systems

Charlotte Mason felt that grading systems were similar to the tail wagging the dog. In order to have a grading system, one had to have a set number of completed, correct answers, and thus, to have these answers, the curriculum had to be centered largely around factual knowledge. When the curriculum became focused around factual knowledge, it led to rote memorization of facts, an emphasis on terminology, and left real thinking behind. In this way, the desire for knowledge, the excitement that there should be in learning, is stomped out by the heavy weight of the grading system. In the end, Charlotte felt, this system led to learning for a grade only, and when students became weary of the toilsome journey to the "grade," a teacher would remind them that the grade is what is important.

By contrast, Charlotte wanted to encourage the love of knowledge, feeling that this love was the best motivator for continued learning. To do this, Charlotte encouraged three things to motivate students to learn: **a pleasant, encouraging atmosphere, the discipline of good habits, and the presentation of ideas.** Charlotte felt that as a student grew, their love of knowledge would help them to develop good character, rather than achieve a specific grade.

Why You May Find Grades Necessary -- And What To Do About It!

WinterPromise is set up to help parents accomplish Charlotte's clear goals. But the fact is, that most school districts with which homeschoolers work require grades to be assigned for student work. This requirement often keeps those who love the CM method a little off-balanced or worried. Some parents decide to include quizzes and tests, for the clear grade they desire, but also for the peace of mind it offers when it comes time to report to their school district. Other parents spend more time worrying about whether the work toward the grades is impacting their students' love for learning.

So -- what to do? We here at WinterPromise recommend that you begin by creating a grading sheet on which you can keep track of Charlotte-Mason style skills that your student demonstrates. We'll go into detail on how to assign grades on the next page. For now, take a look at the top of a sample year-long grading page shown below.

Student Name

SKILLS	Daily Review	Discussion & Narration	Journaling & Timeline Work	Worksheets or Projects (Include details on work)	Quizzes & Tests
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

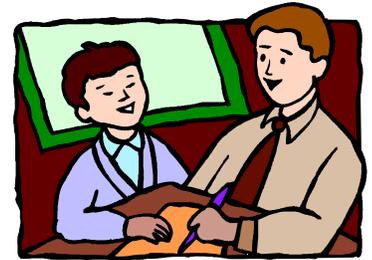
As you see, each week you can assign a grade for several different skills, plus there is adequate space for writing in a worksheets or project grade. If you want more space for recording additional projects, simply leave a few lines blank between each week, so you can write in more detail. At the end of the quarter, or year, when you need to report grades, you have a handy reference. You can use the back of the grading sheet to record any notes that add more detail or reference exceptional work, etc. In addition, you can assemble key work samples into an attached folder, for an easy reporting trip!

Assigning Grades for Student Work

How to Give Grades for Charlotte-Inspired Work

Grading That's Relevant to the CM Method

So how can you assign grades, and stay true to Charlotte's hopes for your school days? Begin with assembling a grading sheet for different skills you're grading (as shown on the previous page), and start with these easy-to-use ideas:



Assign a Grade for Daily Review

Plan to complete a daily review of the previous day or week's work at the beginning of each school day. This review would be best as a question and answer time, such as, "Why was the plague so deadly in medieval Europe?" Open-ended questions such as these allow more than one student to answer, and allow for more than one right answer. Record each student's grade daily.

Game show style quizzing, especially if you have more than one student, is fun as well as being a great teaching/reinforcement time. If the students are not at the same ability level, make sure they are not trying to beat each other timewise; instead give them questions at their own "grade" to level the playing field. Using bean bag targets or other props if they get a correct question adds to the fun. Play "History Checkers" by letting a player/team move a piece every time they answer correctly.

Assign a Grade for Discussion and Narration

Each of these skills is essential to Charlotte's schooling methods, and there's no reason you can't assign a daily grade for student participation, based upon how well they expressed their ideas. Take time each day for both skills, as each are great ways for students to reinforce what they've learned. **Be sure to make use of ideas on pages 32-33 of this guide called, "What About Narration?"**

Assign Grades to Projects, Worksheets, Journaling, or Any Other Work Examples

You can assign grades for almost any type of work your student completes during the year. The difference is, that the grades in themselves should not be emphasized. In fact, you may not want to discuss the grade with your student. Instead, just record it on a grading record for your school district.

Assign Grades for Quizzes and Tests

Charlotte Mason advocated not focusing on quizzes or tests for one simple reason: you are working with your student every day, discussing the material and interacting with it one-on-one. Usually there is no need for tests. You know whether or not your student is understanding and mastering the material. However, some parents feel better knowing their student can show their mastery on paper, and is practicing the art of testing itself. If you want an easy way to generate review questions as you go, simply underline in pencil as you work day-to-day the facts/issues you want to test later on. This eliminates a lot of time-consuming re-reading and allows you to simply scan the material later on to generate some test or review questions.

What If I'd Like to Give My Student Feedback?

If you do want to give your student feedback on their work, why not express their level of achievement in terms that relate to the character traits displayed in their work? You could congratulate them on their careful work, diligent work habits, commitment to research, attention to detail, focus on excellence, and so on. You could also use this method to communicate things they need to work on. In this way, you are helping to cement in their minds the kind of character you'd like them to attain, and the ways in which they are achieving that, or need to improve.

Charlotte Mason & Multiple Intelligences



The theory of multiple intelligences was first offered by a man named Howard Gardner in 1983 to more accurately define the concept of intelligence. His theory helps us to understand the different ways that people learn new material, process their world and even interact with others. His theory also questioned whether methods used to "measure intelligence" are scientific and complete.

Gardner's theory puts forward that traditional views of intelligence do not sufficiently encompass the wide variety of abilities humans display. He believes that intelligence, as it is traditionally defined, is too narrow, defining only one or two types of intelligence. An example that he points to is that of a child who masters multiplication easily. This child is not necessarily more intelligent *overall* than a child who struggles to do so. The second child may be stronger in another *kind* of intelligence and so, may best learn the given material through a different approach, or may excel in a field outside of mathematics. He may even be looking at the multiplication process at a fundamentally deeper level, which can result in a seeming slowness that hides a mathematical intelligence that is potentially higher than that of a child who easily memorizes the multiplication table.

It is notable that many of the methodologies embraced by Charlotte Mason, upon which we build many of our curriculum goals, are in method, carrying out this theory! The activities or learning avenues she defined appeal to many of the very "types of intelligences" that Howard Gardner defined. With that in mind, we have integrated (and will continue to integrate) many of these ideas into our curriculum.

Below, we listed out the different types of intelligences Howard Gardner has defined. We have also listed WinterPromise's "KEY WORDS" that refer to this type of intelligence in a bit easier language!



Visual-Spatial Intelligence (*WinterPromise's VISUAL*)

This area deals with the ability to visualize with the mind's eye, so to speak and spatial judgment. Students with this intelligence may demonstrate an interest in drawing buildings, creating fashion or home design, illustrating, or artistic pursuits. **Learning Avenue Examples in WP:** drawing, notebooking, creative activities, looking at a timeline, and highly illustrated books.

Verbal-Linguistic Intelligence (*WinterPromise's LANGUAGE*)

This area has to do with words, spoken or written. Students with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate, and therefore are typically labeled as "good students." They are also frequently skilled at explaining, teaching, and oration or persuasive speaking. Students with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and demonstrate an ability to understand and manipulate syntax and structure. Students with these abilities should consider becoming writers, journalists, philosophers, lawyers, politicians, poets, or teachers. **Learning Avenue Examples in WP:** reading, narration, timeline cards, writing in language arts and in notebooking, DVDs, and discussion about books and resources read as a family.





Logical-Mathematical (WinterPromise's LOGICAL)

This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ. They may become scientists, mathematicians, engineers, doctors and economists. **Learning Avenue Examples in WP:** key fact narration, discussion of important topics, activities that use logic or are labeled "geeked-up," and chess programs.

Bodily-Kinesthetic (WinterPromise's HANDS-ON)

Students who have bodily-kinesthetic intelligence should learn better by actually getting involved physically in the learning experience, especially by trying things for themselves. They are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than by reading or hearing about it. Students



with strong bodily-kinesthetic intelligence seem to use what might be termed "body memory" - they remember things they have experienced through their body such as verbal memory or images. Students with this strength may go on to become athletes, dancers, musicians, actors, surgeons, doctors, builders, police officers, and soldiers. As you see, although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence. **Learning Avenue Examples in WP:** hands-on activities, experiments, "try it for yourself" types of activities in which the student reproduces history, or games.

Musical-Rhythmic (WinterPromise's MUSICAL or AUDITORY)

This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn and memorize information. It should be no surprise these students are interesting in becoming instrumentalists, singers, conductors, disc-jockeys, orators, writers and composers.

Learning Avenue Examples in WP: singing, musical games, hearing songs or sound bites from other eras, listening to books read aloud, concerts on DVD, and reading and discussing aloud.

Interpersonal (WinterPromise's PEOPLE-ORIENTED)

This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. Students with these abilities may be headed for work as salespeople, politicians, managers, teachers, and even social workers.

Learning Avenue Examples in WP:

Family projects, teamwork and responsibility, leadership tasks, people-oriented activities or ministry opportunities, group discussion, talking about the feelings or motivations of characters they've read about, and helping others.





Intrapersonal (*WinterPromise's INNER LIFE*)

This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, can you predict your own reactions/ emotions. Not surprisingly, students with this type of intelligence make wonderful philosophers, psychologists, theologians, lawyers, and writers. People with

intrapersonal intelligence also prefer to work alone. **Learning Avenue Examples in WP:** journaling, devotional life, independent activities, character goals, and understanding and connecting with characters in books.

Naturalistic (*WinterPromise's NATURE*)

This area has to do with nature, nurturing and relating information to one's natural surroundings. Students with this intelligence demonstrate a strong connection to animals, caring for plants or a sensitivity to what they see or experience in the natural world around them. They may be interested in becoming a naturalist, park ranger, animal trainer, farmer, or gardener.

Learning Avenue Examples in WP: themed and science programs keyed to natural topics, nature journaling, activities involving animal or nature study, and observation activities.



Existential (*WinterPromise's ABSTRACT*)

This area has to do with philosophical and abstract issues of life. Students with this type of intelligence learn best by thinking about analytical questions. Careers which suit those with this intelligence include readers, writers, philosophers, and religious speakers. **Learning Avenue Examples in WP:** discussing topics together as a family, abstract questions to be answered, clarifying a position or belief system.

But My Kids Have Different Learning Styles!



How to Teach Students of Multiple Learning Styles

Making the Most of WinterPromise's Many Learning Avenues

As you can see from what we've shared about multiple intelligences theory, it is evident that some children learn best when they are listening, others are visual learners, still others when they are actively engaged in an activity. And while children need to be exposed to all types of learning -- whether it is their best learning avenue or not -- you will find that being aware of your child's preferred learning style can help boost your own effectiveness. Knowing, for instance, that your child learns well by listening may mean that you practice his spelling words orally; while a visual learner will catch on much faster by seeing them in print -- maybe a flashcard method.

WinterPromise helps you by offering so many different learning avenues. What works great for one of your children may not be a major focus enjoyed by another. So observe your children; take note of what methods seem the most effective. When you understand how they learn best, and where they struggle, you can take advantage of their strengths, and help them work on their weaknesses.

Once you understand each student's learning style, **you can choose the learning avenues WinterPromise includes that most closely match their learning style.** This can be different for each student. While Lucy may want to complete every notebooking page, and even do extra, Andrew may want to focus on experiments and "try-it-yourself" activities. You can create a blend of activities for all of your children to do together that include some each student will enjoy, or you can let them do additional work independently that is designed for their learning style. Find the rhythm that works for your family. You'll find you can modify assignments when needed, choose assignments wisely and with purpose, and set goals for your student with a clear purpose in mind.

And, if you really want to help your children, you can take an assessment test that will help you determine their intelligence strengths. Go to: <http://literacyworks.org/milintro/index.html> and take the assessment as if you were each of your children to get results for each of them.

Another Note: It is Important to Know When to Adjust

Are you a person who loves to check off lists? Great! The charts in the guidebooks will suit you. However, this program is written to give you options. Actually, there are more options than you should expect to be able to complete. So while the charts provide a list of assignments to complete, there should be some assignments that you choose not to complete. Just give yourself a "bye" on having to complete every single item.

And what about substitutions? Did Great Aunt Lucy send you a simply marvelous book on the Pony Express that Junior can't wait to get at? Happen upon an incredible book at the library while searching for additional reading? Schedule them in, even if it means you have to pass on an assignment. It's really worth missing an assignment now and again to pursue something that has caught your children's fancy -- or yours!

So, How Do I Stay Organized?



Choose Your Approach to Scheduling Your Week:

Your guidebook is scheduled on a 4 + 1 day schedule. Four days are set aside for your regular studies, and the fifth day has a light schedule, which allows for a more hands-on, activity-oriented day. Although activities are suggested throughout the week, many parents choose to save the activities they choose to complete for this one day. However, there are many ways to make the scheduling work for your family and this guidebook allows parents to be flexible in the way they use it. How? Take a look at these approaches and decide what works for you! Or, make up your own approach!

Approach #1 Use the guidebook exactly as it is written, perhaps also doing science on the 5th day.

Approach #2 Use the four-day schedule and do not do any work on the fifth day.

Approach #3 Use the four-day schedule and add one fifth-day assignment per day to the four days. This still allows the fifth day to be completely free, but also completes the fifth day activities.

Approach #4 The “I’ll Do it My Way” approach! Some parents prefer to do all the assignments for a particular portion of study on one day. Thus, all the history assignments for the week would be on Monday, reading and writing on Tuesday, language arts on Wednesday, Bible on Thursday, and activities on Friday. In essence, they are not going through one column per day, but one row!

Eliminating Scheduling Worries (and Stress!)

Your guide book is written with no dates, no cumulative numbers on the days so that you can simply pick up your guide book and complete the next day. Although the schedule is written with the fifth day being different, the fifth day does not need to fall on a Friday. Again, do what is right for your family. Maybe you’ve got soccer on Friday nights, and a hands-on day doesn’t work out. Then use the fifth day each week on Monday or Thursday. Switch it around as you need to. If you want it to “come out right” with the way you start school, schedule it that way from the beginning. For example, if you want a hands-on Monday, for instance, make your first day of school a Tuesday. That way, your fifth day will fall squarely on a Monday. This may not work for all schedule preferences, but it’s worth knowing you can adjust your schedule to fit your needs.

Keep Records Day-to-Day

Day-to-day record keeping is so easy! All you need to do is fill in your student’s name (and maybe a date) right into each box in the schedule grid when he completes each activity. If you only have one student, you could reduce this to a check mark! Unless your state requires actual time logs, this is all that will be needed on a daily basis. Remember, too, you can create and use grading records such as the example shown on page 25 of this guide.

Another Tip: The backs of all of your weekly schedule charts are plain. You can use this space to write down any additional resources you may have used, field trips taken, or test results. Placing tests, writing assignments, and other work in a file makes it easy to find for reporting later on.



What About Narration?

Why Narrate -- and What Is It?

One of the basic facets of Charlotte Mason's approach is incorporating narration, which is, in effect, the art of "telling back." To some extent this ability is inborn in our children. From their earliest childhood they tell you what just happened to them, or what their best friend just shared with them. Often we as parents are guilty of stemming their enthusiasm for relating to us in this way. In fact, though, this skill (if encouraged to blossom and disciplined to be a part of their education) becomes an integral part of their education and an opportunity for reinforcement. Your students will benefit greatly if you try to integrate narration into your week along the way as a habit.

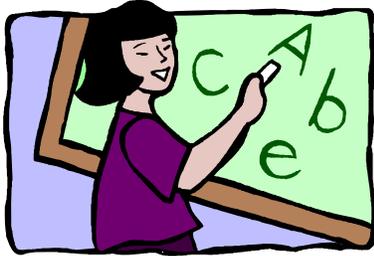
Below, we've included a variety of ideas for a great narration experience. They are arranged in squares so that they can be cut out and picked at random, if you'd prefer, which may build excitement in your student. There are more than enough to use one per week to get your student telling you back something about what they are reading.

Another suggestion is to constantly use discussion about books and characters as teaching opportunities about good and bad choices or character traits. Often the shared experience of reading through a book creates teachable moments to talk through important issues in a low-key way.

<p>TELL ABOUT A CHARACTER: Make a list of ten words that describe your character</p>	<p>TELL ABOUT A PLACE OR SCENE: Make a list of ten words that describe an indoor or outdoor place</p>	<p>TELL ABOUT THE PLOT: Make a list of ten events that happened, in the order they happened.</p>	<p>TELL ABOUT A NEW WORD: Explain a word you learned, telling how it is spelled, and what it means.</p>
<p>TELL ABOUT A BEGINNING: Describe what caught your attention in the beginning of your book.</p>	<p>TELL ABOUT A CHARACTER: Draw a picture of an interesting character in your book that will show what they are like.</p>	<p>TELL ABOUT A PLACE OR SCENE: Make a list of all the settings you found in your book so far.</p>	<p>TELL ABOUT AN ENDING: Describe how the author resolved the problems encountered in your book.</p>
<p>TELL ABOUT A PLACE OR SCENE: List all the items to be found in a particular scene. A stolen bicycle? An ice cream cone?</p>	<p>TELL ABOUT THE PLOT: Describe what emotion you felt during the scene you just read and why.</p>	<p>TELL ABOUT A WORD: Find an interesting word in your reading and use it aloud in three silly sentences.</p>	<p>TELL ABOUT A CHARACTER: Describe your character's personal strengths or good points, and why you admire them.</p>
<p>TELL ABOUT A THEME: What is the theme of this book?</p>	<p>TELL ABOUT A CHARACTER: What do you predict the main character will do next? (Even if the book has ended.)</p>	<p>TELL ABOUT THE PLOT: Tell what you liked about the book as if you were trying to convince your friend to read the book.</p>	<p>TELL ABOUT A PLACE OR SCENE: Tell about the last scene in your book as if you are describing it to someone on the phone.</p>

I Think I Still Have Some Questions!

Answers You'd Like to Have are Likely on Our Website!



Check Out Our Online Feature, "Learn More About WinterPromise" . . .

There are so many more questions answered online. Here's just some of those you'll find answered on our webpage, www.winterpromise.com/learn.html.

- ◆ What is the Experience Approach?
- ◆ What are the Basics of a Charlotte Mason Education?
- ◆ What are the Core Elements of a Charlotte Mason Education?
- ◆ What is WP's Philosophy of Education?

- ◆ How Can I Combine Several Students?
- ◆ What Does a Typical Day Look Like?
- ◆ What Kinds of Activities Can I Expect?
- ◆ How Does WP's Approach Change as Students Mature?
- ◆ Can I Repeat History Themes in a Four-Year Cycle?
- ◆ What Sequence of Programs Does WP Recommend?
- ◆ What is the Scope and Sequence of WP's Themed Programs?
- ◆ How Does Notebooking Work as a Part of WP?

- ◆ What is WP's Approach to Language Arts?
- ◆ What is the Scope & Sequence of Elementary Language Arts?
- ◆ How are WP's Language Arts Programs Cross-Curricularly Linked to the Themed Programs?

Check Out Our Online Feature, "Frequently Asked Questions" . . .

There are so many more questions answered online. Here's just some of those you'll find answered on our webpage, www.winterpromise.com/faq.html.

- ◆ What is the "Experience Method?"
- ◆ How Does WP Reflect the Methods of Charlotte Mason?
- ◆ How Does WP Incorporate the Ideals of the Classical Approach?
- ◆ How Do I Know My Student Is Meeting State Standards?
- ◆ What Should We Do To Enjoy Our Crafts Long-Term -- Without Them Taking Over the House?
- ◆ Where Can I Find the DVDs You Recommend?
- ◆ What Parts of WP Work with a Child Identified as Autistic?

Remember, WP Features Fantastic Language Arts Programs . . .

We feature language arts programs for students from grades 4 through high school that coordinate with Middle Ages studies. Plus, our early reading programs can be used for young students coming along with older siblings. Feel free to check out our easy-to-use language arts programs.

Utilizing the “Notebooking” Resources



Working with the Timeline Figures, “Timelines in History,” and “Make-Your-Own” History Book

How to Use the Timeline Figures

Timeline building offers students a chance to get to know the flow of history by recording dates and events into a timeline book. Students write in their Timelines in History book as they learn key events and their significance in their main program. They can also write in dates important to them personally, such as family events or things they learn in their own reading time. Timeline figures are a fun way to add to the color and flavor of a timeline book. WinterPromise offers a choice of timeline figures for students to cut out and paste into their own timeline book. In the front of this guide you'll find a week-by-week schedule of when to use each figure, and additional dates to write in, along with the historical significance of the event.

When you have a figure for a date, students should glue the figure into the timeline, and write any other pertinent information about that event in their Timeline along with the figure. When you don't have a figure, use the information from the timeline figure schedule in the front of the guide to input the date, event and importance in your Timeline. If your student discovers another event that isn't mentioned that they'd like to include in their Timeline, definitely let them do it! That's great, and it will help them feel like their Timeline is a personal accomplishment and memory book. Just write in the information, and, if they want to, they can even draw a small figure of their own.

Making the Most of the “Timelines in History” Resource

WinterPromise also offers you a unique timeline resource, our "Timelines in History." It is copied on heavy-duty cardstock and should last a student throughout their school years. These pages should be placed into a heavy binder that will hold up to years of repeated use. Each student usually enjoys having his own copy, as it is a personal journal in which they can record any information they'd like to. Our timeline differs from other similar resources in two key ways that help you with introducing "notebooking" into your studies.

First, each page doesn't just contain endless rows of meaningless numbers; instead, at the top of each page are 2-3 descriptors of major movements, civilizations or events in history. From the "Middle Kingdom of Egypt" or "The Age of Exploration" to "World War II" or "The Industrial Revolution," these descriptors aid your student in a true understanding of how history flows and relates to real events.

The second distinctive feature is its loose-leaf nature; it is three-hole punched and copied on only one side. This feature provides a blank spread in between each date spread. This means your student can file "Make-Your-Own" history pages, artwork, reports and more in between their timeline pages. Year after year, they'll collect "Make-Your-Own" pages and their own work in this one resource. They'll literally "Make-Their-Own" history book that will serve as a scrapbook of homeschool memories they'll never want to part with.

The Perfect Notebooking Partner - Our “Make-Your-Own History” Series

Usually when you complete a history-based program with WinterPromise, your student will receive “Make-Your-Own” history pages that complement their main study and highlight people, places, events and achievements in history. Unlike other notebooking pages out there, our pages vary in what a student needs to do to complete them, making them varied and interesting. They can be filed in their “Timelines in History” book as noted above, providing one great resource for students to look up historical information at a glance on the highlights of human history. This year, the student's notebooking will come primarily from the Time Travelers resource, which is so comprehensive that we did not provide a separate "Make-Your-Own" resource.

The Finishing Touch - Reproducible Maps

WP also offers a map set that is referred to throughout the year. For most of our programs, we do recommend that you use these maps, which are fully reproducible for your entire family. **We recommend Homeschool in the Woods' World Map CD. Details on the maps you'll need are on page 11.** For any maps you do make this year, we recommend that students have quality colored pencils with which to make the most of their maps, as they will be investing a lot of time to make them an attractive, readable learning tool. Any maps can be filed and kept in the student's Timelines in History book.

Timeline Cards

Directions, Game Boards, and Cards

Directions on how to copy and make the games are included below, in addition to directions on how to play several different games.



Timeline Card Directions & Games



Timeline Cards - A Great New Resource!

The timeline cards are a support and reinforcement of your timeline and notebooking work. They include a set of cards that has the person or event written on one side, with its date and the importance or impact of that person or event on the other side. The cards are designed to be a way to quiz and go over important dates and events the student is learning in their main study. The cards can be added to, gradually, as the student learns the material, and will help them to "cement" the things they are learning with review.

How to Copy and Assemble the Cards

The cards in the following pages are six to a page. **FIRST MAKE 2 COMPLETE SETS** as outlined in the next two paragraphs. The cards are designed to be copied onto cardstock, an extremely heavy paper that is comparable to an index card paper. They are also designed to be copied double-sided, so you'll see that the first page is filled with names of people or events, then the next page, which is its backside, are the coordinating dates and impact of those people or events. This continues throughout the set enclosed in your guide -- front side, back side, front side, back side ... and so on. When they are copied as double-sided (back to back), you'll be ready to cut them apart on the lines. Make two complete sets of cards that are double-sided in this way on white cardstock, one to be a self-quizzing set, and one for an "Answers" set for games, or follow the tip below.

A TIP! We recommend that for **1 set of cards ONLY** you divide the cards according to their subject matter, such as "Roman Empire," "Byzantium & Islam," "Europe in the Middle Ages," "Renaissance," and "Reformation," for this year's studies. You may want to copy the cards that belong to "Roman Empire" onto goldenrod cardstock as you did in *Ancient World*. Then, copy the rest of the sets onto varying shades of purple from lavender to neon to amethyst. Keeping the cards all in the same color family allows you to differentiate this year's cards from another year's you may collect in the future. This set of cards will become your self-quizzing set. The other set should be on white cardstock only and will be your "Answers" set for games.

NEXT MAKE 2 SETS of "FRONT-ONLY" cards, which would be every other page, and include only the sides that list the person or event on them. In other words, the plainer side. These will be referred to as "front-only" decks and are necessary for some of the games.

Keeping the Cards Organized & User-Friendly

To organize the cards, we would recommend either a file-box system, or a ring system. If you choose a file-box system, you can file the cards in a file-box, with dividers in between the cards according to their subject matter, such as "Roman Empire," "Byzantium & Islam," "Europe in the Middle Ages," "Renaissance," and "Reformation."

The ring system should also be divided by subject as above. You'll need to hole-punch one of the corners so that the cards can be placed on a ring, and flipped through. Just be sure to keep the hole away from the edge by at least 1/3 of an inch. The student can then collect the cards.

With either method, you may want to put together a "bookmark" type of marker in between the cards, so students can keep track of which cards he has passed in his studies, and should use for review. This can be moved "forward" through the year (in the box or on the ring) as the student learns more of them.

Options for Reviewing with the Cards

These cards have been put together for two main uses. First, so that students can sit down with them once or twice a week and flip through them like flashcards, looking at either one side or the other, and coming up with the information on the other side.

The second use for the cards is the games we have designed for you. They are listed on the next page with supporting helps preceding the Timeline Cards themselves. Repeated use will be the most effective way to get this information to "stick" with your student.

Timeline Card Games



Timeline Chains

- Game Supplies:
- 2 sets of "front-side only" Timeline cards
 - 1 set of regular two-sided Timeline cards for "Answer" cards
 - Chain Playing cards
 - Timeline Chains gameboards
 - Large set of markers (2-4 different colors that could even be scraps of paper)

Object of the Game: To put together a chain of spots on the board that are won by the student.

Rules:

There are enclosed in this guide four total Timeline Chains gameboards. They are divided into the first 25 cards your student learns, the second, and so on. On each Timeline Chains board, there are listed the front sides of the timeline cards, with each card being listed twice. For this reason, you will need two sets of the "front-side" cards in circulation for the game. Use the cards that coordinate with the game board you are using, of course! The "Chain Playing" cards are added to the two decks used and have directions on how to use them right on the card. Shuffle the "front-side" only and "Chain Playing" cards all together, saving the "Answer" cards for the Dealer.

If you have 4 or more players, you will want to play in teams, with players sharing colors of markers and cooperating to form their chains. The dealer will not play, but will deal and check answers against the "Answer" cards. The dealer should deal out 7 cards to each player, and give each player their supply of markers. On a turn, a player must take a card out of their hand that has a person, thing or event listed on it -- there are two spaces on the board that coordinate with that card. They must come up with either the date of the event, or one part of the importance of it that appears on the back of the Answer card. The dealer will find that "Answer" card, check the answer, and declare it right or wrong, correcting it with correct information if necessary. If the player is correct he wins one of those two squares. He can place a marker on one of them. Players will continue with turns, trying to win squares that will form chains. **How many spots are necessary to connect to form a chain, and how many chains are needed to win can be determined from the chart below.** Chains must be formed in a straight line across, down or diagonally.

The game boards are designed so that, as the year progresses, and the student learns more cards, you can tape two, three or four or more boards together, and use all the cards he knows to add to the fun. As you add more gameboards together, you'll want to make the chains longer, as you can see from the chart below. You'll also want to require more chains be built, if you are playing in partnerships.

Gameboards in Use	Players	How Many Spaces in Each Chain?	How Many Chains to Win?
1	2	4	1
	3	4	1
	4 or 2 teams	4	1
2	2	4	2
	3	4	2
	4 or 2 teams	4	2
3	2	5	2
	3	5	2
	4 or 2 teams	5	2
4	2	4	3
	3	4	3
	4 or 2 teams	4	3

A player can try to thwart another player's chain by trying to win spaces that are in the row or line another player is trying to win for their chain.

Players can also use some of the "Chain Playing" cards to disrupt other players' spaces. Once a chain is complete it can't be touched.

A player or team wins when they complete the required chains.

Timeline Jeopardy

Game Supplies: 1 set of regular two-sided cards for "Answer" cards for the Moderator
Jeopardy cards
Paper to keep score

Object of the Game: To win the highest dollar amounts by answering trivia questions from the Timeline Cards.

Rules:

Set up a traditional Jeopardy Gameboard, except that you will not have category headings, but just the letters to form the word DATES. Line up the cards as shown below. Under two of the value cards, at random, place a TIMELINE DOUBLE card.

D	A	T	E	S
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Begin with one of the players, who should call out a question he wants to answer, such as "I'll take 'S' for 300." The game Moderator should then pose a question to the player, from the "Answer" cards. Generally, the higher the dollar value, the harder the question should be, with the hardest questions reserved for the timeline doubles. The moderator can simply shuffle the cards at the beginning of the game, and pick a card, formulating the question as they go along based upon the value asked for by the student, creating an easy question off that card for 100's and a harder question for 500's. Naming dates should be at the 300 level or above. Some sample questions off an actual card are given below as an example. **The moderator will only use the cards the student has used so far.** The Moderator should be sure neither side of the card is visible to any player. Values are removed from the Gameboard as they are won, and players keep track of their own scores.

Players take their turns at the board. If a player gets an answer incorrect, the person to his/her left gets the next opportunity to try for it, then the person to their left if they get it wrong also, and so on, until either someone gets the answer correct and wins the dollar value, or all players have answered incorrectly. The correct information should then be given. Play then resumes with the next person who was originally in line to receive a turn at choosing off the board, regardless of who won the incorrect question. When all the values are off the board, the player with the highest score wins.

<p>Date</p> <p>1492 A.D.</p> <p>Importance</p> <p>Columbus' voyage is the first across the mid-Atlantic. Columbus' discovery of America began a period of exploration and colonization in America by several European nations, including Spain, France, England, and the Netherlands. These countries built maritime and colonial empires across the Atlantic that would give them power in their homelands.</p>
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<p>Christopher Columbus</p> <p>"discovers" America,</p> <p>which was previously</p> <p>unknown to Europe.</p>

Sample Questions:

100 Level

- ♦ Who discovered America? *Columbus*

200 Level

- ♦ What ocean did Columbus cross to get to America?
Atlantic

300 Level

- ♦ Who was the first person to sail across the middle of the Atlantic? *Columbus*
- ♦ In what year did Columbus reach America? *1492*

400 Level

- ♦ Why do we say that Columbus "discovered" America?
Because it was previously unknown to Europe.

500 Level

- ♦ Name 2 countries that set up colonies in the New World after Columbus' discovery.
Possibles: Spain, France, England, the Netherlands

Timeline Spelling

Game Supplies: 1 set of regular two-sided cards for "Answer" cards for the Moderator
Paper to write down answers, 1 per player

Object of the Game: To get the highest score by writing down spellings of key names in history.

Rules:

Each player has his own sheet of paper, sitting so as not to see another player's paper. The players should number their sheet with as many questions as the Moderator intends to include. The Moderator will then shuffle the deck of "Answer" cards, and, taking the top one, choose a word off that card to ask the players to spell. Before the players can write down their spelling of the word, the Moderator will read one fact about that word that is evident on the card. The players will then write their answer on their paper.

IMPORTANT! While the students are writing down their answer, the Moderator should carefully copy the spelling onto a numbered list as well to use for correction purposes at the end of the game. When the Moderator has asked at least 15, but not more than 30 spellings, they will correct the page. Aloud, the Moderator will read the spellings. The person with the most correct spellings wins. This is an excellent way to reinforce spellings of important places the student is learning about.

Timeline Tidbits

Game Supplies: 1 set of regular two-sided cards for "Answer" cards for the Moderator
Paper to write down answers, 1 per player

Object of the Game: To get the highest score by writing down facts about a given Timeline card.

Rules:

Each player has his own sheet of paper, sitting so as not to see another player's paper. The players should number their sheet with as many questions as the Moderator intends to include. The Moderator will then shuffle the deck of "Answer" cards, and, taking the top one, read the event, thing or person on the front side. Players should then write down as many things as they remember about that person or event, list-style.

IMPORTANT! While the students are writing down their answers, the Moderator should carefully set aside the cards used in the order in which they called them out. Students will receive 1 minute to write down as many as they can. When the Moderator has read off at least 10, but not more than 20 Timeline Cards, they will correct the answers individually by comparing the answers to the cards, using the cards he set aside.

As to answering, a student may write down as many facts as he'd like, but **INCORRECT FACTS** cost him 1/2 of a point. Correct facts count as 1 point. To be counted as a correct fact, the fact must appear in some way on the Timeline card.

Here's some sample facts from the Columbus card on the previous page.

- ◆ Columbus discovered America.
- ◆ He arrived there in 1492.
- ◆ Europe had no idea the Americas existed.
- ◆ Columbus was the first one to cross the mid-Atlantic.
- ◆ His voyage led to exploration and colonization in the Americas.
- ◆ Columbus' discovery opened the door to Spain (and/or France, England, the Netherlands) to set up colonies there.
- ◆ Countries who built colonies in America gained opportunities that benefited their homelands.

We recommend not making this a competition between players, but rather setting up a scale system to motivate students. Here's a sample idea, but you may need to increase the # of correct facts according to student age and ability, especially as the year progresses!

How Many Timeline Tidbits Today?

10 correct facts - no bedmaking tomorrow

15 correct facts - can choose an extra (small!) snack/treat to have at lunch

20 correct facts - stay up 1/2 hour later than usual

25 correct facts - special time out with mom or dad this week

Other Timeline Card Game Ideas

Shout it Out

Name the person or event on the front of the card, and have students or teams shout out as many facts about that card as they can remember. Play a certain number of rounds; the winning student or team is the one with the most correct facts.

Name That Character or Name that Date

Play either one based upon "Name that Tune," using only the people cards, or only the dates, with the moderator giving the number of facts a player says they need.

20 Questions

Players take turns asking questions about a given card up to 20. They may make guesses along the way. Person with the most correct guesses on a certain number of cards used, wins.

Win, Lose or Draw

Players must draw a fact about a person or event that will make his team think of that person or event. The team only gets a certain amount of time to try - 30 to 60 seconds. Keep score of how many each team gets after a certain number of rounds to determine winner.

Guess Who? or Guess What!

Lay out a bunch of people, events or inventions cards in rows using the "front-side" only cards. The Moderator should, in his own mind, pick out one of the cards to be the one he has chosen. He should retrieve that card from the "Answers" set, so he can better answer questions, carefully guarding it from the sight of the others. Players can then take turns asking one question. These questions will narrow down who is left, with the group recommending who goes and who stays according to what they know. A card will stay if it fits the parameters of the questions. The Moderator will make the final determination as to whether to pick up the card. At first, there will be a lot of cards to go through to determine whether they should go or stay, but gradually the choices will narrow. Students should keep their questions fairly big, like "Is this person an explorer?" or "Is this person a man?" Students can make their questions a little more specific as the game goes along. A Moderator may choose not to answer a question if it is too specific.

Make Your Own!

Almost any group game could be used as a backdrop for another game with your Timeline Cards. Try using what you know about these games to pull in the Timeline Cards.

Tic-Tac-Toe Hollywood Squares Style

Scavenger Hunt, using clues about what's on the card to lead from one to another

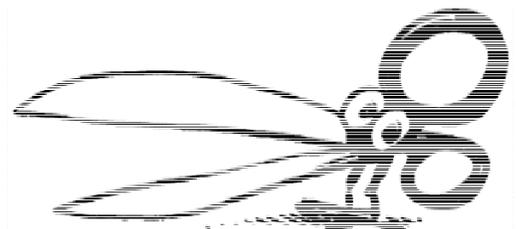
BINGO

Ring Toss, earning ability to throw a ring with a correct answer to something on the cards

Board games such as Candyland, Life, or even Clue for older kids, earning # of spaces they can move around the board with how many correct facts they can name off the cards.

Get the Kids Involved!

Kids love nothing better than being creative! Let them loose with ideas about making exploration board games, or invention quizzes. Let them use crafts supplies to come up with something they'll love to try.



Remove any marker from the board that belongs to another player or team

Remove any marker from the board that belongs to another player or team

Wild Card -
In your turn, you can place a marker anywhere you want to without answering a question.

Remove any marker from the board that belongs to another player or team

Wild Card -
In your turn, you can place a marker anywhere you want to without answering a question.

Wild Card -
In your turn, you can place a marker anywhere you want to without answering a question.

Place two markers with one correct answer. The first answer will be placed on its card, the second will be a wild spot - your choice.

Chain Playing Card Set

Add 1 set of these 7 cards for every player participating in the game. Use this card to mark the top of the deck for storage.

Paul	The Apostle's Creed	Nero	Josephus	Abbasid Dynasty
Constantine I	Patrick	The Sui Dynasty	Pompeii	Jerome
The Arab-Muslim Sweep	Stephen	Clement of Rome	The Tang Dynasty	Masada
Nicene Creed	King Arthur	Hadrian	Justinian I	Attila the Hun
Josephus	Pentecost	Fall of the Western Roman Empire	Dead Sea Scrolls	Stephen
The Tang Dynasty	Masada	The Arab-Muslim Sweep	The Golden Age of India	The Sui Dynasty
Jerome	Augustine	Pentecost	King Arthur	Patrick
Nero	Nicene Creed	The Golden Age of India	Justinian I	Pompeii
The Apostle's Creed	Clement of Rome	Constantine I	Paul	Dead Sea Scrolls
Abbasid Dynasty	Fall of the Western Roman Empire	Attila the Hun	Hadrian	Augustine

Timeline Chains Board #1
Weeks 1-9

Epic of Beowulf	Umayyad Dynasty	Bede	Methodius & Cyril	Pope Gregory the Great
El Cid	The Verdun Treaty	Charlemagne	Song Dynasty	Iconoclast Controversy
Otto I	Viking Invasions	Alfred the Great	Edward I (the Confessor)	The Verdun Treaty
The Early Crusades	Charles Martel	The Battle of Hastings	Leif Eriksson	Emperor Leo III
Iconoclast Controversy	William I	Edward I (the Confessor)	Vladimer I	The Investiture Controversy
Book of Kells	Alfred the Great	Erik the Red	Viking Invasions	Pepin the Short
Vladimer I	The Battle of Hastings	The Early Crusades	El Cid	Song Dynasty
Pepin the Short	Emperor Leo III	Leif Eriksson	Bede	William I
The Investiture Controversy	Pope Gregory the Great	Epic of Beowulf	Charlemagne	Erik the Red
Otto I	Book of Kells	Methodius & Cyril	Umayyad Dynasty	Charles Martel

Timeline Chains Board #2
Weeks 10-18

Eleanor of Aquitaine	Children's Crusade	Henry II	Mongol Invasions	Thomas Aquinas
Richard I	Saladin	Kublai Khan	Niccolo Machiavelli	Geoffrey Chaucer
Marco Polo	Genghis Khan	The Black Death	Francis of Assisi	Joan of Arc
Fall of Constantinople	Petrarch	Forbidden City	William Wallace	Hundred Years' War
Magna Carta	Joan of Arc	King John of England	Petrarch	Forbidden City
Johannes Gutenberg	Niccolo Machiavelli	Eleanor of Aquitaine	Fall of Constantinople	Ming Dynasty
The Inquisition	Thomas Aquinas	The Black Death	Kublai Khan	Children's Crusade
Ming Dynasty	Marco Polo	William Wallace	Saladin	Genghis Khan
Mongol Invasions	Hundred Years' War	The Inquisition	Geoffrey Chaucer	Francis of Assisi
Henry II	Magna Carta	Johannes Gutenberg	Richard I	King John of England

Timeline Chains Board #3
Weeks 19-25

Michelangelo Buonarroti	Cosimo de' Medici	Cesare Borgia	Leonardo da Vinci	Martin Luther
Erasmus	John Wycliffe	Henry VIII	Botticelli	Menno Simons
Charles V	Filippo Brunelleschi	John Calvin	Sistine Chapel	Giotto
William Tyndale	Leo X	Mona Lisa	Lorenzo de' Medici	Jan Hus
The 95 Theses	Jan Hus	The Last Supper	David	John Calvin
Girolamo Savonarola	Mona Lisa	Michelangelo Buonarroti	Charles V	Henry VIII
Menno Simons	Giotto	David	Martin Luther	Pieta
Pieta	Botticelli	Sistine Chapel	Erasmus	William Tyndale
Leonardo da Vinci	John Wycliffe	The Last Supper	Cosimo de' Medici	Girolamo Savonarola
Lorenzo de' Medici	Cesare Borgia	The 95 Theses	Leo X	Filippo Brunelleschi

Timeline Chains Board #4
Weeks 26-36

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**Timeline
Double**

**Timeline
Double**

*Jeopardy Playing
Card Set*

*Use this card to mark the
top of the deck for storage.*

100

200

300

300

400

500

Paul the Apostle

Pentecost

Stephen

Clement of Rome

Nero

Josephus

Apostles' Creed

Masada

Date
c. 29 A.D.

Importance
After Christ ascended to heaven, the Holy Spirit was given to the apostles, giving them abilities to speak in tongues. These gifts enabled the early church to share Christ with others and the church grew rapidly.

Date
5-67 A.D.

Importance
Paul became a missionary to the Gentiles after his conversion from Judaism. He preached Christ and planted churches, reaching much of the Roman empire before he was martyred under Nero.

Date
c. 100 A.D.

Importance
Clement was the fourth bishop of Rome. He wrote the churches in Corinth admonishing them about the immoral practices common to the city and associated with the Temple of Aphrodite in Corinth. He was martyred under Domitian.

Date
36 A.D.

Importance
Stephen was the first Christian martyr, stoned to death for his faith in Christ after he made a defense of that faith. Stephen had been a faithful Christian leader before his death.

Date
37 to c. 100 A.D.

Importance
Josephus was a first-century Jewish historian and Roman citizen who recorded historical events of his time, including the destruction of Jerusalem in 70 A.D., and provided a record of first-century Judaism.

Date
37-68 A.D.

Importance
Nero was a Roman emperor who murdered family members and advisors close to him, and vigorously persecuted Christians. Christianity was actually helped to spread as believers fled to escape. Nero was implicated in starting a fire which he blamed on Christians, and later took his own life when the Roman Senate declared him an enemy of the state.

Date
73 A.D.

Importance
Masada was a fortress that sat on the top of a hilltop. It had been designed to withstand siege and be easy to defend. As such, it was the perfect place for Zealot Jews to flee to escape the Romans. It took two years for the Romans to finally breach the city with a ramp of their own construction. When they entered, almost all the Jews had committed suicide.

Date
c. 150 A.D.

Importance
The Apostles' Creed confirmed beliefs basic to Christianity: Christ's death, burial and resurrection; the persons of the Trinity; and the believer's hope in full redemption of sins and resurrection to eternal life.

Dead Sea
Scrolls

Augustine

Jerome

Patrick

Pompeii

Constantine I

Nicene Creed

Hadrian

Date
354-430 A.D.

Importance
Augustine wrote the books "Confessions" and "City of God." Augustine's writings were influential because they shared his struggles in his Christian walk, and his reliance upon God. This church father's thoughts still move us today. Augustine was the bishop of Hippo in northern Africa.

Date
C. 100 B.C. - c. 75 A.D.

Importance
Hundreds of scrolls were found by Bedouin shepherds in caves near the Dead Sea in 1947. These scrolls, written near the time of Christ, have been found to contain Biblical manuscripts, many of which are the oldest surviving copies of certain passages in the Old Testament. The scrolls prove how well the Bible has been preserved through the millennia.

Date
385-461 A.D.

Importance
Patrick felt a burden to take the gospel to Ireland, where he had once been enslaved. He challenged the people's superstitious pagan beliefs and spread the gospel throughout Ireland with his teachings, starting over 300 churches.

Date
340-420 A.D.

Importance
Jerome was given the task of producing a translation of the Bible into Latin, which could be read by the common man. Jerome translated the Bible using other translated versions and by studying the Bible in its original languages. This huge task took Jerome twenty-three years to finish. The Latin Vulgate, as the translation was called, has been used in numerous translation works because of its incredible scholarship.

Date
285-337 A.D.

Importance
Constantine I, a Roman emperor, had a dramatic vision that caused him to respect Christianity. He stopped persecuting Christians in Rome, and published the Edict of Milan, which gave Christians freedom of worship. He united the Roman empire after its division, moved the capital to Byzantium and renamed it Constantinople.

Date
79 A.D.

Importance
Pompeii was a Roman colony located in Italy. A nearby volcano, Mt. Vesuvius, erupted in 79 A.D., sending ash into the air, and burying the city. In 1748 the city was rediscovered. It provides a "snapshot" of daily life in a Roman town, as everything has been preserved as it was that day in the first century.

Date
76-138 A.D.

Importance
Hadrian was a Roman emperor who commissioned the construction of a wall that cut across Britain, keeping barbarian tribesmen in check outside Rome's territory and regulating trade coming in, as well. "Hadrian's Wall" still stands today.

Date
325 A.D.

Importance
The Nicene Creed was written at the First Council of Nicaea, a council held by Constantine I to settle controversies about Christian truth. The creed affirmed basic Christian beliefs about the Trinity.

Attila the Hun

Fall of the Western
Roman Empire

Justinian I

Umayyad Dynasty

The Arab-
Muslim Sweep

The Golden Age
of India

The Sui Dynasty

The Tang Dynasty

Date
476 A.D.

Importance
Years of Barbarian invasions and conflict weakened the Roman empire's defenses, while moral decline and internal difficulties contributed to Rome's vulnerability. Romulus Augustus, Rome's last emperor, was deposed by the German King Odoacer. The Eastern Roman Empire (also known as the Byzantine Empire) continued until the end of the Middle Ages.

Date
406-453 A.D.

Importance
Attila was the king of the Huns, a barbarian tribe that invaded the Roman empire. Attila's reputation was one that inspired terror, and he commanded an army of about 500,000 people. This "Scourge of God" increased the territory of his people through small raids and large battles; but he died unexpectedly in his own bed!

Date
661-750 A.D.

Importance
This Arabian Dynasty was first to rule the Islamic Empire. Damascus was its capital city.

Date
483-565 A.D.

Importance
This Byzantine emperor ruled with his wife Theodora over the Eastern Roman Empire. He strengthened the empire with internal structure in the government and started building projects in Constantinople. They built the Hagia Sophia cathedral – a beautiful example of Byzantine architecture.

Date
320-535 A.D.

Importance
India experienced a period of prosperity and productivity in art, sciences and architecture during the Gupta Dynasty. They made advances in ironmaking, chemistry, mathematics, and advanced the Hindu religion.

Date
633-732 A.D.

Importance
The Islamic Empire's Muslim armies spread across the Byzantine Empire, spreading its religious beliefs as they went. They conquered Arabian and Middle Eastern lands, and even Spain, but were prevented from conquering more of Europe by the Franks in 732. Islam became the primary religion in these areas.

Date
618-907 A.D.

Importance
The Tang Dynasty ruled for about three hundred years, providing stability to China. This period is often called the "Golden Age of China," because of the advances made. Chinese people lived comfortable lives as they enjoyed successful trading and communication throughout the empire due to the Grand Canal.

Date
589-618 A.D.

Importance
In 589, Yang Chien united northern and southern China and started the Sui Dynasty. His son, Yang Do built the Grand Canal to connect rivers throughout China. The Dynasty was short, though, as Yang Do was killed by his people for his tax policies.

King Arthur

Pope Gregory the Great

**The Epic
of Beowulf**

The Abbasid Dynasty

**The Iconoclast
Controversy**

Emperor Leo III

**Methodius
& Cyril**

The Venerable Bede

Date
590-604 A.D.

Importance
Pope Gregory lived a simple life and taught that church leaders ought to do the same. He made wise decisions that advanced the church and kept Rome safe from invasion. He also sent missionaries to the Anglo-Saxon tribes in England.

Date
465-542 A.D.

Importance
Arthur was a legendary figure whose true exploits have become obscured by stories. Arthur defeated Saxon invaders and gained a reputation of invincibility during successive battles.

Date
750-1258 A.D.

Importance
The Abbasid Dynasty was an Arabic Dynasty that expanded the lands held by Muslims. The capital was moved from Damascus to Baghdad, and the kingdom began developing art and literature.

Date
700 A.D.

Importance
The Epic of Beowulf is an Anglo-Saxon poem that tells of the hero Beowulf, who rids a village of a terrifying monster. This poem gives us insight into the Scandinavian culture of this period.

Date
726 A.D.

Importance
Emperor Leo III of the Byzantine Empire responded to church concerns over the worship of icons by ordering the icons destroyed and replaced only with plain crosses. His measures, however, caused rioting as people felt they could not worship in freedom. Controversy remained over this issue for the next two centuries.

Date
8th & 9th Centuries A.D.

Importance
Throughout these two centuries, church leaders were divided over what to do about the icons prevalent in the church. Symbols once held as reminders of truth or ministry were now revered and worshipped. At first a Byzantine Emperor, Leo III destroyed the icons, but later the church in the East and the West differed on the issue.

Date
673-735 A.D.

Importance
An Anglo-Saxon historian, Bede wrote a history book called "Ecclesiastical History of the English Nation," which provided a great deal of history in England's ancient times. It was this man, also called the "Venerable Bede," who started the system of dating events based on the birth of Christ.

Date
863 A.D.

Importance
Methodius and Cyril were missionaries to the Slavic nations, who found that the Slavok tongues these people spoke had no written alphabet. Cyril invented a new alphabet, called the Cyrillic alphabet, and the two brothers used it to translate the Bible into the Slav's language.

Charles Martel

Pepin III

Charlemagne

The Treaty of Verdun

El Cid

Otto I

Vladimer I

The Song Dynasty

FRANCE, SPAIN & RUSSIA

Date
754 A.D.

Importance

Charles Martel's son, Pepin, became the mayor of the Franks. Desiring to be king, Pepin asked the pope of the Western church that ruled over France be taken from the Merovingians who currently ruled in France in Germany and given to him. Pepin the Short was crowned king of the Franks, starting the Carolingian line of rulers, and for the first time, the church had political power. Pepin donated land to the church – the “Papal States.”

Date
732 A.D.

Importance

Charles Martel stopped the advance of Islam into Europe at the Battle of Tours. He kept driving the Muslims out of France's lands, and earned his nickname “Martel,” which means hammer in French. The Muslim faith was not spread into Europe, preserving Christianity for countries who sent immigrants to our nation, and influencing the very development of our nation.

Date
843 A.D.

Importance

The Treaty of Verdun divided Charlemagne's lands amongst his three grandsons. France and Germany became separate countries as a provision of the treaty.

Date
768 A.D.

Importance

Charlemagne was the grandson of Charles Martel, and son of Pepin the Short. He ranks as one of the great kings of the Middle Ages. He instituted the jury and verdict in his kingdom, worked to further education, and controlled France, Germany, Switzerland and northern Italy. He was crowned “Emperor of Rome” by Pope Leo X and led to this region being called the “Holy Roman Empire.”

Date
962 A.D.

Importance

Otto I was a king of Germany who built up his kingdom, and helped the Pope with an uprising. In return, Otto was crowned by Pope John XII as “Roman Emperor of the West,” with his kingdom known as the Holy Roman Empire, once again, as it had been under Charlemagne. German kings continued to call themselves Roman Emperors until early in the 1800's. Historians refer to these kings as “Holy Roman Emperors.”

Date
1040 A.D.

Importance

El Cid was a Spanish soldier who helped reclaim Spain from the Muslims (Moors). For years, Spanish states such as Leon, Castile, Aragon and Portugal had slowly turned to Christianity in a period of time called the *Reconquista*, and built castles to protect their lands from Muslims. El Cid freed the city of Valencia from Muslim rule. Ferdinand and Isabella finally pushed the last of the Muslims from France in 1492.

Date
960-1279 A.D.

Importance

The Song Dynasty in China was instituted when General Zhao Kuangyin took over the throne of China. During the Song Dynasty, paper money came into use, movable type was invented for Chinese characters, the compass, porcelain and acupuncture were invented. The Song Dynasty ended when the Mongols took over under Kublai Khan.

Date
c. 956 A.D.

Importance

Vladimer I helped to bring the Russian tribal peoples together into one cohesive people. Vladimer descended from a Viking ruler named Rurik, from whose people—the Rus—probably stems the name Russia. Vladimer brought the people together by instituting the Eastern Orthodox Church in Russia.

Viking Invasions

**Book of
Kells**

Erik the Red

Leif Eriksson

Alfred the Great

Edward 1 (Confessor)

The Battle of Hastings

**William 1
(William the Conqueror)**

Date
800 A.D.

Importance
The Book of Kells is a hand-copied manuscript copied by monks. It contains the four gospels beautifully illustrated with illuminations; designs and pictures highlighted with gold. This book was kept at the Abby of Kells on the island of Iona.

Date
793 to c. 1020 A.D.

Importance
Viking navigational skills increased during their years going “a-viking,” plundering, raiding, and even colonizing along the European coast. These skills enabled them to venture out into the Atlantic Ocean, colonizing Iceland and exploring the New World.

Date
1000 A.D.

Importance
Leif Eriksson is given credit for being the first European to explore America. This began a period of settlement in America for the Vikings, who eventually returned to Greenland.

Date
10th Century A.D.

Importance
As Viking navigational skills increased, Norsemen headed west. They colonized Iceland successfully. From there, a brave explorer named Erik the Red went west to Greenland and established a colony there. This step opened the way for further Viking exploration further west – to the New World.

Date
1200 A.D.

Importance
Edward I was king of England and a cousin to William of Normandy (William the Conqueror). He was the last of the Anglo-Saxon kings and had Westminster Abbey built. Edward had no sons, and William claimed Edward promised him the throne. The controversy over who should be the next king led to the Battle of Hastings.

Date
871 A.D.

Importance
Alfred became the king of Wessex in 871, and established peace with the Danes that lasted almost a century. He established common laws for dealing with the kingdoms in England, restored education, and began the Anglo-Saxon Chronicle, a current event publication that was published for centuries.

Date
1027-1087 A.D.

Importance
Viking Norsemen were given land in France to settle in so they would not continue raiding. Their land in France was called Normandy, and they were known as Normans. The Normans’ leader in the eleventh century was Duke William of Normandy (William I). William I brought ships with cavalry in a surprise attack against Harold of Wessex, won the Battle of Hastings, and gained control of England.

Date
1066 A.D.

Importance
William I defeated Harold of Wessex in the Battle of Hastings, gaining control of England. He provided strong leadership to England; he established the feudal system in England, initiated taxes, improved protection and stability, halting Norman invasions.

The Investiture
Controversy

The Early Crusades

Eleanor of
Aquitaine

Henry II

Richard I

Saladin

King John

Magna Carta

ROYALS

Date
1096 A.D.

Importance

The Crusades were fought to take over control of Jerusalem from the Muslim Seljuk Turks. These Turks invaded Palestine and took over Jerusalem in 1071. They persecuted the Christians who were residing there. The Byzantine Emperor appealed to Pope Urban II, describing the torture of the Christians. The two joined forces and recruited men to free Jerusalem. The earliest crusades lasted two hundred years in a cycle of bloodshed.

Date
1076 A.D.

Importance

“Investiture” was the power of kings to appoint church leaders that came out of the feudal system. Pope Gregory VII saw the danger of a secular government appointing church officials and declared that the king could not appoint church officials. The Holy Roman Emperor, Henry IV, opposed this decision, but had to relent, and controversy over authority of church & state continued for many years.

Date
1154 A.D.

Importance

Henry II had a terrible temper, and once spoke so terribly about Thomas Becket, the archbishop of Canterbury, that his knights went and killed him. He exiled his wife Eleanor when it became clear she wanted her sons to take the throne.

Date
1154 A.D.

Importance

Eleanor of Aquitaine was once the queen of France, but later married King Henry II of England, becoming the queen of England. She brought courtesy to the knightly tradition, elevating the position of women in the Middle Ages. She made sure her son, Richard the Lionhearted, was made king after Henry died, and instituted reforms giving English people new freedoms.

Date
1192 A.D.

Importance

Saladin was the Muslim sultan of Egypt, who took over Jerusalem, and returned the Dome of the Rock to a Muslim place of worship. Richard the Lionhearted met him in battle, and the two began exchanging gifts in recognition of the other. They came to peace terms, ending the Third Crusade.

Date
1192 A.D.

Importance

Richard the Lionhearted, the son of Henry II and Eleanor of Aquitaine, set out in the Third Crusade to recapture Jerusalem from Saladin, who was currently ruling there. He and Saladin were able to come to peace terms that lasted three years.

Date
1215 A.D.

Importance

The Magna Carta was signed by King John, who was forced by English nobles to do so. The Magna Carta limited the power of the king and gave rights to the people of England. Many of the ideas first presented in the Magna Carta have formed the basis of other free countries' Bill of Rights. It is sometimes called the “cornerstone of liberty.”

Date
1215 A.D.

Importance

King John was the younger brother of Richard the Lionhearted who took the throne when Richard was killed by a crossbow. He was cruel to his people, raising taxes and ignoring English law. Finally, English noblemen gathered an army and forced John to sign the Magna Carta, a document that limited the power of the English king.

Francis
of Assisi

The Children's
Crusade

Genghis Khan

Kublai Khan

Mongol Invasions

Marco Polo

Ming
Dynasty

The Forbidden
City

Date
1212 A.D.

Importance
50,000 children were convinced that they could recapture Jerusalem and set out with that goal. Most of the children died of starvation, exposure to the elements or disease. Some were sold into slavery.

Date
1210 A.D.

Importance
Francis of Assisi felt that God had asked him to preach and live simply. He started an order of friars known as the Franciscans who lived humbly and served others. Francis wrote about nature, and also attempted to share Christ with the Muslims. At a time when many in the church were gathering wealth, Francis worked amongst the peasants and kept nothing for himself.

Date
1276 A.D.

Importance
Kublai Khan was the grandson of Genghis Khan and inherited the kingdom built by his grandfather. He started the Mongol Dynasty in China when he conquered the Song Dynasty. He was visited in his capital city by Marco Polo, a visitor from the West.

Date
1206 A.D.

Importance
Genghis Khan started life as "Temujin," a boy living a simple bedouin life. He rose to become a conqueror who united the Mongol tribes in Asia and built a huge empire stretching from China to western Europe. He changed his name to Genghis Khan, which means "supreme conqueror."

Date
1271 A.D.

Importance
Marco Polo set out from Venice to explore the East. His travels took him to Kublai Khan's palace in China. He reported what he had seen to Europeans when he returned, but they did not believe many of his claims. Marco Polo published a book that was many Europeans' only glimpse into the Far East.

Date
1870 A.D.

Importance
The Mongols mastered the art of the surprise attack against their enemies. They were skilled horsemen, and pounded into cities, intent on killing everyone if they resisted Genghis Khan's rule. They established fair laws called the Yassa, and allowed people to keep their own cultural practices so long as they lived peacefully under their rule. The Mongols under Genghis Khan conquered two-thirds of the known world.

Date
c. 1400 A.D.

Importance
The Forbidden City was built under the guidance of Yung-lo, the third emperor of the Ming Dynasty. He wanted to have a palace built in Beijing on the place where Kublai Khan held court. The Forbidden City is made up of the Outer City, an open court called Tiananmen Square, the Imperial City that houses government offices, and the Forbidden City itself. It was built with ideals of balance and artistry.

Date
1368-1644 A.D.

Importance
The Ming Dynasty was founded by Hung-wu, who drove the Mongols out of the capital city, Beijing. The word "Ming" means brilliant, describing well this time of advancement for the Chinese. New tests assured that only qualified people would receive public jobs in the government. Ming porcelain makers used blue and white dyes that are beautiful, and the architecture of the Ming, with their Forbidden City, are gorgeous still today.

Thomas Aquinas

Geoffrey Chaucer

The Inquisition

William Wallace

Hundred Years' War

The Black Death

Joan of Arc

**Fall of
Constantinople**

TRAGEDIES IN THE MIDDLE AGES

Date
1387 A.D.

Importance

Geoffrey Chaucer wrote "The Canterbury Tales," an important work of fiction that displays the lives of ordinary people in the Middle Ages, not heroes or extraordinary events. The 30 characters in his story are taking a pilgrimage and along the way the travelers tell stories to pass the time. Chaucer blended English, Saxon and French words into his work, creating the basis of English today. He is often called the "father of the English language."

Date
1252 A.D.

Importance

Thomas Aquinas was a medieval philosopher and a Dominican friar. He authored many books on different topics, the most influential of which was Summa Theologica. It was designed to explain Christianity through the ideas of Aristotle, hoping that the Muslims would learn about Christ. Thomas tried to help people understand human ideas in the light of Christianity.

Date
1298 A.D.

Importance

William Wallace was a Scottish warrior who fought for the freedom of Scots from England. He secured Scottish liberty briefly in 1298, but was later tortured and killed by the English.

Date
1227 A.D.

Importance

The Inquisition was a time during which Franciscan and Dominican friars acted as judges while the pope and other church leaders brought suspected heretics to trial. Victims of heretical charges could expect to be imprisoned and see all their possessions seized by the church. Thousands of innocent people were tortured and died in this misguided effort to "weed out" dissenters.

Date
1348 A.D.

Importance

The Black Death was an outbreak of bubonic plague in the Middle Ages. The Plague took the lives of hundreds of thousands of people, perhaps as many as three out of every four people. Although a dreadful killing machine, the plague brought some good things to Europe. It ended the famines common at that time, as now there was enough food for survivors, and brought higher wages to the peasantry, who were now sought after!

Date
1337-1453 A.D.

Importance

England and France fought a series of battles over the course of over a century, during which England attempted to claim the French throne. Early in the conflict, England had some key victories, but ultimately France won the war, partly due to internal conflict in England, the Plague and the rallying flag of Joan of Arc.

Date
1453 A.D.

Importance

The Ottoman Turks sieged Constantinople for fifty-four days, after which the Turks stormed into the city, overwhelming the Christians who held it. Constantine XI was killed, and the event marked the end of the Byzantine Empire. Great learners from the city fled to Western Europe and contributed to the Renaissance. The city was renamed Istanbul, claimed for Islam and made the capital of the Ottoman Empire, which lasted until World War I.

Date
1431 A.D.

Importance

Joan of Arc was a sensitive French girl who was convinced God had called her to help liberate France from English domination. She gathered and led troops into battle, successfully forcing the English out of Orleans. She was later taken captive, sold to the English, tried as a heretic, and burned at the stake.

Johannes
Gutenberg

Petrarch

Niccolo Machiavelli

Erasmus

Botticelli

Cosimo de' Medici

Lorenzo de' Medici

Leo X

Date
1304-1374 A.D.

Importance
Petrarch was a Renaissance poet, who studied classical Latin and Greek writers. He created the petrarchan sonnet, which consists of 14 lines in two stanzas. It is written with a consistent pattern called iambic pentameter, which stresses every other syllable.

Date
1456 A.D.

Importance
Johannes Gutenberg perfected the use of moveable type and invented the printing press, changing the world forever. Books were now less expensive to produce, allowing common people to own them and encouraging literacy on a broader scale. This event marked the start of the Renaissance.

Date
1466-1536 A.D.

Importance
Erasmus was a Roman Catholic scholar who translated the New Testament into Latin from the original Greek. His work was influential to future translations.

Date
1469-1527 A.D.

Importance
Niccolo Machiavelli was a political thinker who produced the book, "The Prince," as a gift for a Medici prince. He advocated a strong central government regardless of the means required to effect such control if it led to the greater good, and thus his famous quote, "The end justifies the means."

Date
1389-1464 A.D.

Importance
Cosimo de' Medici ran the family banking business in Florence, and directed the financial affairs of Florence. He also took on other political duties and used others to recommend policies that were his ideas. Eventually, Cosimo arranged for all of Florence's political affairs under his control, but he also was a leader in sponsoring art and various charities and educational efforts.

Date
1445-1510 A.D.

Importance
Sandro Botticelli was a gifted painter of the Renaissance. He was one of Lorenzo de' Medici's favorite painters. One of his most famous works was "The Birth of Venus." Botticelli was influenced by Savonarola, and later in his life, he burned his own paintings done on pagan themes in the "Bonfire of the Vanities."

Date
1475-1521 A.D.

Importance
Leo X was a member of the Medici family who rose to become pope. He was the son of Lorenzo de' Medici. He excommunicated Martin Luther, the act that marked the beginning of the Reformation.

Date
1449-1492 A.D.

Importance
This Italian merchant was head of the influential Medici family of Florence in the tradition of his father Piero, and grandfather Cosimo. He was the leading citizen of the city, who wielded power in city politics and diplomacy. He took an interest in art and language, even recommending some of the region's artists for commissions.

Filippo Brunelleschi

Cesare Borgia

Girolamo Savonarola

Henry VIII

Charles V

Date
1475-1507 A.D.

Importance
Cesare Borgia was an Italian political and military leader. His methods were brutal, although Machiavelli mentioned them in a positive light in his book, "The Prince."
His sister was Lucrezia Borgia. She was active in the Renaissance, supporting both arts and education.

Date
1377-1446 A.D.

Importance
Filippo Brunelleschi was chosen to construct plans for a new Cathedral with a dome in Florence. His architectural designs were the first of their kind, and allowed him to build the largest dome built to that point in history. New techniques in construction were also necessary to complete his design. The beautiful dome still stands today.

Date
1491-1547 A.D.

Importance
Henry VIII, King of England, found himself in conflict with the church over his multiple marriages. He solved the problem by making himself head of the Church of England, and denying the Pope jurisdiction in England. This aided protestant beliefs taking root in England.

Date
1452-1498 A.D.

Importance
Girolama Savonarola was a Dominican friar who spoke out against corruption within the Medici family and the papacy under Pope Alexander VI. He was excommunicated and killed.

Date
1500-1558 A.D.

Importance
Charles V ruled the Holy Roman Empire and Spain in the mid-1500's. His efforts to return Protestants to the Roman Catholic faith and practice failed, though he held numerous councils (Diet of Worms & Council of Trent) to try to do so.

Leonardo da Vinci

Michelangelo
Buonarroti

Giotto di Bondone

The Last Supper

Mona Lisa

The Sistine Chapel

David

Pieta

Date
1475-1564 A.D.

Importance
Michelangelo Buonarroti was a Renaissance painter and sculptor who created some of the world's most loved masterpieces. He painted the ceiling of the Sistine Chapel, and sculpted *David* and the *Pieta*. His sculpted works are startling in their reality, yet beautiful.

Date
1452-1519 A.D.

Importance
Leonardo da Vinci was a genius who worked with excellence as a painter, sculptor, engineer, scientist and inventor. He created many devices in his notebooks that actually work, well ahead of their eventual perfection and use. His best-known paintings are the *Mona Lisa* and *The Last Supper*.

Date
1495-1498 A.D.

Importance
The Last Supper was painted by Leonardo da Vinci in an experimental attempt to use a fresco technique with oil paints on dry plaster. It did not work, and within twenty years the paint started to flake off. Restoration of what remains of the painting allows us to marvel at this piece.

Date
1267-1336 A.D.

Importance
Giotto di Bondone was one of the first great painters of the Renaissance. His work was not the fully developed perspective work of Michelangelo or da Vinci, but rather as paintings that are a step toward their work, and away from the Byzantine art that preceded his work. It is said that his painting was so life-like that his teacher tried several times to shoo away a fly Giotto had painted on his

Date
1512 A.D.

Importance
Michelangelo was asked by Pope Julius II to decorate the ceiling of the Sistine Chapel, where cardinals met to elect new popes. He painted under the worst conditions, always above his head, but painted beautiful scenes from the Bible that are spectacular.

Date
1503-1505 A.D.

Importance
Leonardo da Vinci painted the *Mona Lisa*, and it may be the most famous painting in history. We do not have any idea of who this beautiful woman is, or why she is smiling. Leonardo took this painting with him everywhere, so there may be additional meaning to the picture.

Date
1500 A.D.

Importance
Michelangelo completed the *Pieta*, a sculpture of Mary holding Jesus after his crucifixion. The sculpture shows all the folds of Mary's garments, the muscles in Jesus' feet and hands, and even the weight of his body against Mary's arms. It is a stunning accomplishment.

Date
1501 A.D.

Importance
Michelangelo took a giant block of marble, cast aside by a sculpture who had worked on it and given up, and created his work *David*. It stands seventeen feet high and is physically perfect in every detail. This sculpture established Michelangelo as the greatest sculptor in Italy.

John Wycliffe

Jan Hus

Martin Luther

The 95 Theses

Menno Simons

John Calvin

William Tyndale

IMPORTANT MEN OF THE REFORMATION

Date
1415 A.D.

Importance

Jan Hus (John Huss) was impressed by John Wycliffe's ideas, so he distributed translations to others. He was forbidden by the archbishop to discuss Wycliffe's ideas about reform, but he kept on anyway, preaching that Christ alone is the head of the church and only God could forgive sin. He was charged with heresy against the church and was burned at the stake.

Date
1328-1384 A.D.

Importance

John Wycliffe was the first great English leader who spoke out for reform in the church. He condemned the corruption within the church and the wealth it accumulated. He also spoke strongly against the church's political involvement with the king. John Wycliffe is often referred to as "The Morningstar of the Reformation," for his role in making clear the way for a Reformation.

Date
October 31, 1517 A.D.

Importance

Martin Luther protested the sale of indulgences, wherein church leaders sold contracts that allowed a person to purchase pardon for sin. He put his ideas into writing in his 95 Theses and nailed them to the doors of the church at Wittenberg, hoping to discuss the points at an upcoming meeting. His Theses were distributed and were the spark that ignited the Reformation.

Date
1483-1546 A.D.

Importance

Martin Luther is famous for nailing his 95 Theses to the doors of the church at Wittenberg, pointing out errors in church policy and practice, particularly on the subject of selling indulgences. His act started the Reformation and led to Protestantism, in which people broke away from the Roman Catholic Church based on the belief that salvation is by grace alone, without works.

Date
1509-1564 A.D.

Importance

John Calvin was a Protestant reformer who wrote extensively on theological topics. Presbyterian beliefs find their beginnings in Calvin's theology, and his teachings are foundational to many Protestant denominations.

Date
1469-1561 A.D.

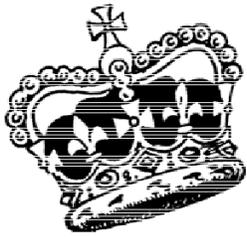
Importance

This Dutch reformer founded the Anabaptist movement, followers of which are also called Mennonites, after their leader.

Date
1494-1536 A.D.

Importance

William Tyndale was convinced he needed to translate the New Testament into English so people could read the Bible in their own language. He denounced Henry VIII's multiple marriages and defended the principles of the Reformation. He was burned at the stake for his beliefs.



Quest for the Middle Ages

Overview of Studies



THE SPREAD OF CHRISTIANITY

Cultural Study: The Middle Ages & The Feudal System

- Week 1: The Apostles
- Week 2: Early Christianity
- Week 3: The Jews
- Week 4: Great Leaders Used by God in the 300's

THE EASTERN & WESTERN ROMAN EMPIRES

Cultural Study: Towns, Travel & Trade

- Week 5: The Roman Empire
- Week 6: The Fall of Rome
- Week 7: The Eastern Roman Empire - Byzantium
- Week 8: The Far East in the Middle Ages

LIVING IN MEDIEVAL TIMES

Cultural Study: Castles & Knights

- Week 9: Daily Life in the Middle Ages
- Week 10: A Look at Europe
- Week 11: Medieval Missionaries
- Week 12: The Rise of the Franks
- Week 13: Elsewhere in the 900's
- Week 14: Russia and Czechoslovakia

THE VIKINGS

Cultural Study: Warfare

- Week 15: Vikings – Medieval Marauders
- Week 16: The Vikings Traverse the Atlantic

EUROPEAN CHANGES

Cultural Study: Kings & Crusades

- Week 17: England and Scotland
- Week 18: Carnage of the Crusades
- Week 19: Tales of the Royals
- Week 20: The Crusades Cease

NEW KNOWLEDGE ENDS

THE DARK AGES

Cultural Study: Health & Medicine

- Week 21: Incredible Developments in the East
- Week 22: Great Men Prepare the World for the Renaissance
- Week 23: Tragedies in Europe

THE RENAISSANCE

Cultural Study: Life of the Peasant & Learning

- Week 24: The Renaissance Begins
- Week 25: Writers of the Renaissance
- Week 26: Painters of the Renaissance
- Week 27: The Medici Family of Florence
- Week 28: Renaissance Innovations

THE GENIUS OF LEONARDO DA VINCI

Cultural Study: Art, Food and Fashion

- Week 29: Meet Leonardo da Vinci
- Week 30: Leonardo the Apprentice
- Week 31: Man of Many Projects
- Week 32: The Genius that is da Vinci

THE REFORMATION

Cultural Study: The Church

- Week 33: New Ideas Pave the Way for Reformation
- Week 34: The Reformation Flames into Light
- Week 35: Ideas for Reform
- Week 36: Reformation and God's Word



Quest for the Middle Ages 4-8th

Week I - The Apostles

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
FAMILY DISCUSSION - MOST RESOURCES SHARED with Sr High PROGRAM				
HISTORY STUDY				
<i>The Mystery of History - Vol. 2</i>	"Around the World: the Fire Ignites" Pages 3-5	Lesson 1 Pentecost & the First Followers of Jesus	Lesson 2 Saul, Who is Also Called Paul	Lesson 3 Paul's Missionary Journeys
RECOMMENDED RESOURCE: <i>City</i> by David Macauley		Pages 5-12	Pages 13-21	
MEDIEVAL CULTURE				
<i>Great Medieval Projects</i>	Pages 1-2			Pages 3 to top of 4
<i>Archers, Alchemists & 98 Other Medieval Jobs</i>	Introduction Page 4	What Happened When Page 5	Fast-Forward Out of the Dark Ages Page 6-7	
CHURCH HISTORY				
<i>Book of the Acts of the Apostles</i> (NIV or NASB Translation of the Bible)	Chapter 1	Chapter 2-3	Chapter 4-5	Chapter 6-7
READING TOGETHER				
<i>Forbidden Gates</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
CHOOSE AMONG THESE RESOURCES & ACTIVITIES				
HISTORY ACTIVITIES - <i>The Mystery of History</i>			★ EASY ★ Adopt a Pen Pal Act. 3A #1- p. 18	★ PLAN-IT ★ Tour a Synagogue Act. 3A #2- p. 18
Other Activities - <i>See below</i>	★ EASY ★ Make the 12 Disciples			

Notes

IMPORTANT NOTE on "Masada":

There is a scene on page 43 of Chapter 6 that describes a kiss between two of the characters that you may want to paraphrase through. Again in Chapter 7, the characters interact and talk about what happened as though it were very wrong, as indeed it would have been for a Jewish woman to receive a kiss from a man while planning to marry another. These cultural "rules" should perhaps be discussed so that the level of "wrong" referred to here is a kiss and embrace, and nothing more.

Recommended Resource: David Macauley's "City"

Also Available in Kindle Format

This book is a tremendous resource available at almost all libraries and we consider it important to your student's study. It is the story of the planning and construction of a Roman city. Great for kinesthetic learners. ISBN# 0395349222

Online Resource: Romans

Your student has a homework assignment that utilizes this online site. Go to: <http://www.bbc.co.uk/schools/primaryhistory/romans/>

Great Craft! Make the Twelve Disciples

Use the printable templates listed on this webpage to make a set of the disciples. You might want to make an Apostle Paul as well, and re-enact Bible stories for younger siblings.

<http://www.makingfriends.com/friends/f+bible.htm>

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
INDEPENDENT STUDY				
HISTORY ASSIGNMENTS				
<i>Mystery of History</i>			Complete Activity 3B#2 Page 18	Complete "Scripture Search" on page 21
ONLINE RESOURCE: <i>Romans - See Website Below</i>	Explore "City of Rome" Feature	Explore "Rebellion" Feature		
NOTEBOOKING				
<i>Make Your Own History</i>		The Stoning of Stephen		Paul's Missionary Journeys
<i>Mapping & Timeline Work</i> <i>Page #'s are from "Mystery of History"</i>	Start "Spread of Christianity" Map	Complete #1 & 2 on page 19	Complete #3 & #4 on page 20 and add locations to your map project.	Place Figures in your "Timelines in History"
READING ASSIGNMENT				
MATH/SCIENCE				
CHOOSE AMONG THESE RESOURCES & ACTIVITIES				
HISTORY ACTIVITIES - <i>The Mystery of History</i>			★ EASY ★ Adopt a Pen Pal Act. 3A #1- p. 18	★ PLAN-IT ★ Tour a Synagogue Act. 3A #2- p. 18
Other Activities - <i>See below</i>	★ EASY ★ Make the 12 Disciples			

Notebooking:

★ **Make-Your-Own History Instructions**

The Stoning of Stephen: Describe the unfolding scene as Stephen, the first Christian martyr, is stoned.

Paul's Missionary Journeys: Fill in information about the three journeys Paul took.

★ **Timeline Figures to Place**

HS in the Woods - John, Paul, Pentecost, Stephen, Peter, Vespasian, Clement of Rome

★ **Mapping Project - Start a "Spread of Christianity" Map**

Start a map for your Timelines in History. Use the "Early Europe & Near East" template. This template is included in the Old World Style World Maps CD. This week, color the seas and oceans blue, and the land a color of your choice such as tan or light green. You'll continue to build this map for several weeks. Label the bottom of the map as "Spread of Christianity in the First Century A.D."



Website to Visit: Make a 12 Disciples Craft

Have a parent help you to reach this site. The web address is listed in the parent notes.

Online Resource: Romans

Go to: <http://www.bbc.co.uk/schools/primaryhistory/romans/>



Quest for the Middle Ages 4-8th

Week 2 - Early Christianity

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
FAMILY DISCUSSION - MOST RESOURCES SHARED with Sr High PROGRAM				
HISTORY STUDY				
<i>The Mystery of History - Vol. 2</i>	Lesson 4 Nero	Lesson 5 Martyrs of the Early Church	Lesson 6 Josephus	Lesson 11 The Apostles' Creed
RECOMMENDED RESOURCE: <i>City by David Macauley</i>		Pages 22-29	Pages 30-37	
MEDIEVAL CULTURE				
<i>Great Medieval Projects</i>	Pages 4-5		Pages 6-7	Pages 8-9
<i>Archers, Alchemists & 98 Other Medieval Jobs</i>	How Many People Lived There? Page 8	How Was Life Different Then? Page 9	Everybody in Their Place Page 10	Nobles, Clergy, Specialists, Peasants Page 11-12
CHURCH HISTORY				
<i>Book of the Acts of the Apostles</i> <i>(NIV or NASB Translation of the Bible)</i>	Chapter 8-9	Chapter 10	Chapter 11-12	Chapter 13-14
READING TOGETHER				
<i>Forbidden Gates</i>	Chapter 5	Chapter 6	Chapter 7	Chapter 8
CHOOSE AMONG THESE RESOURCES & ACTIVITIES				
HISTORY ACTIVITIES - <i>The Mystery of History</i>	★ RESEARCH ★ Learn about the Catacombs Act. 4C #1 - p. 26	★ SERVICE ★ Persecuted Christians Act. 5A #2 - p. 30	★ SERVICE ★ Family Historian Act. 6A - p. 33	
<i>Other Activities - See below</i>	★ EASY ★ Catacombs Night	★ EASY ★ WEBSITE: Investigate Nero	★ EASY ★ WEBSITE: Delve into Fire	★ EASY ★ VIDEO: Great Fire of Rome

Notes

Catacombs Night

Prepare a simple supper that you could share with believers in the catacombs. Turn your living room into a rocky cave. Use sheets to create rock walls or ledges. Make a simple meal such as fresh fruit with bread. Light the room with candles or small lamps -- with parental supervision. Invite friends to share the meal. Try singing a few songs. See additional suggestions in Activity 4C #2 of "Mystery of History."

Work on an Investigation into Nero's Involvement in the Great Fire of Rome

You'll consider evidence in Rome's fire and even visit virtually a possible arson "crime scene" and weigh the evidence.

http://www.pbs.org/wnet/secrets/case_rome/

AND -- Delve into the Nature of Fire

<http://www.pbs.org/wgbh/nova/fireworks/fire.html#>

Video Recommendation: The Great Fire of Rome

In the early hours of July 19, 64 A.D., a fire struck Rome, engulfing some of the greatest buildings in antiquity and devastating the teeming city. Did the frivolous emperor Nero burn down his own capital city to fulfill dreams of a new city dedicated to him? Careful historical investigation and modern techniques in forensic analysis are used to examine the fire's origin. Available from the PBS store online.

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
INDEPENDENT STUDY				
HISTORY ASSIGNMENTS				
<i>Mystery of History</i>	Read a Letter to Nero Act. 4C #3- p. 26		Complete Activity 6B #1 Page 33	Complete Activity 11A and 11C#1 - Page 59 & Optional Quiz - p. 36-37
ONLINE RESOURCE: <i>Romans - See Website in Wk 1</i>		Explore "The Roman Army" Feature	Explore "Leisure" Feature	Explore "Technology" Feature
NOTEBOOKING				
<i>Make Your Own History</i>	The Roman News			The Apostles' Creed
<i>Mapping & Timeline Work</i> <i>Page #'s are from "Mystery of History"</i>	Complete #5 on page 20 and add locations to your map project.	Complete #1 on page 35 and add locations to your map project.	Complete #2 & #3 on page 35 and add locations to your map project.	Place Figures in your "Timelines in History"
READING ASSIGNMENT				
MATH/SCIENCE				
CHOOSE AMONG THESE RESOURCES & ACTIVITIES				
HISTORY ACTIVITIES - <i>The Mystery of History</i>	★ RESEARCH ★ Learn about the Catacombs Act. 4C #1- p. 26	★ SERVICE ★ Persecuted Christians Act. 5A #2- p. 30	★ SERVICE ★ Family Historian Act. 6A- p. 33	
Other Activities - <i>See below</i>	★ EASY ★ Catacombs Night	★ EASY ★ WEBSITE: Investigate Nero	★ EASY ★ WEBSITE: Delve into Fire	★ EASY ★ VIDEO: Great Fire of Rome



Notebooking:



★ **Make-Your-Own History Instructions**

The Roman News - Fill in the newspaper copy and add illustrations!

The Apostles' Creed - Copy the text of the Apostles' Creed from "Mystery of History," Lesson 11 onto the MYOH page, then, to add more interest, follow the directions in Activity 11B (p. 59) to make it look old.

★ **Timeline Figures to Place**

HS in the Woods - Nero, Josephus, Titus, Domitian, Trajan, Polycarp, Ignatius, Marcus Aurelius, Tertullian, Apostles' Creed

★ **Mapping Project - Continue your "Spread of Christianity" Map**

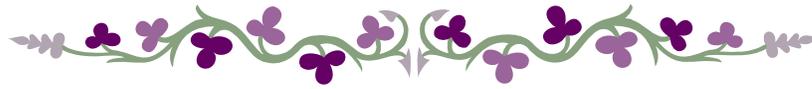
This week you'll be adding Paul's missionary journeys to your map. Some of the cities he visited are on p. 12-13 of "The Medieval World" Atlas. An even more effective way of finding the many stops in Paul's journey is by using a study Bible, such as the NIV Study Bible, which has each of the three journeys nestled in Acts. You can also find out more about the city of Rome in the NIV Study Bible, which has a great map in the introduction to the book of Romans. You'll also find useful the map information on pages 12-13 of "The Medieval World Atlas." If you have the "Atlas of World History," the best information for this map is on page 45. We will be abbreviating this resource with a page number after it, as in AWH-45, from this point on in this guide.



Website to Visit: Investigate the Great Fire of Rome

Have a parent help you to reach this site. The web address is listed in the parent notes.

Make-Your-Own



History Book

DATE: A.D. 1099

THE CRUSADES BEGIN

DATE: A.D. 936

BEGINNINGS OF RUSSIA & HER RELIGION

RUSSIAN HISTORY

Russia began as a sprinkling of many

RUSSIAN RELIGION

Vladimir I wanted to learn more about the practice of Christianity in the Roman Catholic Church and the Eastern Orthodox Church...

DATE: A.D. 37-68

THE ROMAN NEWS

ROME ENGULFED IN FLAMES!

RUMORS SWIRLING OVER EMPEROR'S ODD

NEW SUSPECTS PINPOINTED IN FIRE'S ORIGIN

DATE: A.D. 1456

THE POSSIBILITIES OF A PRINTER

JOHANNES GUTENBERG CREATED MOVEABLE TYPE AND CHANGED THE WORLD.

If you lived before 1456, and wanted to create a book, you either copied it by hand, or a printer might create a wooden page to hold with all the words carved into its surface. If you printed the sentence above, it could only say the same words listed above in the same exact order. You couldn't even change the words around. Johannes Gutenberg changed all that. He created the first press using moveable type, and he could print anything he wanted just by rearranging the letters. His invention changed the world! The letters below are the same letters that appear in the sentence above. Rearrange them to see how many different words and/or sentences you can make.

J O H A N N E S
G U T E N B E R G
C R E A T E D
M O V E A B L E
T Y P E A N D
C H A N G E D
T H E W O R L D

DATE: A.D. 1215

KING JOHN SIGNS THE MAGNA CARTA

Village Assembly

KING JOHN'S OFFENSES CANNOT BE TOLERATED!
WITHOUT MERCY, THE KING HAS COMMITTED
THE FOLLOWING CRIMES AGAINST ALL
ENGLAND

NOBLES!

We will unite now to force the King to bend to our demands! We have assembled a list of our rights as Englishmen. We must needs fight to have them recognized by the King.



for Medieval Times



DATE: C. A.D. 30

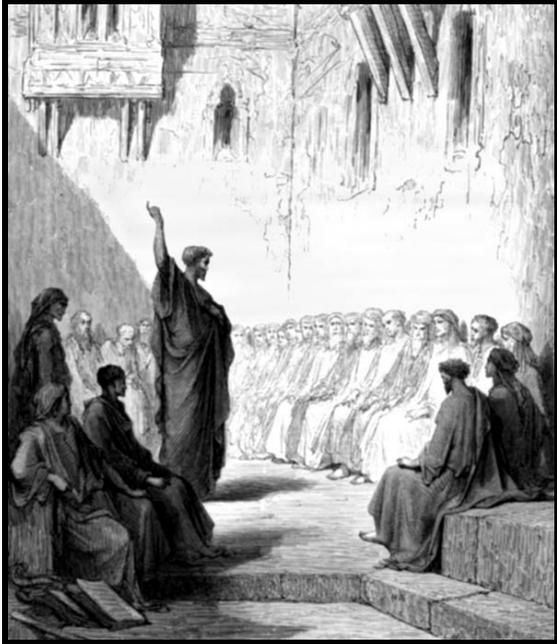
THE STONING OF STEPHEN



The scene is quiet as a young man speaks about the history of Israel . . .

DATE: C. A.D. 50

PAUL'S MISSIONARY JOURNEYS



Paul's First Missionary Journey
c. A.D. 46-48

Team Members:
Cities Visited:

Trip Highlights:

Paul's Second Missionary Journey
c. A.D. 49-52

Team Members:
Cities Visited:

Trip Highlights:

Paul's Third Missionary Journey
c. A.D. 53-57

Team Members:
Cities Visited:

Trip Highlights:

DATE: C. A.D. 150

THE APOSTLES' CREED

