

Hideaways in History Guide

Travel Across Time
with Sticky, Chirp &
Indiana Sticksenstones



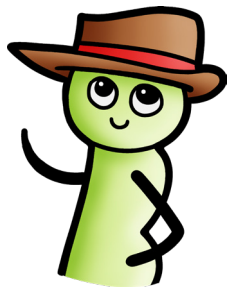
WinterPromise

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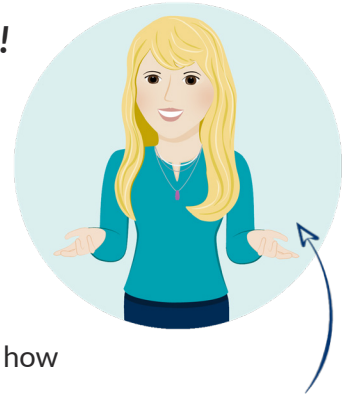
Welcome to ... **WinterPromise**

***I am thrilled -- and humbled --
you've chosen to share your homeschool journey with us!***

I am so pleased to meet you in this way,
connecting over our shared love for our families!

I'm Kaeryn Brooks, the author of WinterPromise. I began WinterPromise to meet the needs of my own family, when some of my children struggled and grew disenchanted with learning. They'd lost their joy!

There just had to be a way to bring the joy of learning to every child, no matter how they preferred learning. So the writing began, trying (sometimes succeeding, sometimes not so much), and pulling together the kinds of experiences I wanted my own family to have, developing new ways of appealing to all the ways children learn. After all, I had one child of every flavor! (Or so it seemed!)



Virtual Me,
*a significant
improvement
over the usual
Morning Me...*

That's where WinterPromise comes from -- from my family to yours.

My friends and their friends started asking what I used. My husband came home with a website without telling me (*I'm not the only one who has had that happen, am I?*), and next thing I know, I'm sharing WinterPromise with families that want the same thing I wanted:

***interactive, vibrant experiences that created a rich and wonderful
family culture.***



It's the same thing I want for your family this year:

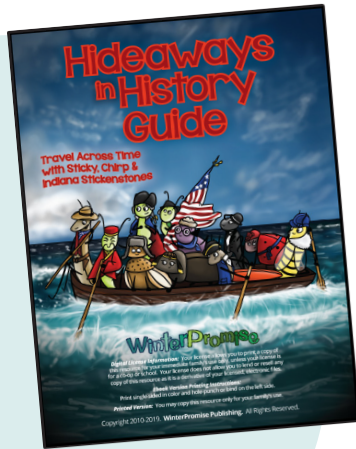
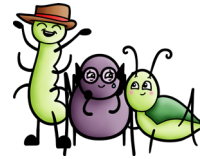
- An adventure that everyone enjoys together
- Rich learning that introduces your family to new interests
- Shared experiences that create a family culture, inside jokes
- Deep discussions that offer opportunities for critical thinking
- A habit of talks that encourage kids to self-reveal and share
- Discovery of people whose walk with God inspire spiritual growth
- Time for real life, not paperwork or busy work
- A year of family memories

You'll find that I'm here with you on the journey, with remarks and sidebars throughout this guide. I hope this has given you a glimpse inside the heart of WinterPromise. I also hope you feel as though you are a part of our family, now. And your new WinterPromise family is just a phone call away for help or support -- or even prayer.

***It is my 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.***

Your Adventure Awaits! -- Kaeryn

GETTING STARTED WITH YOUR ADVENTURE!

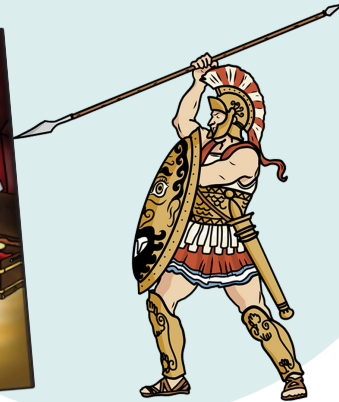


This Guide
Your year-long
“what and why”
headquarters!

Journaling

Interactive Journaling,
Experiments & Hands-On Activities

- Make-Your-Own Hideaways Book

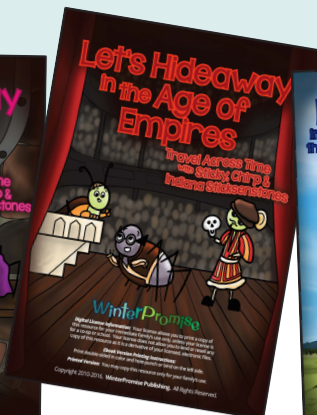
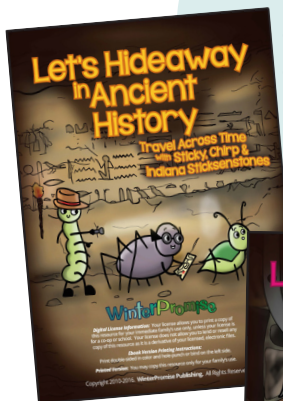


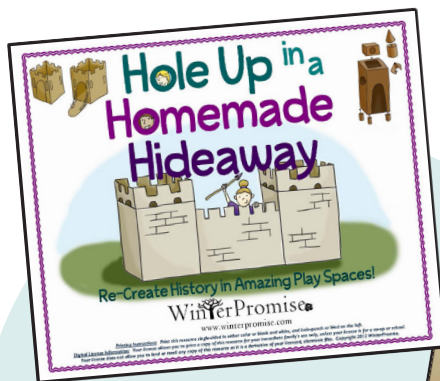
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History & Culture

Fun History of World Civilizations
and the Rise of Nations, Industry
& Information

- Let's Hideaway in Ancient History
- Let's Hideaway in Medieval Times
- Let's Hideaway in the Age of Empires
- Let's Hideaway in the Era of Industry & Information





Activities

Experience History
with fun activities and play

- Make-Your-Own Hideaways Book
- On-the-Spot History Fun

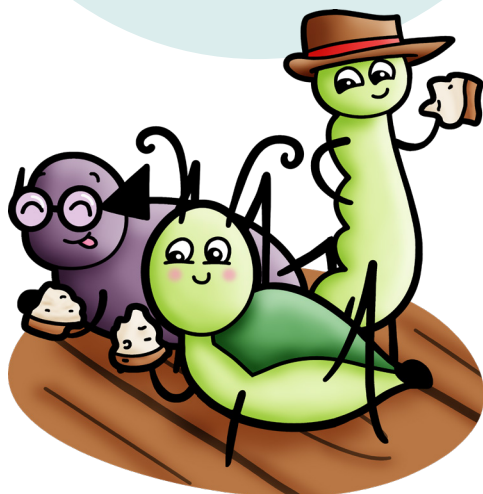
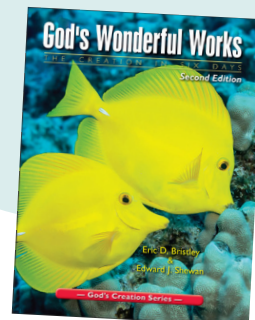
I hope you'll love this program as I do:

It helps explore the history of
the world through fun stories
and personal experiences
examining the relationships
of civilizations.

—Kaeryn

Science

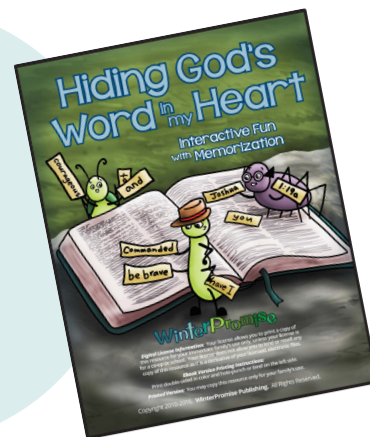
- God's Wonderful Works



Bible

- Hiding God's Word in My Heart

Consumable



OPTIONAL RESOURCES YOU CAN ADD

Great Options If You'd Like to Add More to Your Adventure

YOU WOULDN'T WANT TO SERIES:

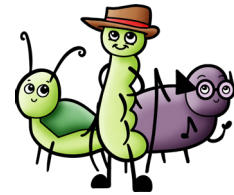
Consider getting books from the "You Wouldn't Want To..." series to add interest. We've added these books that you can easily get from a library because they are well illustrated and cover most time periods throughout history. However, they are also very expensive, especially in the quantities it would take to cover all the weeks in the year, so they cannot work as a part of the program that we sell. However, we feel these books would add greatly to your year. Just remember that these books are here to meet your child's needs. Eliminate as you need to, adjust when it seems right to, and make the most of all the learning avenues we've included.

OTHER RESOURCES

You can always enhance your experience by adding something that catches your eye, but beware of adding too much. It would be best to add material to weeks you feel your student would be most interested in -- such as the week on ancient Egypt or Rome, World War II or medieval times. Some weeks a suggested book (from home, online or the library) may take the place of a day's reading. A few times a year, perhaps you can visit a museum or exhibit to cover the same material or time period.



USING YOUR GUIDE



This is Your Guide to Adventure!



YOU CAN CUSTOMIZE WP TO YOUR FAMILY

WP offers many learning experiences, so you can prioritize the ones that support your kids' ways of learning.



YOU WILL DISCOVER THE MULTIPLE INTELLIGENCES

Discover your child's preferred way of learning with information on multiple intelligences in this guide -- then use what you've learned to pick assignments that connect with them as individuals!



THIS GUIDE = HQ

This guide is meant to be your headquarters -- feel free to scribble all over it! Write student initials and grades next to completed items.

Your Program Guide is Here to Come Alongside You As You . . .



PREPARE FOR ADVENTURE!

Discover adventuring resources and plan for this year's experiences!

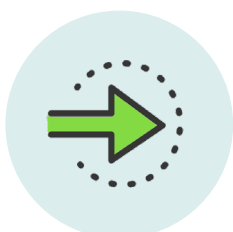
- Using Your Guide
- Learning Goals & Methods
- How to Get the Most from Your Resources
- Preparing for This Adventure
- Planning Your Activities This Year
- Activity Planning Chart
- Consider Adding Family Experiences



ENCOUNTER CHARLOTTE MASON METHODS

Integrate CM methods, grading ideas, narration and more into your adventure.

- Charlotte Mason's Teaching Methods at Work This Year
- How Does Grading Fit with Charlotte Mason-Inspired Work?
- CM & the Multiple Intelligences
- Utilizing the Timeline Resources
- How Can I Integrate Narration Into Our Day?
- Nature Journaling Pages to Copy & Use



WORK THROUGH THE HEART OF THE GUIDE

Utilize open & go guide pages, independent study schedules,

- Overview of Studies
- 36-Week Guide Schedule
- Appendix 1: Optional Additional Reading
- Appendix 2: Teaching Helps

HIDEAWAYS IN HISTORY LEARNING GOALS & METHODS

Hideaway in History Learning Goals:

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

Goals for Your Hideaways Study

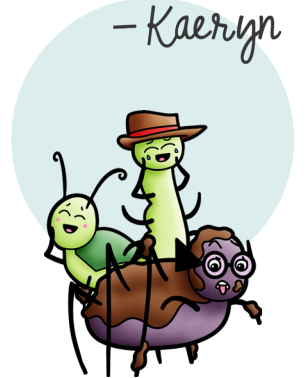
- To take your students on an adventure that encourages a love of history!
- To introduce students to different periods in world history
- To help students get to know different historical cultures
- To get students excited about re-creating history in their hideaways
- To help students find joy in playfully acting out tales in history
- To encourage students to experiment with art and cultural activities
- To lay a foundation for future history study
- To motivate students to grow in reading and writing skills through stories!

This all seems rather serious! --- :)

But with WinterPromise, everything should be premised on **JOY!**

**Joy of discovery,
Joy of togetherness.**

— Kaeryn



WORKING THROUGH YOUR RESOURCES

The history books in this program are designed to be read aloud and discussed with your students, or experienced together. Parents may find cuddling on the couch is a comfortable way to encourage students to look at any 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 made by the characters or priorities chosen by nations or individuals. 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. If there are difficult passages, work through them slowly, explaining as you go.

WinterPromise Learning Methods:

Students can expect to encounter these thirteen learning methods, inspired by Charlotte Mason!



LEARNING METHOD KEY

Read books to learn material about science, social science, people, animals, and nature-related topics

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

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 animals

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 photographs to discover more about natural places, or animal or insect species

Practice your knowledge of key concepts by journaling or trying experiments

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

PREPARING FOR THIS ADVENTURE



*If I were sitting beside you with a hot cup of coffee at hand,
I would spend a few minutes chatting with you about how this is **your** study,
and **you are the best one to decide** what and how much best serves your family.*

— Kaeryn

☐ **DISCOVER YOUR CHILD'S WAYS OF TAKING IN INFORMATION**

WHY? You'll learn how they process information to prioritize learning experiences tailored to each one!

TODO: Read "Charlotte Mason & the Multiple Intelligences" in the Appendix in this guide.

☐ **COMPLETE COPY OR PRINTING WORK**

WHY? Some of your ebooks need to be printed and perhaps hole-punched or bound.

TODO: Read the printing instructions on the covers and the helpful tips here!

PRINTING TIPS

- Guides can be used as a viewable file on a tablet or laptop if you don't need to use it to record-keep
- Consider which resources don't need to be printed but could be cast up onto a TV or a laptop or tablet
- General journaling pages and be printed to use as needed throughout the year
- Print a copy of consumable resources for each student that will use it, including journaling resources

☐ **FAMILIARIZE YOURSELF WITH OUR "OPEN & GO" OPPORTUNITIES**

WHY? Some of the best experiences you'll have this year will not require any preparation!

TODO: Flip through your guide to find activities marked as "Open & Go" and use these tips!

EASY ACTIVITY TIPS

- Your journaling resource is always an open & go experience you don't want to miss!
- Most activity books focus on open & go activities or those that are easy or require light preparation
- Any website suggestions are open & go opportunities
- History DVDs -- if you plan ahead to get them from your local library -- are instant wins!
- Students can record trips to museums or historical sites to add to their journal

☐ **DECIDE WHICH HIDEAWAYS TO COMPLETE**

WHY? Deciding in advance allows to to get your supplies all at one time -- and voila! -- it's easy to include!

TODO: Use the "Hideaways List & Planner" in this guide.

*One of the best things about understanding my kids' preferred way of learning is
being able to tailor assignments to meet their intelligence needs.*

When my kids' enthusiasm wanes, I encourage my visual-spatial daughter to sketch answers, my hands-on son to choose an activity instead, and my auditory son to simply share his own viewpoint orally.

*They learn to work through obstacles, and I feel great as a parent, knowing that
they feel empowered and competent, and most importantly --*

valued for who they are. — Kaeryn

PLANNING YOUR ACTIVITIES THIS YEAR

Start by making sure you have the basic supplies you are likely to need to support building your hideaways and completing simple open-and-go activities.



Basic Supplies List

Below is a list of the basic supplies you are likely to need from around home this year.

Basic Supplies Needed in Your Craft Cupboard

Crayons	Notebook	Clear tape	Hole-punch
Colored pencils	Large sheets of paper for use with dioramas	White glue	Rubber bands
Regular pencils	Construction paper	White craft glue	
Markers	White unlined paper	Scissors	Paper cup
Permanent black marker		Stapler	Empty cereal boxes - 2
Pens			Empty shoeboxes - 7

Unusual Supplies You'll Be Using Occasionally Include:

- A cutting tool or utility knife for a parent to make cuts in cardboard boxes for Hideaways.
- A flashlight or battery-run "touch/tap" dome light to put inside Hideaways for more fun playing.
- Cardboard templates for windows that you can re-use throughout the year.
- Several empty gift wrap rolls and an old sheet or two.



Note: Items needed for "On-the-Spot" History Fun are listed in the front of that resource, and include photocopies needed for four activities. See page 3-4 of that resource for more details.

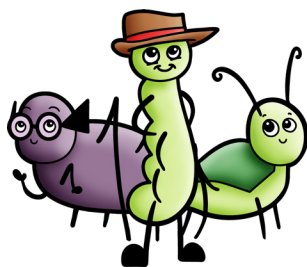
Building Hideaways with Boxes

Most people know that you can get giant boxes from local appliance retailers from time to time. This is a great way to go, and we would highly recommend getting four large appliance boxes for the Egyptian Pyramid (Wk 2, re-used), English Castle (Wk 11, re-used), General Store (Wk 25, re-used), and the "A-Frame Style House" used for several hideaways (Wks 12, 16, & 28). You can connect with a few retailers and see what the possibilities might be for getting at least 3 of these, but you are likely to need to buy some, too.

Walmart.com (and some of their local stores) have shipping boxes. If you go online to www.walmart.com and search for "shipping boxes," you'll find affordable boxes that are 18x18x24 inches that would work well for those boxes we label as "MEDIUM." Walmart.com also sells another size that is 16x16x15 that would work for those we call "SMALL." It's important to note that these boxes can be ordered online and shipped free to your local store for pickup. You could also find boxes in an array of sizes at grocery stores or other places that could be as big as 20x20x20 or 20x20x12. This would allow you to purchase fewer boxes of one size or another. We highly recommend that you arrange for boxes before you begin your year. See the list of needed boxes on the next page.

Building Hideaways with Reusable "Fort Building" Toy Components

Some toy companies are also starting to make items for indoor "fort" building. Some of these are plastic rods and connectors to be used with sheets or blankets. Others are wood or cardboard panels with connectors. Either of these are viable options that may cost you less as they are reusable and can be reconfigured. When purchasing, consider how large a building the set makes, as you may want more than one set if you have older students.



HIDEAWAYS LIST & PLANNER

CHOOSE THE HIDEAWAYS YOU WANT TO COMPLETE

Read the notes below, consider your supplies, and choose with the help of these charts.



As you plan your Hideaways this year, please keep your expectations realistic.

Though we have provided suggestions for a Hideaway every week of the year, we simply do not expect that families are going to complete them at that pace. It would be more realistic to plan to do one every other or every third week, unless you complete quite a few of them with the “simplified” suggestions.

IMPORTANT NOTE:

If you don’t have the “LARGE” boxes needed for some of the Hideaways, for weeks that list them, **we’ve also included alternate Hideaways ideas using different, more available resources.** Decide which you will do or will not do, and adjust any box needs mentioned below accordingly.

OTHER SUPPLIES USED

(Other Than Simple Craft Supplies)

ADULT USE ONLY

- utility knife

THINGS YOU LIKELY HAVE

- table (kitchen table or sturdy folding table)
- extra cardboard pieces
- blankets, comforters, and/or sheets
- packing or duct tape
- laundry baskets or large storage tote boxes
- pillows
- 12 empty gift wrap rolls
- large bowl or saucer sled
- newspapers
- long pole such as a broom handle, closet bar, or shower curtain bar
- a few cereal boxes
- rope
- brown lunch bags

SPECIALIZED ITEMS:

Decide if you’ll need these, based on which Hideaways you want to make:

- 10 milk jugs (Wk 4)
- 3 hula hoops (Wk 24)
- 3 swim noodles (Wk 30)
- coffee can (Wk 35)
- aluminum foil (Wk 35)

Week	Hideaway	Box Needs
1	Cave with Paintings	None
2	Egyptian Pyramid	1 large & 1 small (Re-use in Wk 10)
3	Great Wall of China	3 medium (Re-use Wks 6 & 36)
4	Arctic Igloo	None
5	Greek Trojan Horse	1 medium & 1 small
6	Roman Gladiator Arena	Re-use Wk 3 boxes
7	Christian Catacombs	None
8	Celtic Chariot	1 medium
9	Muslim Mosque	None
10	Viking Longhouse	Re-Use Wk. 2 Box
11	English Castle	1 large & 1 medium (Re-use in Wk. 15)
12	Tudor Merchant Shop	1 large & 1 medium (Re-use wks 16 & 28)
13	Mongol Yurt	None
14	African Hut	1 medium
15	Adobe Pueblo	Re-use Wk 11 boxes and add a small box
16	Medieval Cathedral	Re-use Wk 12 box
17	Shakespearean Stage	None
18	The Taj Mahal	1 medium, 1 small
19	The Mayflower	1 medium
20	Catherine the Great’s Sleigh	1 medium
21	Lewis & Clark’s Canoe	1 medium
22	Palace at Versailles	2-3 medium (Re-use in Wk 31)
23	Chinese Junk	2 medium
24	19th-Century Coal Mine	None
25	Western General Store	1 large (Re-use in Wk 29)
26	Big Ben Clock Tower	2 medium
27	Civil War Army Housing	None
28	Irish Hovel	Re-use Wk 12 box
29	Australian Bank	Re-use Wk 25 box
30	Covered Wagon	1 medium
31	China’s Forbidden City	Re-use Wk 22 boxes
32	World War I Bunker	None
33	World War II Submarine	1 medium
34	Muslin Market	None
35	Space Race Spaceship	1 medium, 1 small
36	Berlin Wall	Re-use Wk 3 boxes

TOTAL BOXES NEEDED

To the right is a list of the boxes needed if you did every hideaway, and re-used some of them as listed above.

4 large boxes
21 medium boxes
5 small boxes

CHARLOTTE MASON'S TEACHING METHODS AT WORK THIS YEAR

Charlotte Mason, an English educator and reformer, deeply understood children and how to connect with them. Like Charlotte, we embrace the ideas that children should be understood and treated as individual persons, that they have a natural love of learning that should be nurtured through positive learning experiences and a mindset toward growth (not perfection in performance), and that good character fuels a child's success.

These are the ideals that define WinterPromise. —Kaeryn



To bring Charlotte's ideals to your family, you'll make use of her teaching methods:

☐ **ENJOY LIVING BOOKS**

IDEAL: Charlotte emphasized the reading of "living books" that intrigue a child and spark their imagination
WP: Each of our exclusive resources has been developed to open up experiences for your child.

☐ **INCLUDE NARRATION IN YOUR DAILY ROUTINE**

IDEAL: Children naturally love to "tell back" and add their own thoughts -- and it is great reinforcement!
WP: Ask your student to tell back what they knew or found interesting to open up real discussions.

NARRATION TIPS

- These discussion times strengthen your student's powers of concentration, recall, and expression
- As they grow in their narrating abilities, it also builds good thought processes and logic
- It also prepares students for oral presentations in a workplace or ministry setting
- **Look for our cut-apart Narration Starters later in this guide!**

☐ **PRIORITIZE THE "TRY-IT-FOR-YOURSELF" ASPECT OF WINTERPROMISE**

IDEAL: Charlotte knew the most powerful learning came by doing!
WP: Our cultural and activity books provide real experiences -- not busy work -- to engage your family!

ACTIVITY TIPS

- Focus on activities we've provided that have children trying "real life" experiences
- You'll discover the way we've built our journaling pages provides many of the same thinking processes
- Experiments, self-directed projects, and leadership practice get kids taking initiative on their own

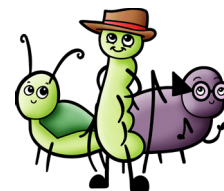
☐ **TAKE TIME TO TRACK DOWN GEOGRAPHIC LOCATIONS**

IDEAL: A great way to discover geography is to learn immersively, as you learn about empires and nations
TODO: As you come to geographic information, look up empires and nations on an atlas or map. Find the locations of stories as you read them, and get to know the land and its climate and landforms.

☐ **BUILD CHARACTER BY LEARNING RESPONSIBILITY AND STEWARDSHIP**

IDEAL: A key goal of this program is to help students see these character traits in others and build it into their own lives. The themes and stories will provide opportunities to discuss these day to day.
TODO: Talk about the responsibility students have to take care of our world, to responsibly care for pets, protect our world from exploitation as good stewards, and be caretakers of animals in need.

HOW DOES GRADING FIT WITH CHARLOTTE-INSPIRED WORK?



*Like Charlotte, I gradually came to the conclusion that grading systems too often emphasized arriving solely at a “correct” answer, and left real thinking behind. Perhaps you are finding the same. My childrens’ desire for knowledge, the excitement I knew there should be in learning -- it all waned as we focused on grades. **Eventually, I began focusing instead on engaging my family in a learning process.** This changed everything. My family developed a love of knowledge and thrived as we enjoyed learning together and discussing our ideas.*

— Kaerlyn



SHIFT TO ENGAGING IN A LEARNING PROCESS

When students engage in a learning process, they focus on practicing toward mastery and skill use, not simply on getting right answers. The learning process itself can engage students when they read, look, listen, discuss, determine, peruse, examine, practice, experience, reinforce, show, complete, and narrate, as outlined on page 5 of this guide.



BUILD CHARACTER TO COMPLETE THE LEARNING PROCESS

As I shifted my emphasis to engaging my children in a learning process, I found I needed to focus more on the character needed to be successful in that process. These are the same attributes needed for real life success -- diligence, integrity, attention to detail, commitment to excellence and research, time and project management, and a teachable attitude.

I loved how my kids soared!



ASSIGN GRADES BASED ON THE LEARNING PROCESS

Create a grading system that credits your student for their engagement in the learning process that works for you family (example below).

Give Credit For:

- Daily Review Participating
- Discussion
- Narration (Content they tell)
- Journaling (Work they show)
- Worksheets
- Projects/Experiments
- Real-Life Experiences
- Volunteering
- Leadership Opportunities

Grading & Recording Tips!



RECORDING STUDENT GRADES & PERFORMANCE

Each week you can assign a grade for different skills in your guide pages, recording additional projects and writing in detail about the work completed.



INCORPORATING GRADES INTO NEEDED REPORTS

At the end of a quarter or year, when you need to report grades, you have a handy reference.

TIP! Assemble work samples into a yearly folder to make any required reporting easy!

CHARLOTTE MASON AND THE MULTIPLE INTELLIGENCES

Charlotte Mason-style learning experiences engage students that have different ways of processing information. I have found it helpful to understand how my children process information by understanding the theory of multiple intelligences. These nine ways of processing information better describe different types of intelligences. My children each demonstrate a preference for utilizing a couple of intelligences, but between us all, we cover most of these!

Use the descriptions here to identify your students' preferred way of processing information and which WP learning avenues will best connect with them.

— Kaerlyn



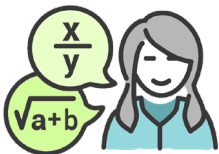
Most students are strong in one or two of these nine ways of processing information:



VERBAL-LINGUISTIC INTELLIGENCE - WinterPromise's LANGUAGE

Kids with this processing ability focus on 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, time-line cards, writing in language arts and in notebooking, DVDs, and discussion about books and resources read as a family.



LOGICAL-MATHEMATICAL INTELLIGENCE - 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.



VISUAL-SPATIAL INTELLIGENCE - WinterPromise's VISUAL

Have a child that is able to visualize with the mind's eye or demonstrates spatial judgment? They are likely strong in visual-spatial intelligence. 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: Journaling, notebooks, drawing, creative activities, looking at a timeline and recalling highly illustrated books.



BODILY-KINESTHETIC INTELLIGENCE - 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, and 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 become athletes, dancers, musicians, actors, surgeons, builders, police officers, and soldiers.

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 INTELLIGENCE - WinterPromise's AUDITORY

This intelligence 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 from other eras, listening to books read aloud, concerts on DVD, and reading and discussing aloud.



INTERPERSONAL INTELLIGENCE - WinterPromise's LOGICAL

Kids with a high interpersonal intelligence demonstrate skill in their interaction with others, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and ability to cooperate 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 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, group discussion, teamwork and responsibility, leadership tasks, people-oriented activities or ministry opportunities, talking about the feelings or motivations of characters they've read about, and helping others.



INTRAPERSONAL INTELLIGENCE - WinterPromise's INNER LIFE

These kids have introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations, and have a deep understanding of the self --one's strengths or weaknesses, unique qualities, reactions and emotions. Not surprisingly, students with this type of intelligence become philosophers, psychologists, theologians, lawyers, and writers.

Learning Avenue Examples in WP: Journaling, devotional life, independent activities, character goals, and understanding and connecting with characters in books.



NATURALISTIC INTELLIGENCE - WinterPromise's NATURE

Some kids seem at one with nature, nurturing and relating information to their natural surroundings. They might 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.

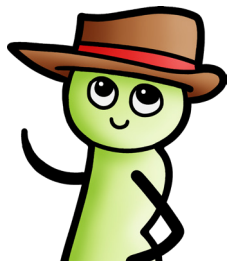
Learning Avenue Examples in WP: Themed and science programs keyed to natural topics, nature journaling, activities involving animal or nature study, and observation activities.



EXISTENTIAL INTELLIGENCE - 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.



HOW CAN I INTEGRATE NARRATION INTO OUR DAY?



Narration allows each student to “tell back,” to share in their own words what they learned, what they valued and connected to about what they are discovering. It’s a window into what is meaningful to them! — Kaerlyn

IDEAS TO GET YOU STARTED WITH NARRATION

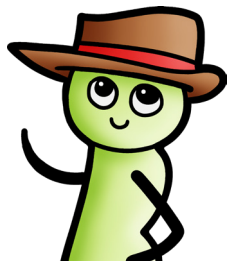
One of the basic facets of Charlotte Mason’s approach is incorporating narration, which is, in effect, the art of “telling back.” To some extent this ability is inborn in our children. From their earliest childhood they tell you what just happened to them, or what their best friend just shared with them. 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. You can print and re-print these pages, cut them up, and choose them at random.

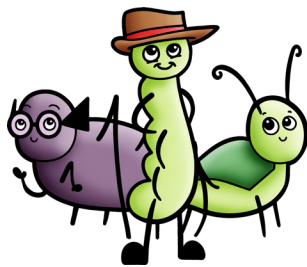
Another suggestion is to constantly use discussion about books and characters as teaching opportunities about good and bad choices or character traits. Often the shared experience of reading through a book creates teachable moments to talk through important issues in a low-key way.

CUT APART THESE PAGES & CHOOSE ONE!

<p>TELL ABOUT A CHARACTER:</p> <p>Make a list of ten words that describe your character.</p>	<p>TELL ABOUT A PLACE OR SCENE:</p> <p>Make a list of ten words that describe an indoor or outdoor place.</p>	<p>TELL ABOUT A THE PLOT:</p> <p>Make a list of ten events that happened, in the order they happened.</p>	<p>TELL ABOUT A NEW WORD:</p> <p>Explain a word you learned, telling how it is spelled, and what it means.</p>
<p>TELL ABOUT A BEGINNING:</p> <p>Describe what caught your attention in the beginning of your book.</p>	<p>TELL ABOUT A CHARACTER:</p> <p>Draw a picture of an interesting character in your book that will show what they are like.</p>	<p>TELL ABOUT A CHARACTER:</p> <p>Make a list of ten words that describe your character.</p>	<p>TELL ABOUT AN ENDING:</p> <p>Describe how the author resolved the problems encountered in your book.</p>
<p>TELL ABOUT A PLACE OR SCENE:</p> <p>List all the items to be found in a particular scene. A stolen bicycle? An ice cream cone?</p>	<p>TELL ABOUT A CHARACTER:</p> <p>Describe what emotion you felt during the scene you just read and why.</p>	<p>TELL ABOUT A WORD:</p> <p>Find an interesting word in your reading and use it aloud in three silly sentences.</p>	<p>TELL ABOUT A CHARACTER:</p> <p>Describe your character’s personal strengths or good points, and why you admire them.</p>



<p>TELL ABOUT A CHARACTER:</p> <p>Tell about something your character said that surprised you.</p>	<p>TELL ABOUT A PLACE OR SCENE:</p> <p>Make a list of things you might have smelled or tasted if you were a character in this book.</p>	<p>TELL ABOUT A THE PLOT:</p> <p>Make up a new name for your book and tell why you think it works.</p>	<p>TELL ABOUT A WORD:</p> <p>Pick out one word that describes your character, then make a list of 5 synonyms for that word.</p>
<p>TELL ABOUT A BEGINNING:</p> <p>Read the first paragraph of your book aloud and tell what it made you think of.</p>	<p>TELL ABOUT A CHARACTER:</p> <p>What was the lowest point in the book for one of the main characters and why?</p>	<p>TELL ABOUT A PLACE OR SCENE:</p> <p>Tell about a place in the book your character likes or enjoys being and why.</p>	<p>TELL ABOUT AN ENDING:</p> <p>Create an alternate ending for the book and tell it aloud.</p>
<p>TELL ABOUT A CHARACTER:</p> <p>Which of the characters in the book most closely resembles you and why?</p>	<p>TELL ABOUT A THEME:</p> <p>Draw a poster of a message or theme you think is admirable in this book (even if the character had to learn it the hard way!)</p>	<p>GIVE AN OPINION:</p> <p>Do you disagree with anything in the book? Why? What do you believe?</p>	<p>TELL ABOUT AN EVENT:</p> <p>What do you think was the most important event in your book? Describe it.</p>
<p>TELL ABOUT THE PLOT:</p> <p>Tell about something that happened that made you just want to keep reading to find out what was next.</p>	<p>TELL ABOUT A WORD:</p> <p>Pick out a sentence whose words are descriptive, and tell what you like about what the author expresses.</p>	<p>TELL ABOUT A CHARACTER:</p> <p>Tell about any enemies and/or friends of one of the book's characters.</p>	<p>TELL ABOUT A PLACE OR SCENE:</p> <p>Make a list of things you might have heard in the setting if you were a character in this book.</p>
<p>TELL ABOUT A THEME:</p> <p>Tell about another book you've read or movie you've seen that has the same theme as the book you're reading.</p>	<p>GIVE AN OPINION:</p> <p>Do you feel the characters in the book did what was right or wrong? What would you have done differently and why?</p>	<p>TELL ABOUT AN EVENT:</p> <p>Write a newspaper story about an event that happened in your book. Add a picture to get others interested in reading it.</p>	<p>TELL ABOUT THE PLOT:</p> <p>Tell aloud an idea you have for an extra chapter to add in somewhere. What happens?</p>
<p>TELL ABOUT A CHARACTER:</p> <p>Tell about something you feel your character ought to work to change about themselves, why and how.</p>	<p>TELL ABOUT A PLACE OR SCENE:</p> <p>Tell how the story would have been different if it had taken place in a different setting, like a smelly barn, locker room or creepy mansion.</p>	<p>TELL ABOUT THE PLOT:</p> <p>Describe how the author gave hints about what might happen in the future (foreshadowing).</p>	<p>GIVE AN OPINION:</p> <p>Tell about something that you'll always remember about this book and why.</p>
<p>TELL ABOUT THE PLOT:</p> <p>Create a new cover for this book you think will make others want to read it.</p>	<p>GIVE AN OPINION:</p> <p>Tell aloud the top ten reasons you like this book.</p>	<p>TELL ABOUT A CHARACTER:</p> <p>Tell about any villains in this story and how they are making trouble.</p>	<p>TELL ABOUT A PLACE OR SCENE:</p> <p>Create a travel poster for a scene that appears in your book. Even if you don't think it's really exciting, try to make it so!</p>





HIDEAWAYS IN HISTORY

OVERVIEW OF STUDIES

ANCIENT WORLD

Weeks 1 - 8

- Week 1: Meeting First Peoples
- Week 2: Build Pyramids in Egypt
- Week 3: Travel to Early Cultures
- Week 4: Feuds & Fights in Mesopotamia
- Week 5: Glorious Greece
- Week 6: Gladiators & Life in Rome
- Week 7: Caesars, Christians & Barbarians
- Week 8: Exploring Britain

MIDDLE AGES

Weeks 9 - 14

- Week 9: Islam Grows in the Middle East
- Week 10: France & the Fierce Vikings
- Week 11: Britain Becomes England
- Week 12: Difficult Times in Europe
- Week 13: The Mysterious East
- Week 14: Asian & African Places

AGE OF EMPIRES

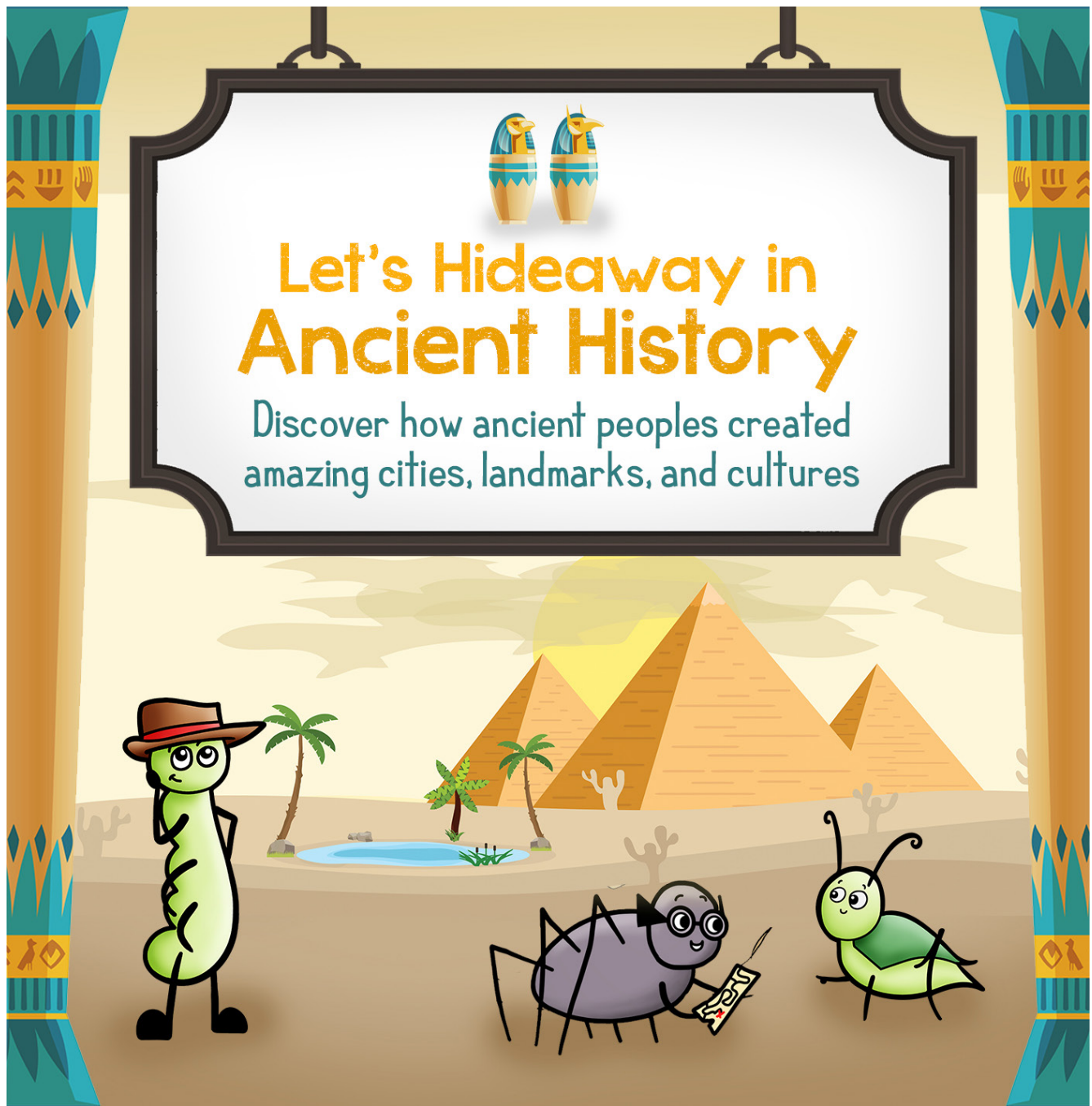
Weeks 14-22

- Week 15: Exploration of the Americas
- Week 16: Renaissance & Reformation
- Week 17: Spain & England Collide
- Week 18: Back to Asia
- Week 19: World of Empires & Colonies
- Week 20: New Powers on the Scene
- Week 21: The New Country of America

ERA OF INDUSTRY & INFORMATION

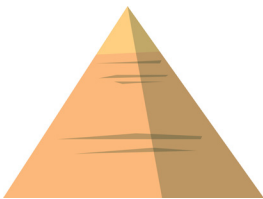
Weeks 22 - 36

- Week 22: Turmoil in France
- Week 23: A Changing World
- Week 24: New Ideas & Industry
- Week 25: Freedom Fights in America
- Week 26: The British Empire
- Week 27: A Changing America
- Week 28: A Growing America
- Week 29: All Around Asia
- Week 30: A Moving America
- Week 31: The Modern Age
- Week 32: World War I
- Week 33: World War II
- Week 34: After the Wars
- Week 35: The Cold War and Civil Rights
- Week 36: A New Day for Freedom



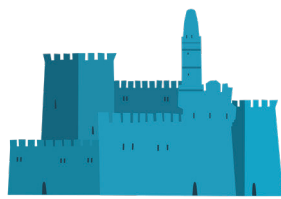
ENCOUNTER LANDMARKS LIKE THESE!

Travel with Indy, Chirp, and Sticky to these ancient places.



THE GREAT PYRAMID

Built in Egypt around 2600 B.C.



THE CITY OF BABYLON

Home to the Ishtar Gate and the Hanging Gardens.



THE TEMPLE OF ZEUS

A huge temple to the Greek god Zeus.



COLOSSEUM IN ROME

The Flavian amphitheater was constructed in 80 A.D.

WHAT WE'LL EXPLORE ON THIS ADVENTURE!

EXPEDITIONS TO ANCIENT CULTURES



FIRST CITIES

- First civilizations
- Cave paintings
- The Sumerians
- Cuneiform writing
- Babylon & Hammurabi's Code



EGYPT

- The Nile River
- Hieroglyphs
- Pyramids
- Egyptian Pharaohs
- Egyptian Mummies



EARLY CULTURES

- Israelites
- India
- China
- Africa
- Phoenicians
- Assyria
- Babylon
- Persians
- Celts



GREECE

- Mycenae
- Sparta
- Athens
- Wars of the Greeks
- Alexander the Great



ROME

- Roman Founding
- The Roman Empire
- Roman Culture
- Gladiators



PEOPLE OF ROME

- Caesar Augustus
- Beginnings of Christianity
- Emperors after Augustus
- Nero
- The Five Good Emperors

HIDEAWAY HIGHLIGHTS

You'll be making several hideaways, including an Egyptian pyramid.



ADVENTURES WITH INDY & FRIENDS

Come along as Indy, Sticky, and Chirp find these adventures and mishaps!



- **Sticky** crawled up the Stele of Hammurabi
- **Chirp** almost bumps into a Nile hippopotamus
- **Chirp** got caught inside an Egyptian mummy
- **Indy** marched out with the Spartan army
- **Sticky** rescued Chirp from a bowl of Roman soup
- **Chirp** was too scared to go down Trajan's column

HIDEAWAYS IN HISTORY

WEEK 1 - MEETING FIRST PEOPLES

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 1-9 - Introduction & Earliest People

God's Wonderful Works | Pages 1-3

Hiding God's Word in My Heart | Week 1 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CAVE WITH PAINTING

Page 4 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 10-13 - Sumerians & Jews

Hiding God's Word in My Heart | Week 1 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CAVE WITH PAINTING

Page 4 - Even More Detail

On-the-Spot History Fun

OPEN & GO - Activity 1

Ancient Peoples Mural

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 14-17 - Hammurabi & the Babylonians

God's Wonderful Works | Page 4

Hiding God's Word in My Heart | Week 1 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CAVE WITH PAINTING

Page 4 - Add Cave Paintings

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 18-21 - The Israelites

Hiding God's Word in My Heart | Week 1 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CAVE WITH PAINTING

Page 4 - Re-Enact History in Your Hideaway

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

☐ **Journaling** | MYO Hideaway Book

Complete Page 6 - Meeting First Peoples

COMPLETE THESE DAY 3:

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 7 - Cave with Paintings

NOTES

TEACHING STRATEGIES:

Day 1: Go to a website and see how mammoths are being excavated! Wow! <http://www.mammothsite.com/>

Day 2: See examples of animals painted in cave paintings: www.harcourtschool.com/activity/cavepaintings/vallon.html

Day 3 & 4: Click on "Sumer," "Babylon" and "Assyria" to explore palaces and more. Some of the challenges include gods and demons, which we don't recommend. Pages load slowly, so wait! <http://www.mesopotamia.co.uk/menu.html>

Library Book Suggestion

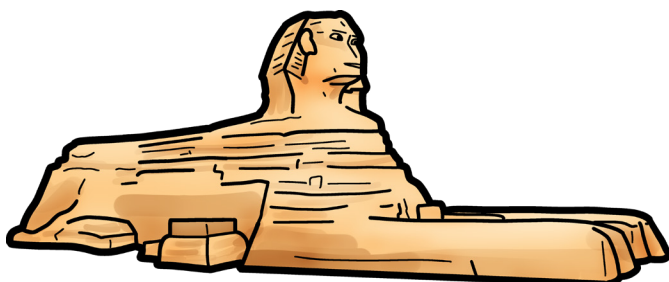
You Wouldn't Want to Be a Sumerian Slave!

OPTIONAL READING:

The True Story of Noah's Ark by Tom Dooley

Hideaway in History!

BASIC IDEA: Cave with Painting



HIDEAWAYS IN HISTORY

WEEK 2 - BUILD PYRAMIDS IN EGYPT

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 22-25 - Egypt & the Nile

God's Wonderful Works | Page 5 and Complete Activity

Hiding God's Word in My Heart | Week 2 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

EGYPTIAN PYRAMID

Page 5 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 26-29 - Egyptian Hieroglyphs

God's Wonderful Works | Page 6 & Activity

Hiding God's Word in My Heart | Week 2 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

EGYPTIAN PYRAMID

Page 5 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 30-33 - Egyptian Pharaohs

God's Wonderful Works | Page 7 & Activity

Hiding God's Word in My Heart | Week 2 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

EGYPTIAN PYRAMID

Page 5 - Add Hieroglyphs to Your Pyramid

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 34-36 - Egyptian Mummies

God's Wonderful Works | Page 8 & Activity

Hiding God's Word in My Heart | Week 2 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

EGYPTIAN PYRAMID

Page 5 - Re-Enact History in Your Hideaway

On-the-Spot History Fun

OPEN & GO - Activity 3

Make Your Own Mummy

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

☐ **Journaling** | MYO Hideaway Book

Complete Page 8 - Building Pyramids in Egypt

COMPLETE THESE DAY 3:

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 9 - Egyptian Pyramids

NOTES

TEACHING STRATEGIES:

Day 4: Read this online book about Egyptian mummies -- it's great! Go to:
http://www.salariya.com/web_books/mummy/index.html

Hideaway in History!

BASIC IDEA: Egyptian Pyramid

Day 4 - Re-enact history in your Hideaway, and narrate to a parent what you know about caves with paintings.

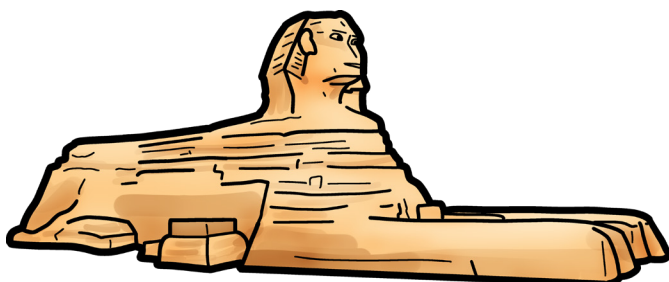
YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Pyramid Builder

OPTIONAL READING:

Hieroglyphs by Joyce Milton



HIDEAWAYS IN HISTORY

WEEK 3 - TRAVEL TO EARLY CULTURES

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 37-39 - Israelites Start a New Nation

God's Wonderful Works | Page 9 & Activity

Hiding God's Word in My Heart | Week 3 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

GREAT WALL OF CHINA

Page 6 - Things to Gather & Here's What to Do

On-the-Spot History Fun

OPEN & GO - Activity #4

Ancient Peoples & Story

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 40-42 - India's Early Culture

Hiding God's Word in My Heart | Week 3 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

GREAT WALL OF CHINA

Page 6 - Add Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 44-47 - China's Early Culture

God's Wonderful Works | Page 10

Hiding God's Word in My Heart | Week 3 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

GREAT WALL OF CHINA

Page 6 - Add Cracks to Give Your Wall More Detail!

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 48-51 - Africa's Early Culture

God's Wonderful Works | Have student narrate about what the Earth is like now vs, Day 1

Hiding God's Word in My Heart | Week 3 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

GREAT WALL OF CHINA

Spend Time in Your Hideaway Look Below.

On-the-Spot History Fun

EASY - Activity #5

Cuneiform Tablets

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

☐ **Journaling** | MYO Hideaway Book

Complete Page 10 - Travel to Early Cultures

COMPLETE THESE DAY 3:

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 11 - Great Wall of China

NOTES

TEACHING STRATEGIES:

Day 1: Indian life: <http://india.mrdonn.org/indus.html>

Day 3: Learn about Ancient Chinese inventions at:
<http://china.mrdonn.org/inventions.html>

Day 3: The ancient Chinese invented paper! Discover how paper is made and how you can recycle paper yourself at: <http://www.fi.edu/fellows/fellow1/apr99/paper/index.html>

Day 4: Take a look at Chinese pictograms & play!
<http://pbskids.org/sagwa/games/picturesaswords/index.html>

Hideaway in History! BASIC IDEA: Great Wall of China

NOTE: You can re-use your boxes in Week 6 & 36.

Day 4: Spend time in your Hideaway, and tell a parent what you know about the Great Wall.

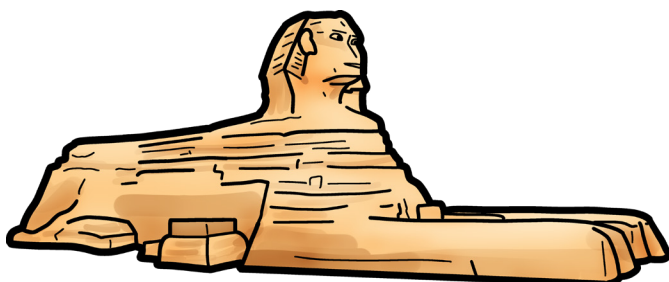
YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be Work on the Great Wall

OPTIONAL READING:

Your Life as a Pharaoh in Ancient Egypt!
by Jessica Gunderson



HIDEAWAYS IN HISTORY

WEEK 4 - FEUDS & FIGHTS IN MESOPOTAMIA

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 52- 55 - The Phoenicians

God's Wonderful Works | Pages 11 & 12

Hiding God's Word in My Heart | Week 4 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ARTIC IGLOO

Page 7 - Things to Gather & Here's What to Do

On-the-Spot History Fun

EASY - Activity 6

A Trip to the Library

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 56- 59 - The Assyrians and Babylonians

God's Wonderful Works | Pages 13-14

Hiding God's Word in My Heart | Week 4 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ARTIC IGLOO

Page 7 - Add Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 60- 63 - The Medes and Persians

God's Wonderful Works | Page 15

Hiding God's Word in My Heart | Week 4 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ARTIC IGLOO

Page 7 - Add Stuffed Dogs or Seals for Arctic Fun!

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 64- 67- Israelite Judges, Kings & Exiles

God's Wonderful Works | Have student narrate about they do during the day and night.

Hiding God's Word in My Heart | Week 4 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ARTIC IGLOO

Spend Time in Your Hideaway Look Below.

On-the-Spot History Fun

EASY - Activity 7

Nazca Drawings

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 12 - Feuds in Mesopotamia

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 13 - Arctic Igloo

NOTES

TEACHING STRATEGIES:

Day 2: Learn more about the Hanging Gardens of Babylon at <http://unmuseum.mus.pa.us/hangg.htm>

Day 3: Although the wheel is thought to have developed in Asia, the oldest one found by archaeologists was found in Mesopotamia. Take a look at a theory about how the wheel developed. Go to: <http://library.thinkquest.org/C004203/science/science02.htm>

Hideaway in History!

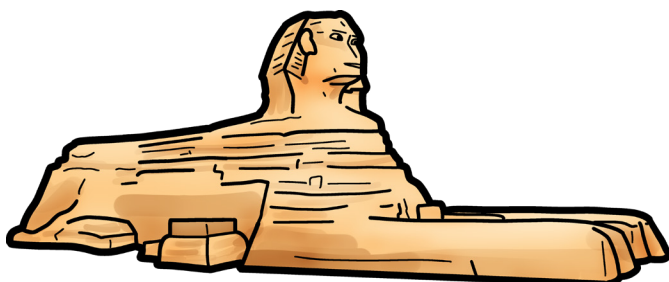
BASIC IDEA: Arctic Igloo

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about arctic hunters in the north.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be an Assyrian Soldier!



HIDEAWAYS IN HISTORY

WEEK 5 - GLORIOUS GREECE

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 68-71 - Mycenaeans & Early Greeks

God's Wonderful Works | Page 16 & 17

Hiding God's Word in My Heart | Week 5 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TROJAN HORSE

Page 8 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 72-75 - Sparta & Athens

Hiding God's Word in My Heart | Week 5 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TROJAN HORSE

Page 8 - Add Even More Detail

On-the-Spot History Fun

OPEN & GO - Activity 8

Wear a Greek Chiton

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 76-79 - Wars of the Greeks

God's Wonderful Works | Page 18 & Activity

Hiding God's Word in My Heart | Week 5 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TROJAN HORSE

Page 8 - Add Toy Soldiers to the Horse

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 80-83 - Alexander the Great

God's Wonderful Works | Pages 19 & 20

Narrate about the First Day

Hiding God's Word in My Heart | Week 5 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TROJAN HORSE

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 14 - Glorious Greece

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 15 - Trojan Horse

NOTES

TEACHING STRATEGIES:

Day 3: Read about the Trojan Horse at: <http://www.historyforkids.org/learn/greeks/religion/myths/trojanhorse.htm>

Hideaway in History!

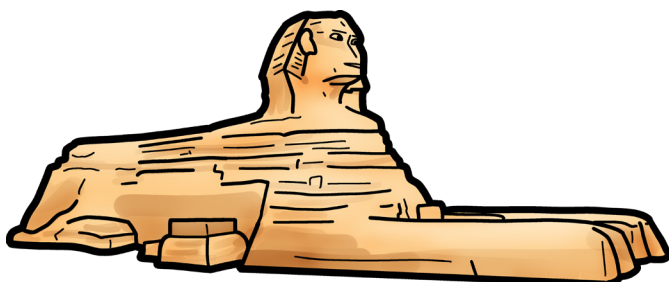
BASIC IDEA: Trojan Horse

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the Greeks.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be in Alexander the Great's Army!



HIDEAWAYS IN HISTORY

WEEK 6 - GLADIATORS & LIFE IN ROME

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 84-87 - Roman Beginnings

God's Wonderful Works | Pages 21 & 22

Hiding God's Word in My Heart | Week 6 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ROMAN GLADIATOR ARENA

Page 9 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 88-91 - The Roman Empire

Hiding God's Word in My Heart | Week 6 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ROMAN GLADIATOR ARENA

Page 9 - Add Even More Detail

On-the-Spot History Fun

OPEN & GO - Activity 10

Roman Shield

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 92-97 - Life in Ancient Rome

God's Wonderful Works | Pages 23 & 24

Hiding God's Word in My Heart | Week 6 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ROMAN GLADIATOR ARENA

Page 9 - Gather Stuffed Animals or Toy Soldiers for Fights

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 98- 101- Gladiators

God's Wonderful Works | Have student narrate about the division of water

Hiding God's Word in My Heart | Week 6 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ROMAN GLADIATOR ARENA

Spend Time in Your Hideaway Look Below.

On-the-Spot History Fun

OPEN & GO - Activity 9

Great Gladiator Game

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 16 - Gladiators & Caesars in Rome

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 17 - Gladiator Arena

NOTES

TEACHING STRATEGIES:

Day 1: Discover the life of a Roman child at:
http://www.mce.k12tn.net/ancient_rome/children.htm

Day 2: Discover a lot of information about gladiators
at: <http://library.thinkquest.org/J0112842/>

Day 3: Learn more about the daily lives of Romans at:
<http://rome.mrdonn.org/dailylife.html>

Day 4: Read this online book about gladiators -- it's
fantastic! Go to: [http://www.salariya.com/web_books/
gladiator/index.html](http://www.salariya.com/web_books/gladiator/index.html)

Hideaway in History!

BASIC IDEA: Roman Gladiator Arena

Day 4: Spend time in your Hideaway, and
narrate to a parent what you know about the gladiators
and Rome.

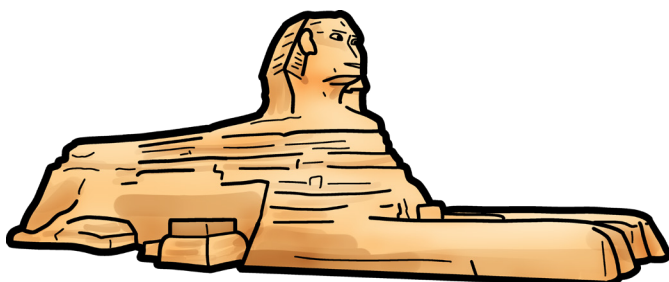
YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Roman Gladiator!

OPTIONAL READING:

If I Were a Kid in Ancient Rome by Cricket Media
978-0812679304



HIDEAWAYS IN HISTORY

WEEK 7 - CAESARS, CHRISTIANS & BARBARIANS

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 102-105 - Caesar Augustus

God's Wonderful Works | Pages 25 & 26

Hiding God's Word in My Heart | Week 7 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHRISTIAN CATACOMBS

Page 10 - Things to Gather & Here's What to Do

On-the-Spot History Fun

OPEN & GO - Activity 11

Roman Milestone Ad

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 106-109 - Beginning of Christianity

Hiding God's Word in My Heart | Week 7 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHRISTIAN CATACOMBS

Page 10 - Add Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 110- 113 - First Emperors After Augustus

God's Wonderful Works | Page 27 & Activity

Hiding God's Word in My Heart | Week 7 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHRISTIAN CATACOMBS

Page 10 - Draw Pictures for the Inside of the Catacombs

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 114-117 - Nero and the Five Good Emperors

God's Wonderful Works | Narrate about forms of water

Hiding God's Word in My Heart | Week 7 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHRISTIAN CATACOMBS

Spend Time in Your Hideaway Look Below.

On-the-Spot History Fun

OPEN & GO - Activity 12

Roman Building Skills

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 18 - Christians & Barbarians in Rome

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 19 - Christian Catacombs

NOTES

TEACHING STRATEGIES:

Day 2: Take a look at this website that shows some great pictures of the Roman catacombs. The text is somewhat a mess, but the pictures are worth seeing and should give added inspiration for your hideaway this week. Go to: <http://campus.belmont.edu/honors/catacombs/catacombs.htm>

Day 3: What things don't belong on this Roman street? http://www.bbc.co.uk/history/walk/games_index.shtml

Hideaway in History!

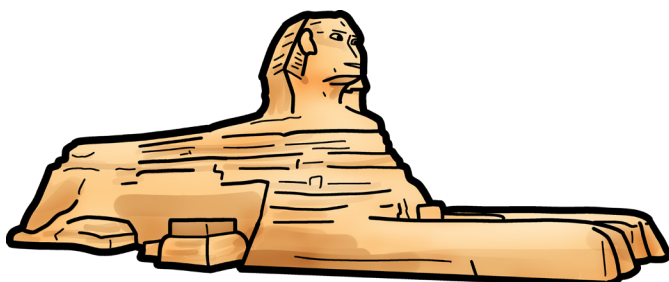
BASIC IDEA: Christian Catacombs

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the persecution of Christians.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Live in Pompeii!



HIDEAWAYS IN HISTORY

WEEK 8 - EXPLORING BRITAIN

DAY 1

Read & Discuss

Let's Hideaway in Ancient History!

Pages 118- 121 - Barbarians and the Fall of Rome

God's Wonderful Works | Pages 28 & 29

Hiding God's Word in My Heart | Week 8 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CELTIC CHARIOT

Page 11 - Things to Gather & Here's What to Do

On-the-Spot History Fun

EASY - Activity 13

Roman Army Packages

DAY 2

Read & Discuss

Let's Hideaway in Ancient History!

Pages 122-125 - Early Days in Britain

Hiding God's Word in My Heart | Week 8 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CELTIC CHARIOT

Page 4 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Ancient History!

Pages 126- 129 - The Celts

God's Wonderful Works | Pages 30 & 31

Hiding God's Word in My Heart | Week 8 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CELTIC CHARIOT

Page 4 - Add Cave Paintings

DAY 4

Read & Discuss

Let's Hideaway in Ancient History!

Pages 131 - Review

God's Wonderful Works | Have student narrate about clouds

Hiding God's Word in My Heart | Week 8 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CELTIC CHARIOT

Page 4 - Re-Enact History in Your Hideaway

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 20 - Exploring Britain

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 21 - Celtic Chariot

NOTES

TEACHING STRATEGIES:

Day 2: Learn more about Early Britain at <https://kids.britannica.com/kids/article/England/353101>

Day 3: For additional information on the celts visit <https://kids.kiddle.co/Celts>

Hideaway in History!

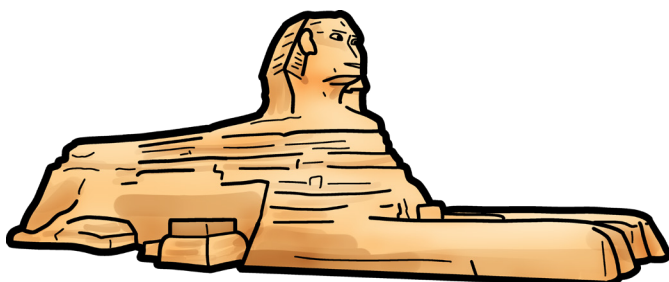
BASIC IDEA: Celtic Chariot

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the Celts.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Roman Soldier!





ENCOUNTER MEDIEVAL PEOPLE!

Travel with Indy, Chirp, and Sticky to see the lives of medieval people.



ROYALTY

Kings and queens that ruled growing nations.



KNIGHTS

Knights who served lords and kings in war and peace.



CLERGY

Pastors and monks who preached and served.



PEASANTS

Peasants whose work was slow and never, ever done.

WHAT WE'LL EXPLORE ON THIS ADVENTURE!

EXPEDITIONS TO MEDIEVAL TIMES



EUROPEAN CULTURES

- Britain
- France
- Germany



MEDIEVAL EMPIRES

- The Byzantine Empire
- The Mongol Empire
- The Ottoman Empire



ASIAN CULTURES

- Great Chinese Dynasties
- Japanese Samurai
- The Russians



MEDIEVAL EVENTS

- War of the Roses
- The Plague
- Viking Invasions



MEDIEVAL RELIGION

- Medieval Christianity
- The Rise of Islam
- The Crusades



MEDIEVAL CULTURE

- The Silk Road
- Life in Castles
- A New Kind of King
- Knights & Chivalry

HIDEAWAY HIGHLIGHTS

You'll be making several hideaways, including an English Castle.



ADVENTURES WITH INDY & FRIENDS

Come along as Indy, Sticky, and Chirp find these adventures and mishaps!



- **Chirp** saves Indy from the top of a Church's stained glass windows.
- **Sticky** gets lost in a sandal inside a mosque.
- **Indy** and **Chirp** try to join Charles Martel's army.
- **Chirp** plays chess with Vikings.
- **Indy, Sticky** and **Chirp** watch a jousting competition.

HIDEAWAYS IN HISTORY

WEEK 9 - ISLAM GROWS IN THE MIDDLE EAST

DAY 1

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 1-7 - Medieval Christianity

God's Wonderful Works | Pages 32 & 33

Hiding God's Word in My Heart | Week 9 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MUSLIM MOSQUE

Page 12 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 8- 11 - The Byzantine Empire & Constantinople

Hiding God's Word in My Heart | Week 9 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MUSLIM MOSQUE

Page 12 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 12-15 - Take a Trip on the Silk Road

God's Wonderful Works | Pages 34 & 35

Hiding God's Word in My Heart | Week 9 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MUSLIM MOSQUE

Page 12 - Draw Geometric Designs and Flowers

DAY 4

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 16-19 - Rise of Islam

God's Wonderful Works | Page 36

Narrate about Day 2.

Hiding God's Word in My Heart | Week 9 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MUSLIM MOSQUE

Spend Time in Your Hideaway Look Below.

On-the-Spot History Fun

OPEN & GO - Activity 14

Islamic Designs

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 22 - Islam Grows in the Middle East

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 23 - Muslim Mosque

NOTES

TEACHING STRATEGIES:

Day 1: Play a "Spot the Difference" Islamic game online:
<http://www.islamicplayground.com/scripts/prodView.asp?idproduct=39>

Day 3: You might want to color this Islamic design:
<http://www.islamicplayground.com/printouts/print8.htm>

Day 4: Take a look at the Rock of Gibraltar at: http://en.wikipedia.org/wiki/Rock_of_gibraltar

Hideaway in History!

BASIC IDEA: Muslim Mosque

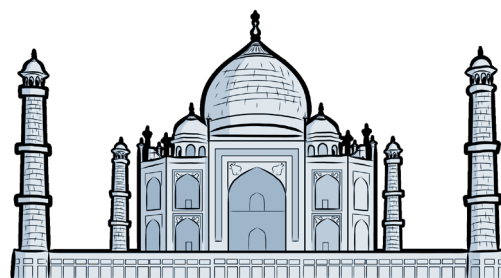
Note: While your family may be in disagreement with Islam's beliefs, it is still helpful for your student to understand what a mosque is, and introduce them to any differences in your belief system. If you'd rather not do the complete hideaway, your child could complete a drawing.

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about Muslims.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Crusader!



HIDEAWAYS IN HISTORY

WEEK 10 - FRANCE & THE FIERCE VIKINGS

DAY 1

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 20-23 - Kingdom of the Franks

God's Wonderful Works | Pages 37 & 38

Hiding God's Word in My Heart | Week 10 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

VIKING LONGHOUSE

Page 13 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 24- 27 - Great King Charlemagne

Hiding God's Word in My Heart | Week 10 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

VIKING LONGHOUSE

Page 13 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 28-31 - Arrival of the Norsemen

God's Wonderful Works | Pages 39 & 40

Hiding God's Word in My Heart | Week 10 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

VIKING LONGHOUSE

Page 13 - Create Viking Shields

On-the-Spot History Fun

PRINT & GO - Activity 15

Viking Longboat

DAY 4

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 32- 35 - Viking Life

God's Wonderful Works | Have student narrate about the
inside of the Earth

Hiding God's Word in My Heart | Week 10 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

VIKING LONGHOUSE

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 24 - France & the Fierce Vikings

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 25 - Viking Longhouse

NOTES

TEACHING STRATEGIES:

Day 2: What has changed since Viking times? Find out: <http://www.bbc.co.uk/history/walk/print/obprint1.shtml/prodView.asp?idproduct=39>

Day 3: Have fun writing with Runes or playing a Viking game on this webpage: <http://www.bbc.co.uk/schools/vikings/activities/index.shtml>

Day 4: You can also see if you can spot what has changed in your home since Viking times at: <http://www.bbc.co.uk/history/walk/print/obprint1.shtml>

Hideaway in History!

BASIC IDEA: Viking Longhouse

Note: You can re-use boxes from Week 2 this week.

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about Vikings.

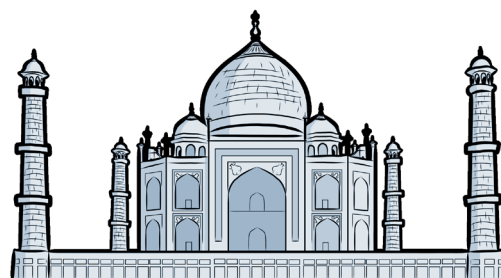
YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Viking Explorer!

OPTIONAL READING:

Your Life as an Explorer on a Viking Ship by Thomas Kingsley
Troupe. ISBN: 978-140872523



HIDEAWAYS IN HISTORY

WEEK 11 - BRITAIN BECOMES ENGLAND

DAY 1

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 36-39 - First Kings of England

God's Wonderful Works | Pages 41 & 42

Hiding God's Word in My Heart | Week 11 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ENGLISH CASTLE

Page 14 -

Things to Gather &

Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 40-43 - Life in Castles

Hiding God's Word in My Heart | Week 11 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

Page 14 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 44-47 - A New Kind of King

God's Wonderful Works | Pages 43 & 44

Hiding God's Word in My Heart | Week 11 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ENGLISH CASTLE

Page 14 - Create Viking Shields

On-the-Spot History Fun

PRINT & GO - Activity 15

Viking Longboat

DAY 4

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 48- 51 - Knights & Chivalry

God's Wonderful Works | Have student narrate about
Rocks and Minerals.

Hiding God's Word in My Heart | Week 11 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ENGLISH CASTLE

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 26 - Britain Becomes England

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 27 - English Castle

NOTES

TEACHING STRATEGIES:

Day 1: Explore an Anglo-Saxon village by entering the site, then scrolling over the picture at <http://www.pastexplorers.org.uk/village/index.html>

Day 3: There's so much exploring here to do! The fun should last you all week! Go to: <http://www.earlybritishkingdoms.com/kids/>

Day 4: Find out all about the Anglo-Saxons at this neat site: <http://www.bbc.co.uk/schools/anglosaxons/index.shtml>

Hideaway in History!

BASIC IDEA: English Castle

Note: You can re-use your boxes in Week 15.

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about life in a castle.

YOU WOULDN'T WANT TO ...

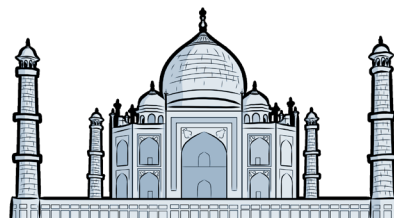
Library Book Suggestion

You Wouldn't Want to Be a Medieval Knight!

OPTIONAL READING:

A Year in a Castle by Rachel Coombs

Do you want to go in-depth into what life was like in a castle? This book has great pictures depicting action packed scenes! It is part of the series called "As Time Goes By."



HIDEAWAYS IN HISTORY

WEEK 12 - DIFFICULT TIMES IN EUROPE

DAY 1

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 52- 55 - The Crusades

God's Wonderful Works | Pages 45 & 46

Hiding God's Word in My Heart | Week 12 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TUDOR MERCHANT SHOP

Page 15 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 56- 59 - The Plague

Hiding God's Word in My Heart | Week 12 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TUDOR MERCHANT SHOP

Page 15 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 60-63 - France & England at War

God's Wonderful Works | Pages 47 & 48

Hiding God's Word in My Heart | Week 12 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TUDOR MERCHANT SHOP

Page 15 - Create Viking Shields

On-the-Spot History Fun

PRINT & GO - Activity 15

Viking Longboat

DAY 4

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 64-67 - War of the Roses

God's Wonderful Works | Narrate about Fresh Water &
Salt Water

Hiding God's Word in My Heart | Week 12 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TUDOR MERCHANT SHOP

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 28 - Difficult Times in Europe

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 29 - Tudor Merchant Shop

NOTES

TEACHING STRATEGIES:

Day 1: What would someone think if they suddenly moved from the country to a Tudor town?
Go to this site:
<http://www.bbc.co.uk/history/walk/print/tprint3.shtml>

Day 2: Find out more about the Black Death virus at:
<http://www.ratlab.co.uk/black.htm>

Day 3-4: Discover life in a castle by taking a "tour" and discovering what's inside! Click on the castle door to enter, then scroll over different locations and click to get even more information. A great site! <http://www.kidsonthenet.com/castle/>

Hideaway in History!

BASIC IDEA: Tudor Merchant Shop

Note: You can re-use your boxes in Week 16 & 28.

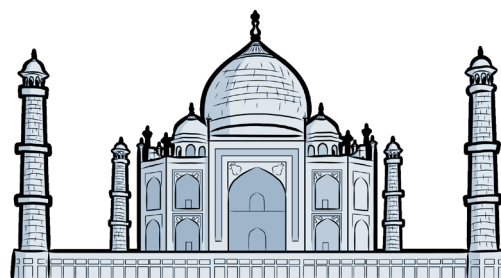
Day 4: Spend time in your Hideaway, and narrate to a parent what you know about life in a medieval town.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Live in a Medieval Castle!

You Wouldn't Want to Be Ill in Tudor Times!



HIDEAWAYS IN HISTORY

WEEK 13 - THE MYSTERIOUS EAST

DAY 1

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 68-71 - Great Dynasties

God's Wonderful Works | Page 49

Hiding God's Word in My Heart | Week 13 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MONGOL YURT

Page 16 - Things to Gather & Here's What to Do

On-the-Spot History Fun

OPEN & GO - Activity 18

Ancient Chinese Tangrams

DAY 2

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 72- 75 - The Samurai

Hiding God's Word in My Heart | Week 13 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MONGOL YURT

Page 16 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 76-79 - The Mongol Horde

God's Wonderful Works | Pages 50 & 51

Hiding God's Word in My Heart | Week 13 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MONGOL YURT

Page 16 - Create Viking Shields

On-the-Spot History Fun

PRINT & GO - Activity 15

Viking Longboat

DAY 4

Read & Discuss

Let's Hideaway in Medieval Times!

Pages 80-81 - Marco Polo Explores the East

God's Wonderful Works | Have student narrate about the
grass and trees

Hiding God's Word in My Heart | Week 13 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MONGOL YURT

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete 30 - The Mysterious East

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

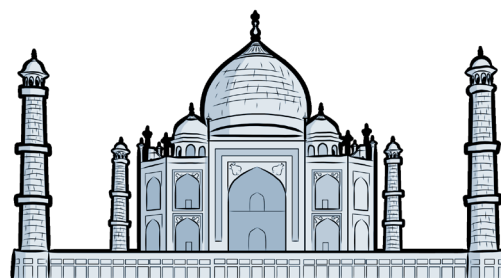
Complete Page 31 - Mongol Yurt

NOTES

Hideaway in History!

BASIC IDEA: Mongol Yurt

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the lives of the Mongols.



HIDEAWAYS IN HISTORY

WEEK 14 - ASIAN & AFRICAN PLACES

DAY 1

Read & Discuss

Let's Hideaway in Medieval Times!
Pages 82-85 - The First Russians

God's Wonderful Works | Pages 52 & 53
Hiding God's Word in My Heart | Week 14 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AFRICAN HUT
Page 17 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in Medieval Times!
Pages 86-89 - The Ottoman Empire

Hiding God's Word in My Heart | Week 14 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AFRICAN HUT
Page 17 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in Medieval Times!
Pages 90- 93 - A Stop in Africa & India

God's Wonderful Works | Pages 54 & 55
Hiding God's Word in My Heart | Week 14 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AFRICAN HUT
Page 17 - Create Viking Shields

On-the-Spot History Fun
PRINT & GO - Activity 19
African Wildlife

DAY 4

Read & Discuss

Let's Hideaway in Medieval Times!
Pages 95 - Review

God's Wonderful Works | Have student narrate about
how plants make food.
Hiding God's Word in My Heart | Week 14 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AFRICAN HUT
Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 32 - Asian & African Places

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 33 - African Hut

NOTES

Hideaway in History!

BASIC IDEA: African Hut

Day 4: Spendtime in your Hideaway, and narrate to a parent what you know about life in an African village.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be in a Medieval Dungeon!

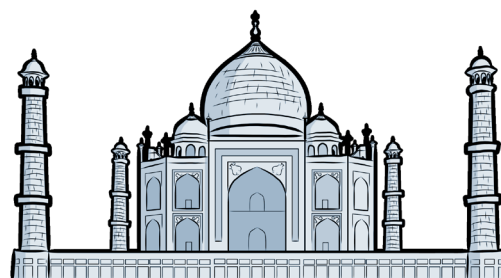
OPTIONAL READING:

"Beatrice's Goat" by Page McBrier

This is a wonderful story about a girl, her village and her goat. (978-0689869907)

"Africa is Not a Country" by Margy Burns Knight

This books has beautiful pictures and tells about lives of different African children and families from all around Africa. (978-0812679311)





ENCOUNTER INTERESTING PEOPLE LIKE THESE!

Travel with Indy, Chirp, and Sticky to learn more about these people who changed history.



COLUMBUS

The explorer who charted a course to the New World.



ELIZABETH I

The queen who held her nation together.



SHAKESPEARE

The playwright who entertained the world.



NAPOLEON

The conqueror of Europe who seemed unstoppable.

WHAT WE'LL EXPLORE ON THIS ADVENTURE!

EXPEDITIONS TO MODERN STATES



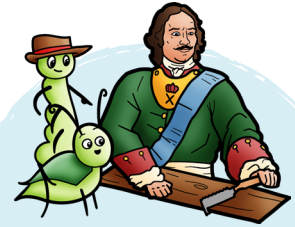
AGE OF EXPLORATION

- Explorers Head to Sea
- New World Exploration
- Colonizing America
- The Riches of Spain



THE RENAISSANCE & REFORMATION

- The Printing Press
- The Reformation
- The Holy Roman Empire



IN ASIA

- Japan
- India
- James Cook's Pacific Travel
- Peter the Great's in Russia
- Catherine the Great



IN BRITAIN

- Queen Elizabeth
- Shakespeare
- The Thirty Years' War
- Bad Times in England
- Conflict in the New World



IN AMERICA

- Colonial Life
- The American Revolution
- Lewis & Clark's Journey



IN FRANCE

- The Sun King
- The French Revolution
- Napoleon Bonaparte

HIDEAWAY HIGHLIGHTS

You'll be making several hideaways, including Big Ben Clock Tower.



ADVENTURES WITH INDY & FRIENDS

Come along as Indy, Sticky, and Chirp find these adventures and mishaps!



- **Indy, Sticky and Chirp** get attacked by a bird.
- **Chirp** is caught by Leonardo da Vinci.
- **Sticky** has a close call with Gutenberg's printing press.
- The bugs' First Thanksgiving is invaded by flies!
- **Sticky** scares the hat off of Indy at the Tower of the Skulls of Serbs.

HIDEAWAYS IN HISTORY

WEEK 15 - EXPLORATION OF THE AMERICAS

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 1-7 - Explorers Head Around the World

God's Wonderful Works | Page 56

Hiding God's Word in My Heart | Week 15 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ADOBE PUEBLO

Page 18 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 8-11 - Spain Explores the New World

Hiding God's Word in My Heart | Week 15 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ADOBE PUEBLO

Page 18 - Even More Detail

On-the-Spot History Fun

PRINT & GO - Activity 20

Mayan Market Game

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 12-14 - France Explores the New World Shores

God's Wonderful Works | Page 57

Hiding God's Word in My Heart | Week 15 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ADOBE PUEBLO

Page 18 - Make a Pueblo Ladder

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 16-19 - Early Colonists in America

God's Wonderful Works | Page 58

Narrate about Day 3

Hiding God's Word in My Heart | Week 15 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

ADOBE PUEBLO

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 34 - Exploration of the Americas

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 36 - Adobe Pueblo

NOTES

Hideaway in History!

BASIC IDEA: African Hut

Day 4: Spendtime in your Hideaway, and narrate to a parent what you know about life in an African village.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be in a Medieval Dungeon!

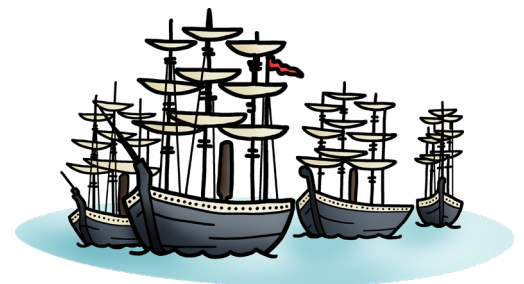
OPTIONAL READING:

"Beatrice's Goat" by Page McBrier

This is a wonderful story about a girl, her village and her goat. (978-0689869907)

"Africa is Not a Country" by Margy Burns Knight

This books has beautiful pictures and tells about lives of different African children and families from all around Africa. (978-0812679311)



HIDEAWAYS IN HISTORY

WEEK 16 - RENAISSANCE & REFORMATION

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 20-23 - The Renaissance

God's Wonderful Works | Pages 59 & 60

Hiding God's Word in My Heart | Week 16 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MEDIEVAL CATHEDRAL

Page 19 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 24-27 - The Printing Press

Hiding God's Word in My Heart | Week 16 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MEDIEVAL CATHEDRAL

Page 19 - Even More Detail

On-the-Spot History Fun

PRINT & GO - Activity 21

Elizabethan Embroidery

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 28- 31 - Martin Luther & the Reformation

God's Wonderful Works | Page 61

Hiding God's Word in My Heart | Week 16 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MEDIEVAL CATHEDRAL

Page 19 - Create Viking Shields

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 32-35 - The Holy Roman Empire

God's Wonderful Works | Narrate about the sun & moon

Hiding God's Word in My Heart | Week 16 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

MEDIEVAL CATHEDRAL

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 36 - Renaissance & Reformation

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 37 - Medieval Cathedral

NOTES

TEACHING STRATEGIES:

Day 1: Head to this online site, where artists' names are underlined in a brief article on the Renaissance. If you click on these names, several pieces of art the artist produced will pop up, each of which can be enlarged to see detail. <http://webmuseum.meulie.net/wm/paint/glo/renaissance/it.html>

Day 2: Why not take a trip to an art museum if you can this week? You can show your young student different types of art and how they were influenced by the Renaissance and its more realistic depiction of figures.

Day 2: Here's another great site, where kids can "time travel" and figure out who's meddling with Leonardo da Vinci's paintings! <http://www.alifetimeofcolor.com/play/leonardo/index.html>

Hideaway in History!

BASIC IDEA: Medieval Cathedral

NOTE: You can re-use boxes from Week 12 this week.

Day 3: Create Bible Story paintings for the inside of your Cathedral

Day 4: Spend time in your Hideaway, and tell a parent what you know about the Renaissance.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be Sir Isaac Newton!



HIDEAWAYS IN HISTORY

WEEK 17 - SPAIN AND ENGLAND COLLIDE

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 36-39 - The Riches of Spain

God's Wonderful Works | Page 62

Hiding God's Word in My Heart | Week 17 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

SHAKESPEAREAN THEATER

Page 20 - Things to Gather & Here's What to Do

On-the-Spot History Fun

OPEN & GO - Activity 23

Counting House Money

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 40- 43 - England's Great Queen Elizabeth

God's Wonderful Works | Page 63

Hiding God's Word in My Heart | Week 17 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

SHAKESPEAREAN THEATER

Page 20 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 44-45 - Listening to Shakespeare

Hiding God's Word in My Heart | Week 17 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

SHAKESPEAREAN THEATER

Page 20 - Put Together a Play by
Acting Out a Favorite Story

On-the-Spot History Fun

OPEN & GO - Activity 22

Shakespearean Quote

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 46- 49 - James' England Colonizes America

God's Wonderful Works | Have student narrate about
stars

Hiding God's Word in My Heart | Week 17 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

SHAKESPEAREAN THEATER

Spend Time in Your Hideaway, and narrate
about Shakespeare

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 38 - Spain & England Collide

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 39 - Shakespearean Theater

NOTES

TEACHING STRATEGIES:

Day 2: Play this online game of Tudor Jousting! Go to:
<http://www.tudorbritain.org/joust/>

Read Shakespeare with Kid-Friendly Stories
(These would be great to act out in the Theater Hideaway) Read an excerpt from one of Shakespeare's plays in easy-to-understand, kid-friendly storytelling.

Go to:
www.nosweatshakespeare.com/shakespeare-for-kids.htm

Hideaway in History!

BASIC IDEA: Shakespearean Theater

Day 3: Put together a Play by Acting Out Your Favorite Story

Day 4: Spend time in your Hideaway, and tell a parent what you know about Shakespeare.

More Activities

Here's a paper model of the theater: www.papertoys.com/globe.htm

Here's a virtual tour you can take: www.greatbuildings.com/models/Globe_Theater_mod.html

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Sail in the Spanish Armada!
You Wouldn't Want to Be a Shakespearean Actor!



HIDEAWAYS IN HISTORY

WEEK 18 - BACK TO ASIA

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 50-53 - Piracy

God's Wonderful Works | Pages 64 & 65

Hiding God's Word in My Heart | Week 18 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TAJ MAHAL

Page 21 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 54-57 - Isolation in Japan

God's Wonderful Works | Page 66

Hiding God's Word in My Heart | Week 18 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TAJ MAHAL

Page 21 - Even More Detail

On-the-Spot History Fun

OPEN & GO - Activity 24

Japanese Kare San-Sui

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 58-61 - The British Raj in India

God's Wonderful Works | Pages 67 & 68

Hiding God's Word in My Heart | Week 18 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TAJ MAHAL

Page 21 -

Wrap Yourself in
Indian-Style Garments!

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 62-63 - James Cook Explores the Pacific

God's Wonderful Works | Pages 68 & 70

Hiding God's Word in My Heart | Week 18 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

TAJ MAHAL

Spend Time in Your Hideaway Look Below.

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 40 - Back to Asia

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 41 - Taj Mahal

NOTES

Hideaway in History!

BASIC IDEA: Taj Mahal

Day 4: Spend time in your Hideaway, and tell a parent what you know about India and Japan.

OPTIONAL READING:

Your Life as a Cabin Boy on a Pirate Ship
by Jessica Gunderson



HIDEAWAYS IN HISTORY

WEEK 19 - WORLD OF EMPIRES & COLONIES

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 64- 65 - Slavery

God's Wonderful Works | Pages 71 & 72

Hiding God's Word in My Heart | Week 19 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

THE MAYFLOWER

Page 22 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 66-69 - The Thirty Year's War

Hiding God's Word in My Heart | Week 19 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

THE MAYFLOWER

Page 22 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 70-73 - Bad Times in England

God's Wonderful Works | Pages 73 & 74

Hiding God's Word in My Heart | Week 19 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

THE MAYFLOWER

Page 22 - Make a Telescope

On-the-Spot History Fun

OPEN & GO - Activity 25

Learning Fire Safety

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 74-77 - Conflict in the New World

God's Wonderful Works | Have student narrate about the sea creatures

Hiding God's Word in My Heart | Week 19 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

THE MAYFLOWER

Spend Time in Your Hideaway, narrate about the lives of the Pilgrims

On-the-Spot History Fun

EASY - Activity 26

Emergency Fire Pail

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 42 - World of Empires & Colonies

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 44 - The Mayflower

NOTES

TEACHING STRATEGIES:

Day 1: Here is a great website that you will continue to visit often - a Time Machine that takes you to different places and times in American history. Each story is well-illustrated and involves a couple of short, interactive "games." Head to this site, and when you get there, skip the intro, and press "1667" at the top to visit the Colonial Era, and see a coin secret save a young colonial boy's life!

Go to: <http://www.usmint.gov/kids/timeMachine/>

Day 3: Play several interactive games on fire safety: <http://www.befiresmart.com/children/>

Day 4: Play several wonderfully fun games with Sparky the Fire Dog. Be sure to go into his arcade and try "Sparkyville," among other really great games. Visit him at: <http://www.sparky.org/>

Hideaway in History!

BASIC IDEA: The Mayflower

Day 4: Spend time in your Hideaway, and tell a parent what you know about the lives of the Pilgrims.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

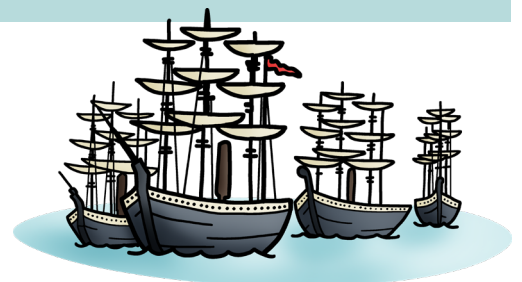
You Wouldn't Want to Sail on the Mayflower!

You Wouldn't Want to Be an American Colonist!

OPTIONAL READING:

The Pilgrims' First Thanksgiving by Ann McGovern

This is a beautiful book that wonderfully illustrates the landing of the pilgrims and the first Thanksgiving. (978-0590461887)



HIDEAWAYS IN HISTORY

WEEK 20 - NEW POWERS ON THE SCENE

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 78-81 - Peter the Great's New Russia

God's Wonderful Works | Pages 75 & 76

Hiding God's Word in My Heart | Week 20 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CATHERINE THE GREAT'S SLEIGH

Page 23 - Things to Gather & Here's What to Do

On-the-Spot History Fun

OPEN & GO - Activity 27

Build St. Petersburg

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 82-83 - Germany and the Rise of Prussia

God's Wonderful Works | Pages 77 & 78

Hiding God's Word in My Heart | Week 20 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CATHERINE THE GREAT'S SLEIGH

Page 23 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 84-85 - Decline of the Ottoman Empire

God's Wonderful Works | Pages 79 & 80

Hiding God's Word in My Heart | Week 20 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CATHERINE THE GREAT'S SLEIGH

Page 23 - Add Tinsel or Fake Fur for More Luxury!

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 86-87 - Catherine the Great of Russia

God's Wonderful Works | Narrate about the bones of sea creatures.

Hiding God's Word in My Heart | Week 20 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CATHERINE THE GREAT'S SLEIGH

Spend Time in Your Hideaway and narrate about Peter & Catherine

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 44 - New Powers on the Scene

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 46 - Catherine the Great's Sleigh

NOTES

TEACHING STRATEGIES:

Day 1: Some libraries have the book, "Peter the Great" by Diane Stanley, which would be an incredible supplement to this week's learning time.

Hideaway in History!

BASIC IDEA: Catherine the Great's Sleigh

Day 4: Spend time in your Hideaway, and tell a parent what you know about Russian rulers Peter and Catherine.

YOU WOULDN'T WANT TO ...

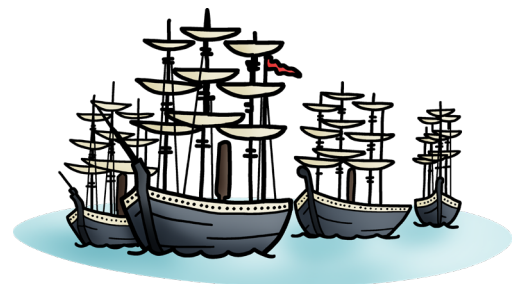
Library Book Suggestion

You Wouldn't Want to Be an 18th-Century British Convict!

OPTIONAL READING:

Russia ABCs by Ann Berge

Your Life as a Settler in Colonial America
by Thomas Kingsley Troupe



HIDEAWAYS IN HISTORY

WEEK 21 - THE NEW COUNTRY OF AMERICA

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 88-91 - Colonial Life in the Americas

God's Wonderful Works | Pages 81 & 82

Hiding God's Word in My Heart | Week 21 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

LEWIS & CLARK'S CANOE

Page 24 - Things to Gather & Here's What to Do

On-the-Spot History Fun

OPEN & GO - Activity 30

Stamp Act Hunt

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 92- 95 - The American Colonies Revolt!

Hiding God's Word in My Heart | Week 21 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

LEWIS & CLARK'S CANOE

Page 24 - Even More Detail

On-the-Spot History Fun

EASY - Activity 29

Bake Hardtack

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 96-99 - A Whole New Country

God's Wonderful Works | Page 83

Hiding God's Word in My Heart | Week 21 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

LEWIS & CLARK'S CANOE

Page 24 - Create Oars for Your Canoe

On-the-Spot History Fun

EASY - Activity 28

Revolutionary Spycraft

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 100- 101 - Lewis & Clark's Journey

God's Wonderful Works | Have student narrate about the parts of the bird

Hiding God's Word in My Heart | Week 21 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

LEWIS & CLARK'S CANOE

Spend Time in Your Hideaway and tell about Lewis & Clark's trip

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 46 - The New Country of America

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 47 - Lewis & Clark's Canoe

NOTES

TEACHING STRATEGIES:

Day 2: Read the story about Molly Pitcher at this site:
<http://sill-www.army.mil/pao/pamolly.htm>

Day 2: Here is a great website that you will continue to visit often - a Time Machine that takes you to different places and times in American history. Each story is well-illustrated and involves a couple of short, interactive "games." Head to this site, and when you get there, skip the intro, and press "1778" at the top to visit the American Revolution, and help American soldiers track down some pie (not a spy!)

Go to: <http://www.usmint.gov/kids/time-Machine/>

Day 3: Visit this site again, and when you get there, skip the intro, and press "1805" at the top to visit Lewis & Clark's journey and face wild animals and rivers!

Go to: <http://www.usmint.gov/kids/timeMachine/>

Day 4: Take a virtual tour of places in Philadelphia where important events in early American history took place.

Go to: <http://www.ushistory.org/tour/index.html>

Hideaway in History!

BASIC IDEA: LEWIS & CLARK'S CANOE

Day 4: Spend time in your Hideaway, and tell a parent what you know about Lewis & Clark's journey.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be at the Boston Tea Party!

You Wouldn't Want to Explore with Lewis and Clark!

OPTIONAL READING:

Your Life as a Private on the Lewis & Clark Expedition
by Jessica Gunderson

HIDEAWAYS IN HISTORY

WEEK 22 - TURMOIL IN FRANCE

DAY 1

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 102-103 - The Sun King

God's Wonderful Works | Pages 84

Hiding God's Word in My Heart | Week 22 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

PALACE AT VERSAILLES

Page 25 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 104-106 - The French Revolution

Hiding God's Word in My Heart | Week 22 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

PALACE AT VERSAILLES

Page 25 - Even More Detail

On-the-Spot History Fun

OPEN & GO - Activity 31

Smuggle an Aristocrat

DAY 3

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 107- 110 - Napoleon Bonaparte

God's Wonderful Works | Page 85

Hiding God's Word in My Heart | Week 22 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

PALACE AT VERSAILLES

Page 25 - Create a Garden for Your Palace

DAY 4

Read & Discuss

Let's Hideaway in the Age of Empires!

Pages 113 - Review

God's Wonderful Works | Page 86

Narrate about Day 5

Hiding God's Word in My Heart | Week 22 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

PALACE AT VERSAILLES

Spend Time in Your Hideaway, narrate about history of the French

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 48 - Turmoil in France

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 49 - Palace at Versailles

NOTES

TEACHING STRATEGIES:

Day 1: Visit the Palace of Versailles at this website! Go to: <http://www.pbs.org/marieantoinette/life/index.html>

Day 3: Napoleon is said to have drawn out his battle plans in a sandbox. Why not try this yourself?

Hideaway in History!
BASIC IDEA: Palace at Versailles

Note: You can re-use your boxes in Week 31

YOU WOULDN'T WANT TO ...

Library Book Suggestion

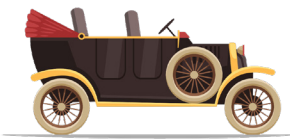
You Wouldn't Want to Be an Aristocrat in the French Revolution!





ENCOUNTER INDUSTRIES LIKE THESE!

Travel with Indy, Chirp, and Sticky to discover industries that changed America.



AUTOMOBILE INDUSTRY

Americans could travel almost anywhere.



NEWSPAPER PUBLISHING

Americans could hear news from all over.



OIL INDUSTRY

Americans used oil for heat and gasoline.



MINING INDUSTRY

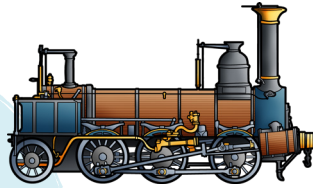
Americans mined resources like gold and silver.

WHAT WE'LL EXPLORE ON THIS ADVENTURE!

EXPEDITIONS TO MODERN TIMES

INVENTIONS

- Steam-Powered Engine
- Interchangeable Parts
- Mason Jars and Steel Cans
- Machines to Make Cloth
- Gas-Powered Automobile
- Planes, Submarines & Tanks
- Rockets & Space Shuttles
- Gas Street Lighting
- Steel Plow & Reaper
- Telegraph & Telephone
- Electric Lightbulb
- Department Stores
- Subways & Streetcars
- Computers

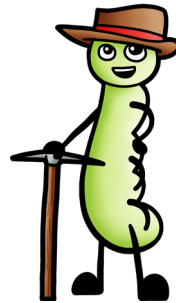


IMPORTANT EVENTS

- Latin American Independence
- Rise of the British Empire
- The Victorian Era
- The American Civil War
- Irish Potato Famine
- World's Fairs
- Japan's Meiji Restoration
- Last Tsars in Russia
- Spanish-American War
- Communist Revolutions
- World Wars
- The Spanish Flu
- The Great Depression
- The Cold War

INDUSTRIES

- Coal Mining
- Iron-Making
- Concrete
- Railroads
- Oil Drilling
- Gold Mining
- Steel Production
- Engineered Skyscrapers
- Bridge Construction
- Canal Construction
- Newspaper Publishing
- Computers & Chips



REFORMS IN THIS ERA

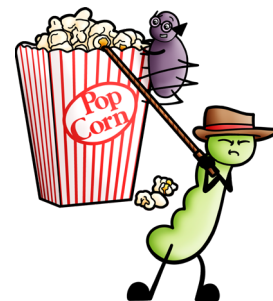
As the world changed, people became aware of the need for new ideas.

- Safety in Factories and Mills
- The End of the Slave Trade
- Reduction of Child Labor
- Public Schools
- Easier Immigration
- Better Tenement Plans
- Gas Lighting for Safer Cities
- Clean Water in Cities
- Street Sanitation Programs
- Holidays for Workers
- Fire Safety in Cities
- Police Forces Created
- Public and National Parks
- Voting for Women
- Civil Rights Movements



ADVENTURES WITH INDY & FRIENDS

Come along as Indy, Sticky, and Chirp find these adventures and mishaps!



- **Indy** saves a trapped Chirp from a steel can.
- **Indy** stops a criminal from escaping the police.
- **Chirp** helps Constable Robinson nab a burglar.
- When all else fails, **Chirp** has to eat her way out of a popcorn cup!
- **Indy** go "penny-farthing" and almost takes a spill!

HIDEAWAYS IN HISTORY

WEEK 23 - A CHANGING WORLD

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 1-5 - China's Last Dynasty

God's Wonderful Works | Pages 87 & 88

Hiding God's Word in My Heart | Week 23 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHINSE JUNK

Page 26 - Things to Gather & Here's What to Do

On-the-Spot History Fun

PRINT & GO - Activity 32

Make a Chinese Garden

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 6-7 - World Changing Ideas

God's Wonderful Works | Page 89

Hiding God's Word in My Heart | Week 23 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHINSE JUNK

Page 26 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 8-10 - Steam & Coal Run New Machines

God's Wonderful Works | Pages 90 & 91

Hiding God's Word in My Heart | Week 23 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHINSE JUNK

Page 26 -

Dress in Chinese-Style

Clothes for More Fun!

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 12-15 - A Whole New Way to Farm

God's Wonderful Works | Narrate about unusual features
of an elephant

Hiding God's Word in My Heart | Week 23 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

CHINSE JUNK

Spend Time in Your Hideaway, narrate about
Chinese dynasties

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 50 - China: Land of the Dragon

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 51 - Chinese Junk

NOTES

Hideaway in History!

BASIC IDEA: Chinese Junk

Day 3: Dress in Chinese-style clothes to add to the fun!

Day 4: Spend time in your Hideaway, and narrate to a parent what you remember about the Chinese that you've studied this year.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

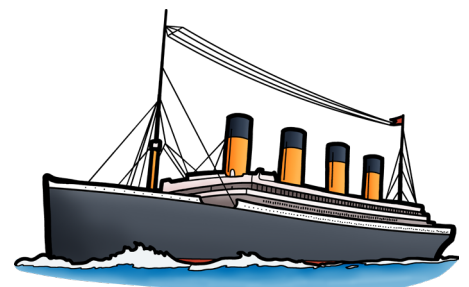
You Wouldn't Want to Sail on a 19th-Century Whaling Ship!

OPTIONAL READING:

Moonbeams, Dumplings & Dragon Boats

by Nina Simonds

This book has great activities and information on Chinese festivals, traditions, recipes, and other fun to help you learn more about this amazing culture!
(978-0152019839)



HIDEAWAYS IN HISTORY

WEEK 24 - NEW IDEAS & INDUSTRY

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 16-19 - Industrial Cities & Factories

God's Wonderful Works | Pages 92 & 93

Hiding God's Word in My Heart | Week 24 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

19th-CENTURY COAL MINE

Page 27 - Things to Gather & Here's What to Do

On-the-Spot History Fun

OPEN & GO - Activity 24

Industrial Revolution

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 20- 23 - Making Steel

Hiding God's Word in My Heart | Week 24 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

19th-CENTURY COAL MINE

Page 27 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 24-27 - The Telegraph Connects the World

God's Wonderful Works | Page 94 & 95

Hiding God's Word in My Heart | Week 24 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

19th-CENTURY COAL MINE

Page 27 - Make Cardboard

Mining Picks

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 28-31 - A New Way of Making Clothes

God's Wonderful Works | Narrate about what horses help
people accomplish

Hiding God's Word in My Heart | Week 24 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

19th-CENTURY COAL MINE

Spend Time in Your Hideaway, narrate about
new industries

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 52 - New Ideas & Industry

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 53 - 19th-Century Coal Mine

NOTES

TEACHING STRATEGIES:

Day 1: Try to become a cotton millionaire with this game: http://www.bbc.co.uk/history/british/victorians/launch_gms_cotton_millionaire.shtml
Day 2: Discover what it would be like to be a child in Victorian England. Go to: <http://www.bbc.co.uk/schools/victorians/flash.shtml>

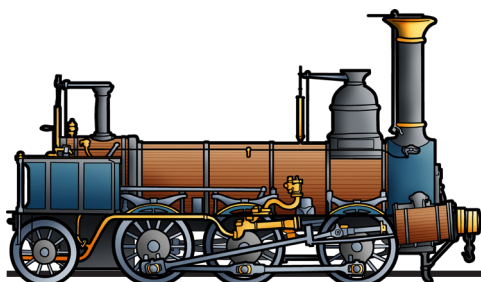
Hideaway in History!

BASIC IDEA: 19th-Century Coal Mine

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a 19th-Century Coal Miner in England



HIDEAWAYS IN HISTORY

WEEK 25 - FREEDOM FIGHTS IN AMERICA

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 32-33 - The Slave Trade Ends

God's Wonderful Works | Page 96
Hiding God's Word in My Heart | Week 25 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WESTERN GENERAL STORE
Page 28 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 34-35 - Free at Last in America

Hiding God's Word in My Heart | Week 25 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WESTERN GENERAL STORE
Page 28 - Even More Detail

On-the-Spot History Fun
OPEN & GO - Activity 34
Learn Spanish Phrases

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 36-37 - Gold and More Gold

God's Wonderful Works | Pages 97 & 98
Hiding God's Word in My Heart | Week 25 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WESTERN GENERAL STORE
Page 28 - Add Products to Your Store

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 38-39 - Western Boomtowns & Gunfights

God's Wonderful Works | Page 99
Hiding God's Word in My Heart | Week 25 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WESTERN GENERAL STORE
Spend Time in Your Hideaway, narrate about the Old West

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 54 - Freedom Fights in America

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 55 - Western Boomtown General Store

NOTES

TEACHING STRATEGIES:

Day 2: Color this picture of the Alamo. Go to: <http://www.tsl.state.tx.us/ld/projects/trc/2002/manual/images/celebrations/alamo.jpg>

Day 3: Visit this site again, and when you get there, skip the intro, and press "1859" at the top to visit a gold rush -- so grab your gold pan, head for Pike's Peak, and go for gold!
Go to: <http://www.usmint.gov/kids/timeMachine/>

Day 4: Here's another great site for kids on the gold rush.
Go to: <http://pbskids.org/wayback/goldrush/index.html>

Hideaway in History!

BASIC IDEA: Western Boomtown General Store

NOTE: You can re-use your boxes. This particular Hideaway could be re-used in Week 29 for a bank robbed by Ned Kelly.

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the Old West.

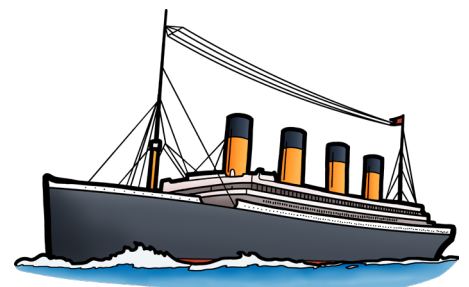
YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Live in a Wild West Town!

You Wouldn't Want to Be an American Pioneer!

You Wouldn't Want to Be a Pirate's Prisoner!



HIDEAWAYS IN HISTORY

WEEK 26 - THE BRITISH EMPIRE

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 40-43 - The British Empire

God's Wonderful Works | Page 100
Hiding God's Word in My Heart | Week 26 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BIG BEN CLOCK TOWER
Page 29 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 44-47 - Victorian England

God's Wonderful Works | Page 101
Hiding God's Word in My Heart | Week 26 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BIG BEN CLOCK TOWER
Page 29 - Even More Detail

On-the-Spot History Fun
OPEN & GO - Activity 35
British Families

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 48-51 - Victorian Culture

God's Wonderful Works | Pages 102
Hiding God's Word in My Heart | Week 26 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BIG BEN CLOCK TOWER
Page 29 - Make a Tower Guard Hat

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 52-55 - Electric Light for Everyone

God's Wonderful Works | Pages 103 & Narrate about
different types of Mammals.
Hiding God's Word in My Heart | Week 26 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BIG BEN CLOCK TOWER
Spend Time in Your Hideaway, and tell about
the British Empire

On-the-Spot History Fun
OPEN & GO - Activity 36
British Families

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 56 - British Empire Around the World

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 57 - Big Ben Clock Tower

NOTES

TEACHING STRATEGIES:

Day 1: Use Teaching Sheet #1 to help students understand how Britain extended control around the world. The map on Teaching Sheet #3 shows in pink all the countries controlled by the Empire, which includes the islands whose names are also underlined in pink. Wow!

Day 1: Use Teaching Sheet #2.

Day 3: Visit British places at <http://www.royal.gov.uk/output/page557.asp>

ALSO: Take a "tour of the Tower of London at <http://www.toweroflondontour.com/kids/>

Hideaway in History!

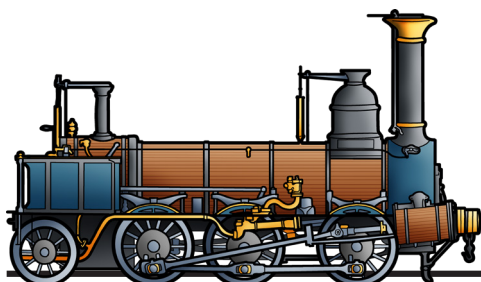
BASIC IDEA: Big Ben Clock Tower

Day 4: Spend time in your Hideaway, and tell about the British Empire.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Travel with Captain Cook!



HIDEAWAYS IN HISTORY

WEEK 27 - A CHANGING AMERICA

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 56-59 - The American Civil War

God's Wonderful Works | Pages 104 & 105
Hiding God's Word in My Heart | Week 27 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CIVIL WAR ARMY HOUSING
Page 30 - Things to Gather & Here's What to Do

On-the-Spot History Fun
OPEN & GO - Activity 37
Civil War Mission

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 60-63 - Abraham Lincoln & Reconstruction

God's Wonderful Works | Pages 106 & 107
Hiding God's Word in My Heart | Week 27 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CIVIL WAR ARMY HOUSING
Page 30 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 64-67 - Railroads & Time Zones

God's Wonderful Works | Page 108
Hiding God's Word in My Heart | Week 27 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CIVIL WAR ARMY HOUSING
Page 30 - Play Checkers or the Harmonica

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 68-71 - Telegraphs & Light Bulbs

God's Wonderful Works | Page 109 & Narrate about Cattle
Hiding God's Word in My Heart | Week 27 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CIVIL WAR ARMY HOUSING
Spend Time in Your Hideaway and narrate about the war

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 58 - More Freedom Fights in America

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 59 - Civil War Army Housing

NOTES

TEACHING STRATEGIES:

Day 1: Add to the fun of your school time by seeing this interactive “quilt” at www.beavton.k12.or.us/greenway/leahy/ugrr/index.htm

Day 3: Read a story about Mr. Lincoln and a little girl at: <http://members.aol.com/RVSNorton1/Lincoln50.html> AND read about Mr. Lincoln and three kittens at this site: <http://home.att.net/~rjnorton/Lincoln35.html> AND two more wonderful stories about young Abraham at <http://members.aol.com/RVSNorton1/Lincoln57.html>

Day 3: See a map of the Transcontinental Railroad at <http://www.pbs.org/wgbh/amex/tcrr/>

Hideaway in History!

BASIC IDEA: Civil War Army Housing

Day 4: Spend time in your Hideaway, and tell about what you know about the War.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

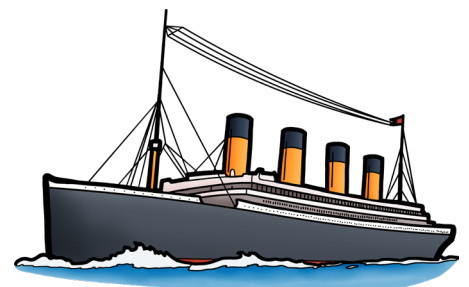
You Wouldn't Want to Be a Civil War Soldier!

You Wouldn't Want to Be a Nurse During the Civil War!

OPTIONAL READING:

Thomas Edison for Kids by Jacob Smith

This is a fun short book about the life and inventions of Thomas Edison. Note: this title is only available in Kindle.



HIDEAWAYS IN HISTORY

WEEK 28 - A GROWING AMERICA

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 72-73 - Irish Potato Famine

God's Wonderful Works | Pages 110 & 111
Hiding God's Word in My Heart | Week 28 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
IRISH HOVEL
Page 31 - Things to Gather & Here's What to Do

On-the-Spot History Fun
None this week.

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 74-77 - Immigrants in America

God's Wonderful Works | Pages 112 & 113
Hiding God's Word in My Heart | Week 28 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
IRISH HOVEL
Page 31 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 78-81 - Big Cities

God's Wonderful Works | Pages 114 & 115
Hiding God's Word in My Heart | Week 28 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
IRISH HOVEL
Page 31 - Create a Cardboard Fireplace

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 82-85 - World's Fairs

God's Wonderful Works | Narrate about Reptiles
Hiding God's Word in My Heart | Week 28 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
IRISH HOVEL
Spend Time in Your Hideaway, narrate about the Potato Famine

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 60 - Problems in Empires & Colonies

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 61 - Irish Hovel

NOTES

TEACHING STRATEGIES:

Day 1: Go to: www.bbc.co.uk/northernireland/schools/4_11/tandy/projects/famine/

Hideaway in History!

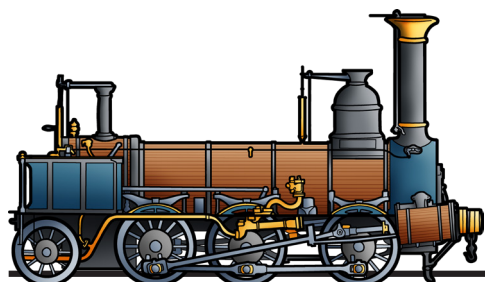
BASIC IDEA: Irish Hovel

Note: You can re-use boxes from Week 12 this week.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Sail on an Irish Famine Ship!



HIDEAWAYS IN HISTORY

WEEK 29 - ALL AROUND ASIA

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 86-87 - Meiji's Restoration

God's Wonderful Works | Pages 116 & 117
Hiding God's Word in My Heart | Week 29 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AUSTRALIAN BANK
Page 32 - Things to Gather & Here's What to Do

On-the-Spot History Fun
OPEN & GO - Activity 38
Design a Cricket House

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 88-89 - Australia

Hiding God's Word in My Heart | Week 29 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AUSTRALIAN BANK
Page 32 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 90-91 - Last Czars in Russia

God's Wonderful Works | Pages 118 & 120
Hiding God's Word in My Heart | Week 29 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AUSTRALIAN BANK
Page 32 - Create Ned's Loot & Wanted Posters

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 92-93 - The Spanish-American War

God's Wonderful Works | Narrate about Insects
Hiding God's Word in My Heart | Week 29 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
AUSTRALIAN BANK
Spend Time in Your Hideaway, and narrate about Australia

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 62 - All Around Asia

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 63 - Australian Bank Robbery

NOTES

TEACHING STRATEGIES:

Day 1: Discover how rice grows in Japan, and some amazing animal transformations there, as well. Go to: <http://www.pbs.org/wgbh/nova/satoyama/>

Day 4: You can find out more about Japan from a person who spent a lot of time there, getting to know this marvelous place. Head to this site and learn more! Go to: <http://www.amphi.com/~psteffen/fmf/>

Hideaway in History!

BASIC IDEA:

Australian Bank Robbed by Outlaw Ned Kelly

NOTE: You can re-use boxes from Week 25 this week.

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about Australia.

YOU WOULDN'T WANT TO ...

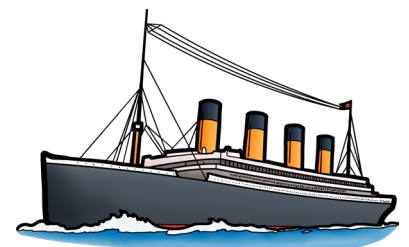
Library Book Suggestion

You Wouldn't Want to Work on the Railroad

OPTIONAL READING:

Kangaroos by Sara Louise Kras

Part of the Australian Animals Series, this book will tell you all about kangaroos!
(978-142938661)



HIDEAWAYS IN HISTORY

WEEK 30 - A MOVING AMERICA

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 94-97 - Wagons & Homesteads

God's Wonderful Works | Page 121
Hiding God's Word in My Heart | Week 30 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COVERED WAGON
Page 33 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 98-101 - Life in the West

God's Wonderful Works | Page 122
Hiding God's Word in My Heart | Week 30 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COVERED WAGON
Page 33 - Even More Detail

On-the-Spot History Fun
OPEN & GO - Activity 39
Enjoy Pioneer Activities

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 102-105 - Captains of Industry

God's Wonderful Works | Pages 123 & 124
Hiding God's Word in My Heart | Week 30 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COVERED WAGON
Page 33 - Make a Bed in Your Wagon

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 106-109 - Disaster Lead to Safety Measures

God's Wonderful Works | Page 125 & Narrate about Moths & Butterflies
Hiding God's Word in My Heart | Week 30 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COVERED WAGON
Spend Time in Your Hideaway, narrate about pioneer life

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 64 - The Expanding United States

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 65 - Covered Wagon

NOTES

TEACHING STRATEGIES:

Day 1: Build a sod house! Go to: <http://americanhistory.si.edu/ourstoryinhistory/tryonline/buildsodhouse.html>
Day 2: Print out and read and complete these questions together regarding life in a sod house from: http://americanhistory.si.edu/ourstoryinhistory/tryathome/pdf/sodhouse_detective.pdf
Day 4: Read this information about the 1906 Earthquake in San Francisco. Pre-read it to know what you want to read. <http://www.eyewitnesstohistory.com/sfeq.htm>
Day 4: Visit this site again, and when you get there, skip the intro, and press "1906" at the top to visit the San Francisco Earthquake!
Go to: <http://www.usmint.gov/kids/timeMachine/>

Hideaway in History!

BASIC IDEA: Covered Wagon

Day 4: Spend time in your Hideaway, and tell what you know about the lives of the pioneers.

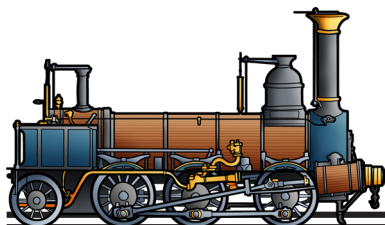
YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Pony Express Rider

OPTIONAL READING:

Your Life as a Pioneer on the Oregon Trail
by Jessica Gunderson



HIDEAWAYS IN HISTORY

WEEK 31 - THE MODERN AGE

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 110-111 - Electric Railways & Subways

God's Wonderful Works | Pages 126
Hiding God's Word in My Heart | Week 31 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CHINA'S FORBIDDEN CITY
Page 34 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 112-113 - Newfangled Cars & Factories by Ford

Hiding God's Word in My Heart | Week 31 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CHINA'S FORBIDDEN CITY
Page 34 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 114-117 - A New China

God's Wonderful Works | Pages 127
Hiding God's Word in My Heart | Week 31 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CHINA'S FORBIDDEN CITY
Page 34 - Decorate the inside of the Forbidden City

On-the-Spot History Fun
OPEN & GO - Activity 40
Design Chinese Furniture

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 118-121 - A Fateful Assassination

God's Wonderful Works | Narrate about how you were made.
Hiding God's Word in My Heart | Week 31 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
CHINA'S FORBIDDEN CITY
Spend Time in Your Hideaway, narrate about Chinese rulers

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 66 - China's Modern Age

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 67 - The Forbidden City

NOTES

TEACHING STRATEGIES:

Day 3: For extra fun, read this online story, "The True Story of Mulan" at: <http://presentations.pppst.com/mulan.ppt#256,1,Ancient China>

Day 4: Go to <http://www.dpm.org.cn/index16801050.html> Click on English, then click on "Virtual Tour" to visit the Forbidden City.

Day 4: Try a Chinese game - go to: <http://www.cbc.ca/kids/games/mahjong/>

Hideaway in History!

BASIC IDEA: China's Forbidden City

NOTE: You can re-use boxes from Week 22 this week.

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the lives of the Chinese rulers.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Victorian Mill Worker!

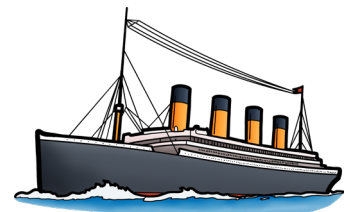
You Wouldn't Want to Be a Victorian Servant!

You Wouldn't Want to Be on the First Flying Machine!

You Wouldn't Want to Work on the Brooklyn Bridge!

OPTIONAL READING:

Henry Ford: Big Wheel in Auto Industry by Mike Venezia



HIDEAWAYS IN HISTORY

WEEK 32 - WORLD WAR I

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 122-125 - Technology of the Great War

God's Wonderful Works | Pages 128
Hiding God's Word in My Heart | Week 32 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WORLD WAR I BUNKER
Page 35 - Things to Gather & Here's What to Do

On-the-Spot History Fun
EASY - Activity 41
World War I Ration Kit

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 126-127 - The Spanish Flu

Hiding God's Word in My Heart | Week 32 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WORLD WAR I BUNKER
Page 35 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 128-129 - The Russian Revolution

God's Wonderful Works | Pages 129
Hiding God's Word in My Heart | Week 32 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WORLD WAR I BUNKER
Page 35 - Create Sandbags to Protect from Gunfire

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 130-132 - The End of the "War to End All Wars"

God's Wonderful Works | Narrate about Glorifying God
Hiding God's Word in My Heart | Week 32 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
WORLD WAR I BUNKER
Spend Time in Your Hideaway, narrate about World War I

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book Complete Page 68 - World War I

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book Complete Page 69 - World War I Bunker

NOTES

TEACHING STRATEGIES:

Day 1: Take flight with the Wright brothers and others at this site: <http://pbskids.org/wayback/flight/index.html>

Day 2: Discover what kinds of technology were new and exciting in the year 1900! Go to: <http://pbskids.org/wayback/tech1900/>

Day 3: Dig into what trench life was like in World War I. These are great little video clips with a "soldier"! <http://www.learningcurve.gov.uk/greatwar/g3/worksheet/video.htm>

Day 4: Play this World War I Trench Mission game! Go to: <http://www.learningcurve.gov.uk/greatwar/g3/game/default.htm>

Hideaway in History!
BASIC IDEA: World War I Bunker

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about World War I.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

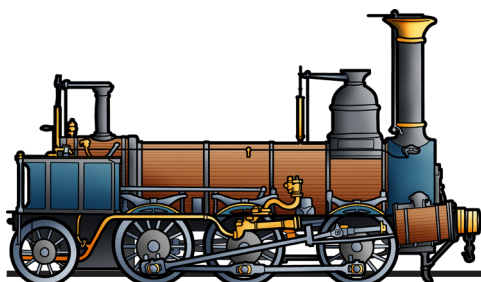
You Wouldn't Want to Be a Polar Explorer!

You Wouldn't Want to Be a Suffragist!

You Wouldn't Want to Meet Typhoid Mary!

OPTIONAL READING:

The Wright Brothers' Glider by Gerry Bailey



HIDEAWAYS IN HISTORY

WEEK 33 - WORLD WAR II

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 134-137 - The Great Crash & the Great Depression

God's Wonderful Works | Pages 130 & 131
Hiding God's Word in My Heart | Week 33 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
Page 36 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 138-141 - The Second World War Begins

Hiding God's Word in My Heart | Week 33 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
Page 36 - Even More Detail

On-the-Spot History Fun
OPEN & GO - Activity 42
Practice Bomb Dropping

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 142-145 - Tricks & Deception in War

God's Wonderful Works | Pages 122
Hiding God's Word in My Heart | Week 33 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
Page 36 - Create a Mural Around
Your Submarine

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 146-148 - Holocaust & Hitler

God's Wonderful Works | Have student narrate about how
your eye or ear works
Hiding God's Word in My Heart | Week 33 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
Spend Time in Your Hideaway, narrate about
World War II

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 70 - World War II

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 71 - World War II Submarine

NOTES

TEACHING STRATEGIES:

Day 1: Visit this site again, and when you get there, skip the intro, and press “1935” at the top to visit the Great Depression and decide how to handle two dimes during this great crisis!

Go to: <http://www.usmint.gov/kids/timeMachine/>

Day 3: Visit this site again, and when you get there, skip the intro, and press “1943” at the top to visit World War II and watch as a penny causes trouble for a factory worker’s daughter!

Go to: <http://www.usmint.gov/kids/timeMachine/>

Hideaway in History!

BASIC IDEA: World War II Submarine

Day 4: Spend time in your Hideaway, and tell what you know about World War II.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be a Secret Agent During WWII!

You Wouldn't Want to Work on the Hoover Dam!

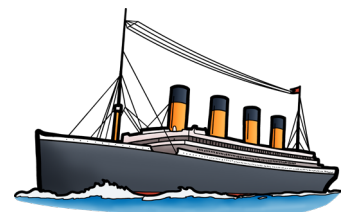
You Wouldn't Want to Be a World War II Pilot!

You Wouldn't Want to Be on the Hindenburg!

OPTIONAL READING:

The Greatest Skating Race: A World War II Story from the Netherlands by Louise Borden

A great story about children who skate to safety in Belgium from a dangerous situation in Holland.
(978-0689845024)



HIDEAWAYS IN HISTORY

WEEK 34 - AFTER THE WARS

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 150-153 - D-Days & the Invasion of France

God's Wonderful Works | Pages 133

Hiding God's Word in My Heart | Week 34 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

Page 37 - Things to Gather & Here's What to Do

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 154-155 - The "A" Bomb & the End of the War

Hiding God's Word in My Heart | Week 34 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

Page 37 - Even More Detail

On-the-Spot History Fun

OPEN & GO - Activity 43

Find WWII Hiding Space

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 156-157 - After Effects of the War

God's Wonderful Works | Pages 134

Hiding God's Word in My Heart | Week 34 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

Page 37 -

Design Paper Rugs to
Sell at the Market

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!

Pages 158-159 - Trouble in the Middle East

God's Wonderful Works | Have student narrate about how
your nose or skin works

Hiding God's Word in My Heart | Week 34 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway

Spend Time in Your Hideaway, narrate what
you know about Muslims

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 72 - After the Wars

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete Page 73 - Muslim Market

NOTES

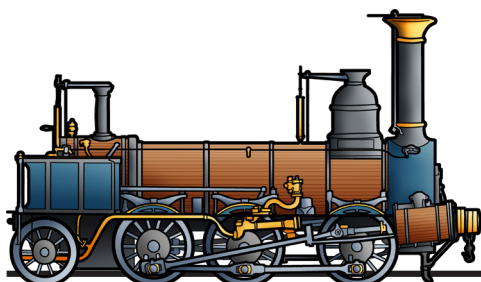
TEACHING STRATEGIES:

Day 4: Play a Muslim matching game online. Go to:
<http://www.islamicplayground.com/scripts/prodView.asp?idproduct=47>

Hideaway in History!
BASIC IDEA: Muslim Market

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the Muslims.

YOU WOULDN'T WANT TO ...
Library Book Suggestion
You Wouldn't Want to Be a Skyscraper Builder!



HIDEAWAYS IN HISTORY

WEEK 35 - THE COLD WAR & CIVIL RIGHTS

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 160-161 - The Cold War

God's Wonderful Works | Pages 135
Hiding God's Word in My Heart | Week 35 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COLD WAR SPACESHIP
Page 38 - Things to Gather & Here's What to Do

On-the-Spot History Fun
OPEN & GO - Activity 44
Future World Mural

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 162- 165 - The 1950's

Hiding God's Word in My Heart | Week 35 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COLD WAR SPACESHIP
Page 38 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 166-169 - The Space Race

God's Wonderful Works | Pages 136
Hiding God's Word in My Heart | Week 35 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COLD WAR SPACESHIP
Page 38 - Create a Control Panel for Your Ship

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 170-173 - The 1960's & John F. Kennedy

God's Wonderful Works | Have student narrate about
Day 6
Hiding God's Word in My Heart | Week 35 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
COLD WAR SPACESHIP
Spend Time in Your Hideaway, narrate about
the Space Race

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

☐ **Journaling** | MYO Hideaway Book

Complete Page 74 - Communism and Civil Rights

COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 75 - Cold War Spaceship

NOTES

TEACHING STRATEGIES:

Day 1: Find out what people in the 1950's thought the future would be like! Go to: <http://pbskids.org/wayback/future/index.html>

Day 2: Your student may like to use the coloring and activity pages on space exploration at <http://space.about.com/library/weekly/blactivity.htm>

Day 4: Head to this site to find out even more about the struggle for civil rights. Go to: <http://pbskids.org/wayback/civilrights/index.html>

Day 4: Visit this site again, and when you get there, skip the intro, and press "1956" at the top to visit the Civil Rights Era, and find out how walking is better than running when it means you're standing up for your rights! Go to: <http://www.usmint.gov/kids/timeMachine/>

Hideaway in History!

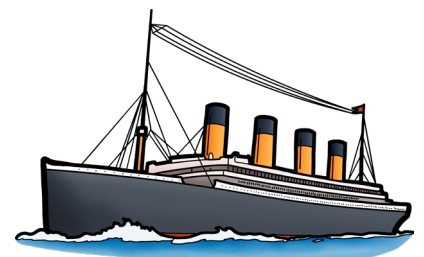
BASIC IDEA: COLD WAR SPACESHIP

Day 4: Spend time in your Hideaway, and narrate to a parent what you know about the Space Race.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Be on Apollo 13!



HIDEAWAYS IN HISTORY

WEEK 36 - A NEW DAY FOR FREEDOM

DAY 1

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 174-177 - The Civil Rights Movement

God's Wonderful Works | Pages 137 & 138
Hiding God's Word in My Heart | Week 36 - Day 1

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BERLIN WALL
Page 39 - Things to Gather & Here's What to Do

On-the-Spot History Fun
OPEN & GO - Activity 45
Civil Rights Poster

DAY 2

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 178-179 - The End of the Cold War

God's Wonderful Works | Pages 139
Hiding God's Word in My Heart | Week 36 - Day 2

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BERLIN WALL
Page 39 - Even More Detail

DAY 3

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 180-181 - Computers, Internet & Communications

God's Wonderful Works | Pages 140
Hiding God's Word in My Heart | Week 36 - Day 3

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BERLIN WALL
Page 39 - Have Fun Adding Graffiti of Your Own

On-the-Spot History Fun
OPEN & GO - Activity 46
Start History Journal

DAY 4

Read & Discuss

Let's Hideaway in the Era of Industry and Information!
Pages 183-184 - Review

God's Wonderful Works | Narrate about Day 7 & what they enjoy about their weekly "rest day"
Hiding God's Word in My Heart | Week 36 - Day 4

ACTIVITY OPTIONS

Hole Up in a Homemade Hideaway
BERLIN WALL
Spend Time in Your Hideaway, narrate about Berlin Wall, Communism

INDEPENDENT STUDY

COMPLETE THESE DAY 1:

COMPLETE THESE DAY 2:

COMPLETE THESE DAY 3:

- ☐ **Journaling** | MYO Hideaway Book Complete 76 - A New Day for Freedom

COMPLETE THESE DAY 4:

- ☐ **Journaling** | MYO Hideaway Book Complete 77 - Berlin Wall

NOTES

TEACHING STRATEGIES:

Day 1: Find out more about nuclear power by watching videos at <http://www.neok12.com/Nuclear-Power.htm>.

Day 2: Try this game that will help you learn about transportation in America. Go to: <http://www.americanhistory.si.edu/onthemove/games/>

Day 4: Print and read through the pages at this website to find out more about what helps kids be inventive. These ideas can help your little learner to become more imaginative and have the freedom to experiment and try new things. It's a great way to kick off his or her future! <http://inventionatplay.org/iapfamilyguide.pdf>

Hideaway in History!

BASIC IDEA: Berlin Wall

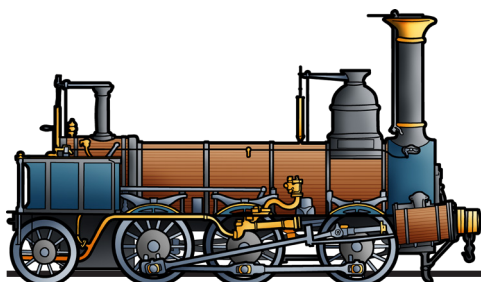
Note: You can re-use boxes from Week 3 this week.

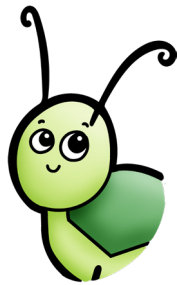
Day 4: Spend time in your Hideaway, and narrate to a parent what you know about Communism and the Berlin Wall.

YOU WOULDN'T WANT TO ...

Library Book Suggestion

You Wouldn't Want to Climb Mount Everest!





Appendix 1:

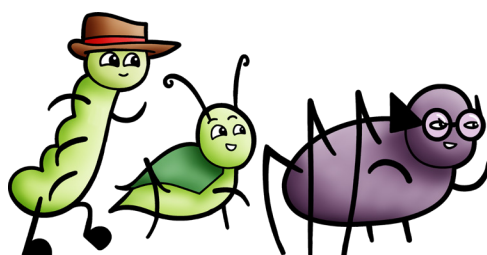
Additional Optional Reading



How to Use the Optional Additional Reading List

Each week this year, you will see a section devoted to “Recommended Reads,” this section lists books that could be added to your study. These titles are well illustrated with lots of information, while others are fun stories about the people or place they are learning about that week, and some are fun activity/craft books that would really enrich your study. These books typically have many illustrations and be a great companion to what you’re studying each week. We recommend you get these at your local library, or search for similar titles.

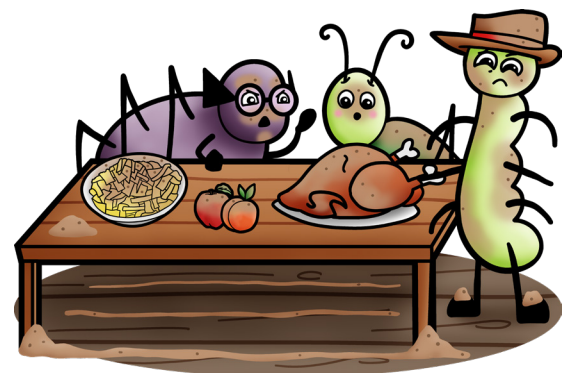
Recommended Reading	Author	ISBN
1: True Story of Noah’s Ark	Tom Dooley	978-0890513880
2: Hieroglyphs	Joyce Milton	978-0448419763
3: Your Life as a Pharaoh in Ancient Egypt	Jessica Gunderson	978-1404877443
4: You Wouldn’t Want to be an Assyrian Soldier	Rupert Matthews	9780531187272
5: You Wouldn’t Want... Alexander’s the Great’s Army	Jacqueline Morley	978-0531123904
6: If I Were a Kid in Ancient Rome	Cobblestone Pub.	9780812679304
7: You Wouldn’t Want to Live in Pompeii	John Malam	978-0531169001
8: You Wouldn’t Want to be a Roman Soldier	David Stewart	978-0531124482
9: You Wouldn’t Want to be a Crusader	Fiona MacDonald	978-0531123928
10: Your Life as an Explorer on a Viking Ship	Thomas K. Troupe	978-1580137966
11: A Year in a Castle	Rachel Coombs	978-1580137966
12: You Wouldn’t Want to Live in a Medieval Castle	Jacqueline Morley	978-0531219133
13: If I Were a Kid in Ancient China	Cobblestone Pub.	978-0812679311
14: Beatrice’s Goat	Paige McBrier	978-0689869907
15: Columbus’s Chart	Gerry Bailey	978-0778737087
16: You Wouldn’t Want to be Sir Isaac Newton	Ian Graham	978-0531230404
17: Shakespeare’s Quill	Gerry Bailey	978-0778737131
18: You Wouldn’t Want to Live in the Forbidden City	Jacqueline Morley	978-0531187494
19: The Pilgrim’s First Thanksgiving	Ann McGovern	978-0590461887
20: Russia ABCs	Ann Berge	978-1404803602
21: Sitting Bull’s Tomahawk	Gerry Bailey	978-0778737148
22: You Wouldn’t Want... in the French Revolution	Jim Pipe	978-0531139271
23: Moonbeams, Dumplings & Dragon Boats	Nina Simonds	978-0152019839
24: You Wouldn’t Want to Be a 19th... Coal Miner	John Malam	978-0531169964
25: You Wouldn’t Want to Live in a Wild West Town	Peter Hicks	978-0531238578
26: Queen Victoria’s Diamond	Gerry Bailey	978-0778737193
27: Thomas Edison for Kids(Kindle Version)	Jacob Smith	B00J27FZPM
28: When Jessie Came Across the Sea	Amy Hest	978-0763612740
29: Kangaroos	Sara Louise Kras	978-1429638661
30: Your Life as a Pioneer on the Oregon Trail	Jessica Gunderson	978-1404872509
31: Henry Ford: Big Wheel in Auto Industry	Mike Venezia	978-0531213353
32: The Wright Brothers’ Glider	Gerry Bailey	978-0778737155
33: The Greatest Skating Race	Louise Borden	978-0689845024
34: You Wouldn’t Want to Be Skyscraper Builder	John Malam	978-0531210482
35: Martin Luther King’s Microphone	Gerry Bailey	978-0778737117

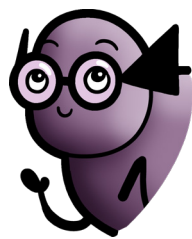


Alternatively, You Could Focus on the “You Wouldn’t Want to Be...” Series

These titles are also available at libraries.

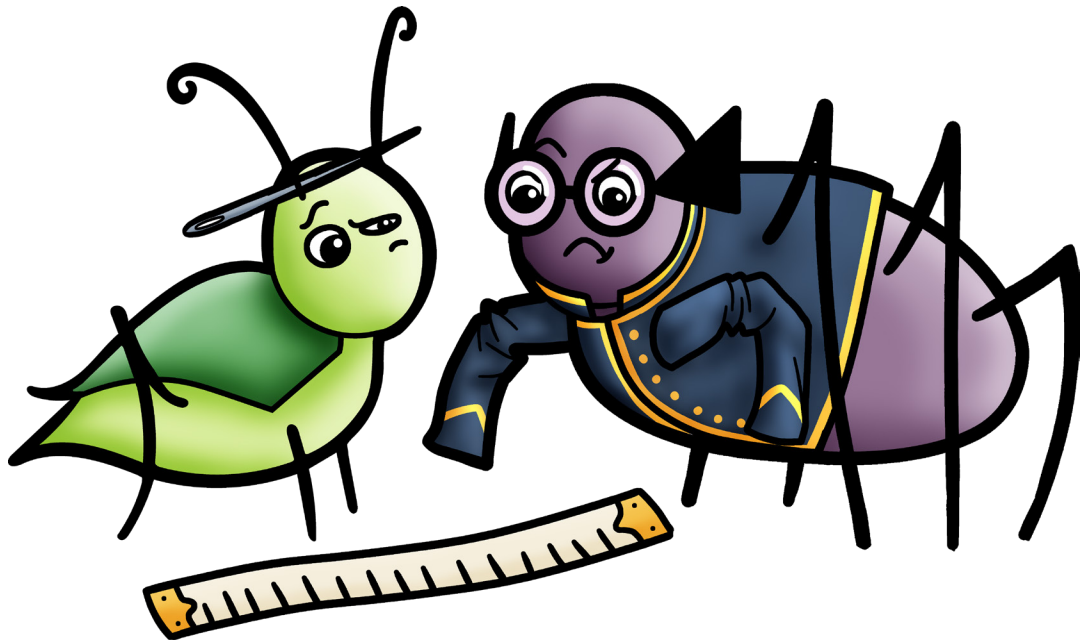
Wk	Title	
1:	Be a Sumerian Slave	21: Be at the Boston Tea Party
2:	Be a Pyramid Builder	OR, Explore with Lewis & Clark
	OR, Make It Work! Ancient Egypt	OR, Your Life as a Private on L & C Exped.
3:	Be a Worker on the Great Wall	22: None This Week
4:	None This Week	23: Be on a 19th Century Whaling Ship
5:	Be a Greek Athlete	24: Sail on an Irish Famine Ship
6:	Be a Roman Gladiator	25: Be a Pirate’s Prisoner
7:	None This Week	OR, Be American Pioneer
8:	None This Week	26: Travel with Captain Cook
9:	None This Week	27: Be a Civil War Soldier
10:	Be a Viking Explorer	OR, Be a Nurse During the Amer. Civil War!
11:	Be a Medieval Knight	28: Sail on an Irish Famine Ship
12:	None This Week	29: Work on the Railroad
13:	Work on the Great Wall of China	OR, Koalas
14:	Be in a Medieval Dungeon	OR, Platypuses
	OR, Africa is Not a Country	OR, Wombats
15:	Sail with Christopher Columbus	30: Be a Pony Express Rider
	OR, Explore with Sir Frances Drake	31: Be a Victorian Mill Worker
16:	None This Week	OR, Be on the First Flying Machine
17:	Sail in the Spanish Armada	OR, Be a Victorian Servant
	OR, Be a Shakespearean Actor	OR, Work on the Brooklyn Bridge
	OR, Be Married to Henry VIII	32: Be a Polar Explorer,
	OR, Be Ill in Tudor Times	OR, Be a Suffragist
18:	Be a Cabin Boy on a Pirate Ship	OR, Meet a Typhoid Mary
19:	Sail on the Mayflower	33: Be a World War II Pilot
	OR, Be an American Colonist	OR, Work on the Hoover Dam
20:	Be an 18th-Century British Convict	OR, Be a Secret Agent During World War II
	OR, Your Life as a Settler in Colonial America	OR, Be on the Hindenburg
		34: None This Week
		35: Be on Apollo 13
		36: Climb Mount Everest





Appendix 2:

Teaching Helps



Teaching Sheet 2: Colonizing Africa

As you work through today's lesson, discuss how Africans must have felt when Europeans started taking over their country as if they had a right to own it themselves. Help your student to understand this by using his bedroom as an example - what if someone came in and changed everything, started living in the room, and started ordering him around? Afterwards, have students color this map of Africa, with your help, using what you learned in the lesson and a good map of Africa or globe.

Color possessions held by each country with these colors:

France - blue
Germany - green

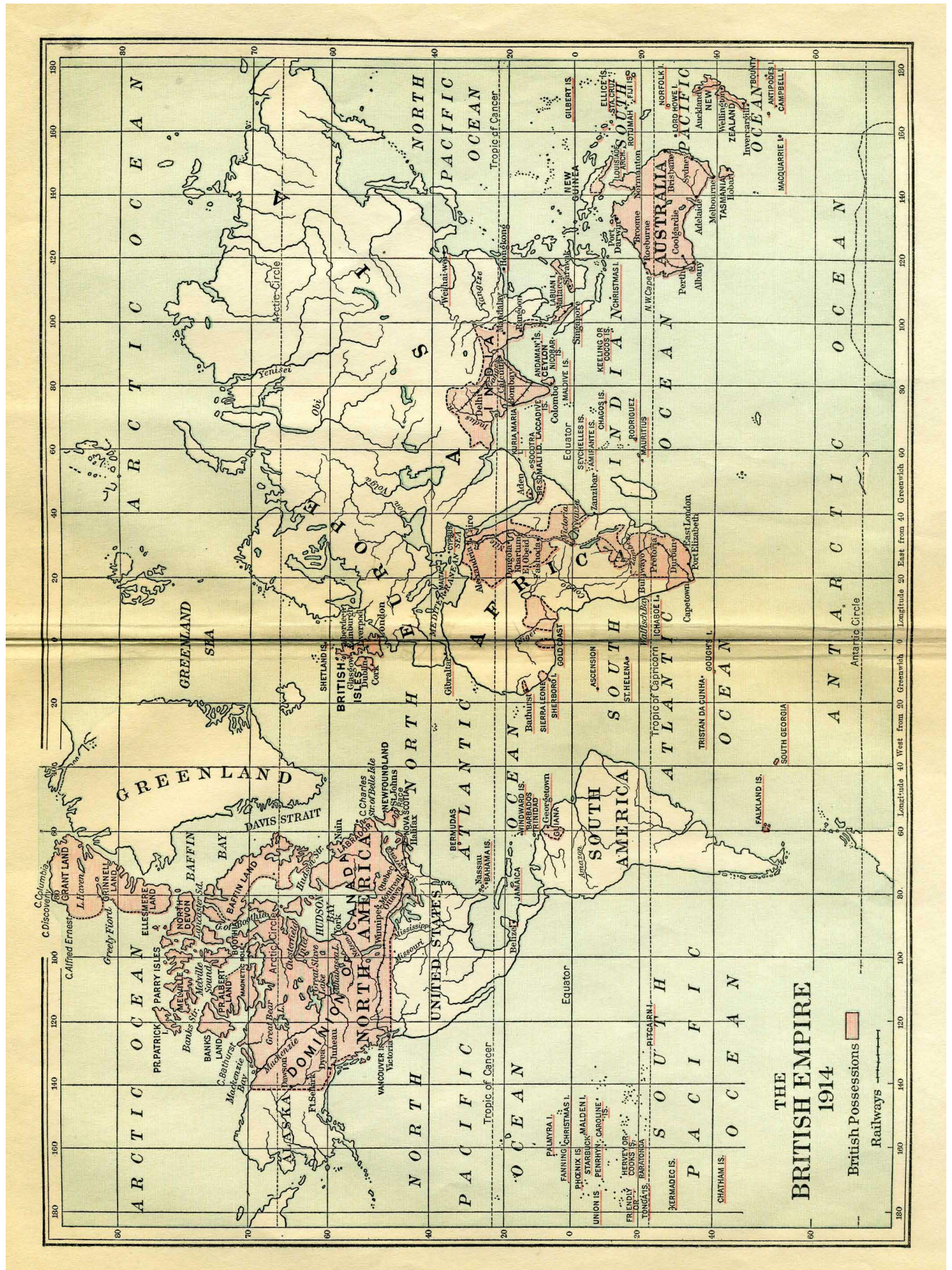
Portugal - light blue
Italy - teal blue-green

Belgium - brown
Liberia & Ethiopia - gray

Britain - pink
Spain - orange











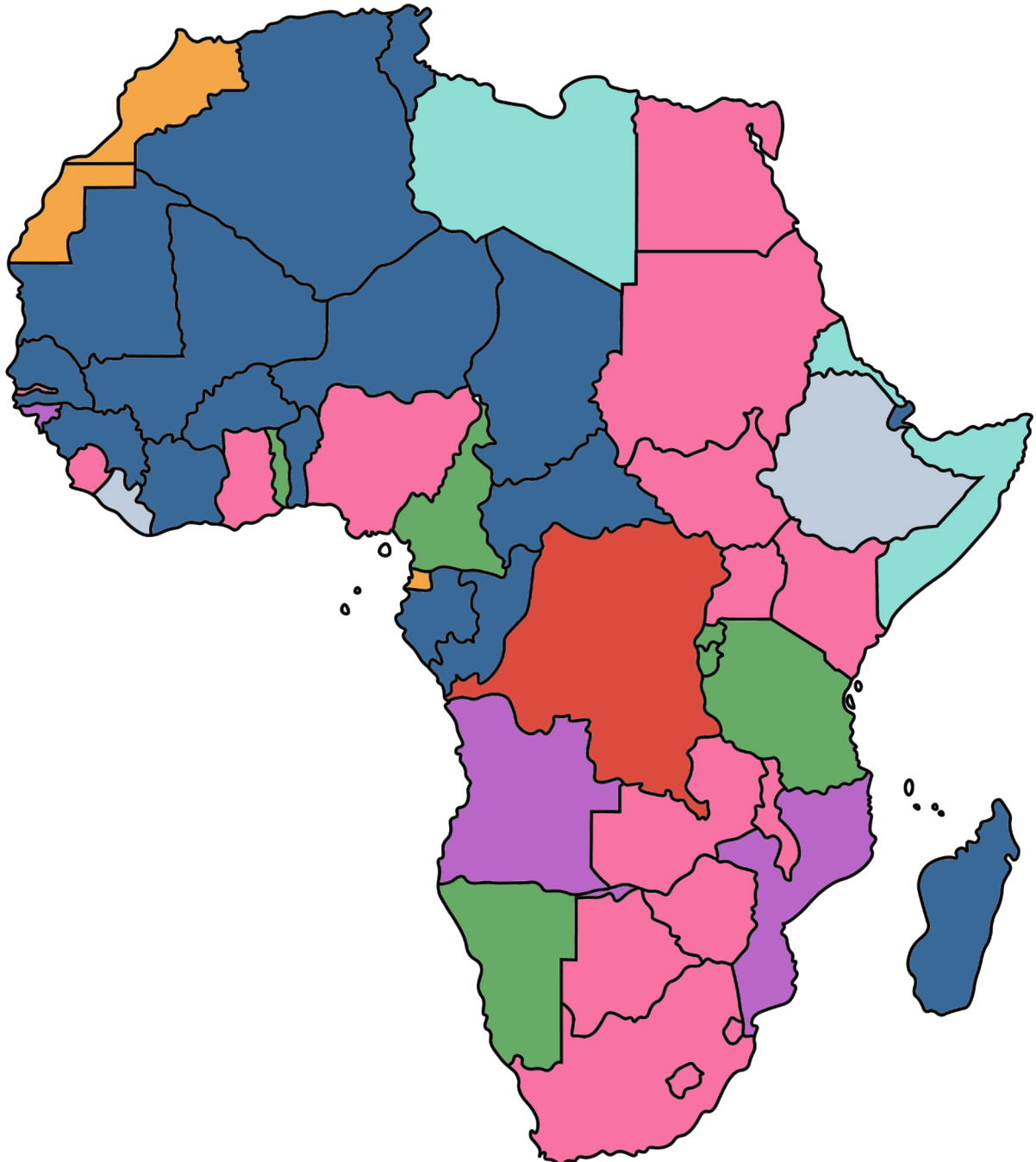
Teaching Sheet 3: British Empire in 1897 - Use with Teaching Sheet #1



Teaching Sheet Answer Key

Teaching Sheet 2:

 France	 Germany	 Italy
 Britain	 Belgium	 Independent
 Portugal	 Spain	



Make-Your-Own Hideaways Book

Be Right There
in History!



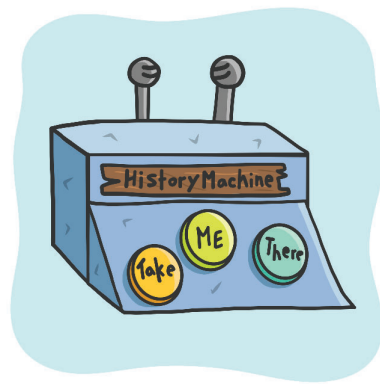
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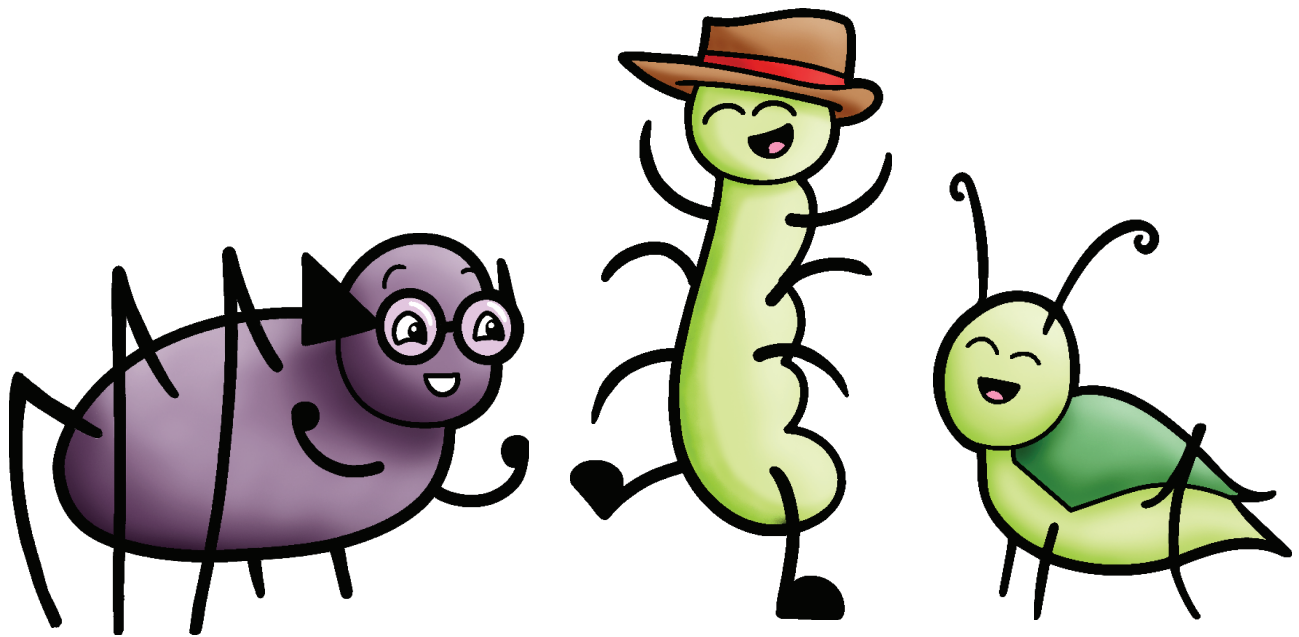
Ebook Version Printing Instructions:
Print double-sided in color and hole-punch or bind on the left side.

Printed Version: This resource is consumable and may not be copied.

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Make-Your-Own Hideaways Book



WinterPromise

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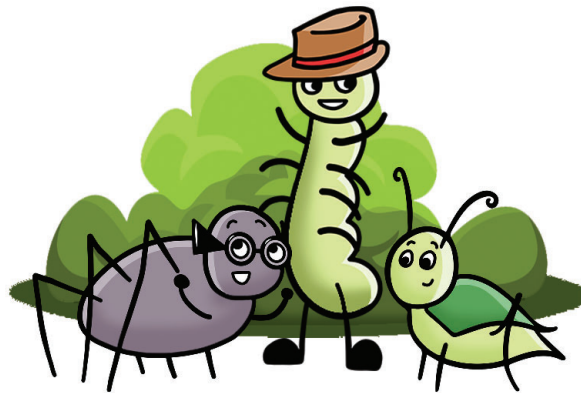
Ebook Version Printing Instructions:

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Join Us at Each Stop in History!

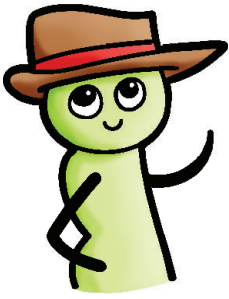


You've Got a Job to Do!

You will travel along with Sticky, Chirp, and I -- Indiana Sticksenstones -- to places throughout history. Then, each week, you can report on what you've learned in this notebook. You can add drawings of your findings at each stop, along with other facts you'll need to "dig up" and discover!

You'll also be re-creating various homes, buildings, and other places in your own unique Hideaways each week. Photograph yourself with these Hideaways as proof you've traveled around the world!

Complete each page carefully and report as much as you can! We'll be looking forward to seeing your final report!



How to Use This Resource

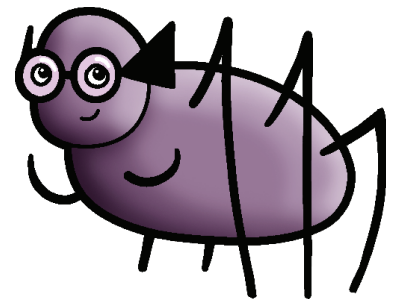
Weekly Work

Each week your student will complete two pages; one page is the “Stop in Time” page that has students writing, drawing, and other activities. The other page is a “Hideaway Frame” page, designed to be a nice way for students to save pictures of themselves with their “Hideaway” that week.

“Stop in Time” Pages

The “Stop in Time” pages offer a few different activities to complete. Here’s a sampling of the types of activities they will encounter:

- Pictures to draw or finish
- Boxes with short words to read and illustrate
- Seek and find items in pictures
- Circle the right answers
- Retell stories
- Recipes to make and try
- Websites or online “print-and-makes”
- Read historical facts
- Simple map activities
- Pictures to color
- Historical objects to draw
- “Imagine If ...” questions
- Seek and find activities around the house



Students will also have full-color pictures to cut out and paste in these pages. These full-color pictures are in the back of this resource. This activity provides important practice using scissors. Please allow your student to do most of the cutting, if possible. Scissors are an important tool to master, and this is a great time to start practicing with them. The pictures are labeled so they can be matched up with the spot into which they are to be pasted. We recommend using glue sticks for glueing in these pictures.

“Hideaway Frame” Pages

These pages are provided so your student can keep a nice copy of a picture of himself with his hideaway -- or inside it! Please plan to take pictures of your student that can be printed and kept each week. This will also help when you have to start getting rid of some of the hideaways. These pages have plenty of room below the frame to include remarks or special memories!

Helps for Your Student

The “Encyclopedia of World History” will be an important part of helping your student complete some pages, as they may be asked to draw something similar to illustrations in this resource. This book is a book recommended to add to your main study, and it will help them to reproduce items which may not be entirely familiar to them.

Meeting First Peoples


Your very first stop will be back into history before much history was written down. You'll visit people whose homes were fairly primitive structures and who recorded their lifestyles in caves. You also meet people in Mesopotamia, including the Sumerians, Babylonians, and Assyrians.

Your tasks in Mesopotamia:

Draw a picture of a house you see in your travels.

rug

Create your own pictogram of a rug.
Can you read the word *rug* above?



Wheels were invented about 3500 BC!
Where is the wheel in the picture above?
What is the wheel a part of?
How do you think early people used wheels?

STONEHENGE

Paste
Stonehenge
Here

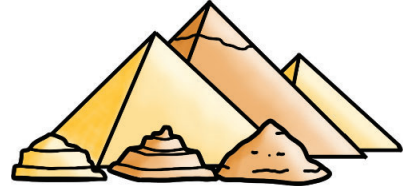
Remember that the Babylonians invented the twelve-month year, the twenty-four hour day and the sixty-minute hour.
Glue in a picture of Stonehenge, an ancient monument in England that is suspected to be a large calendar that keeps track of time.

My Hideaway: Cave with Paintings



Building Pyramids in Egypt

Your next stop will take you to the incredible land of Egypt. You'll see incredible land marks such as pyramids, tombs, and temples. You also learn about hieroglyphs and the Israelites.

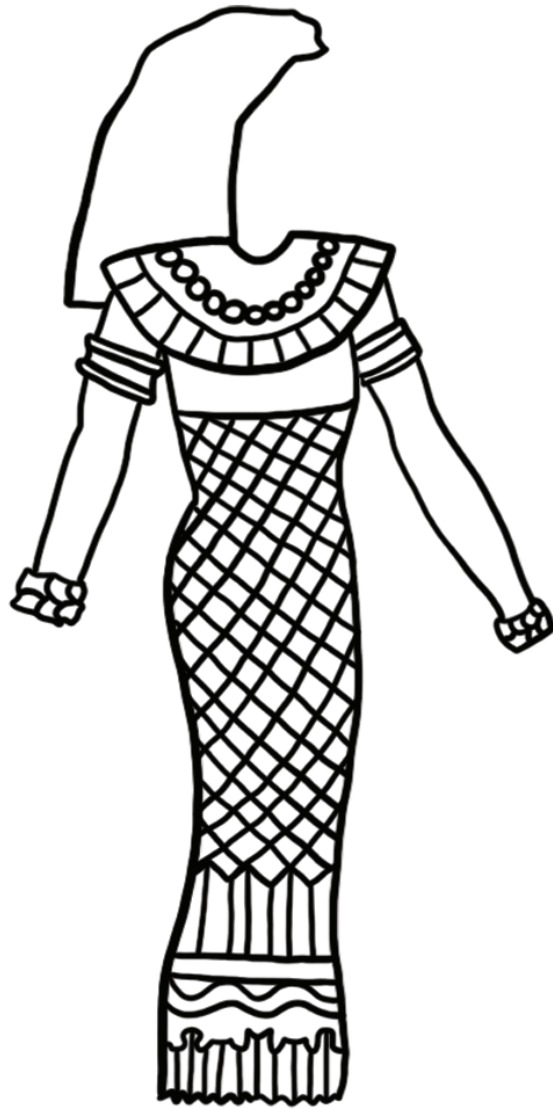


Your tasks in Egypt:

Draw a picture of a temple or monument you see in the land of Egypt.

Paste
Tut's Golden Mask
Here

This is King Tutankhamun's Golden Mask. King Tut's tomb was found in the early 1900's by a treasure hunter named Howard Carter. He found Tut's tomb with all its treasures still there.



Draw in this
Egyptian woman's
face, hands, and feet.

My Hideaway: Egyptian Pyramids



Color Pictures to Cut & Paste

STONEHENGE



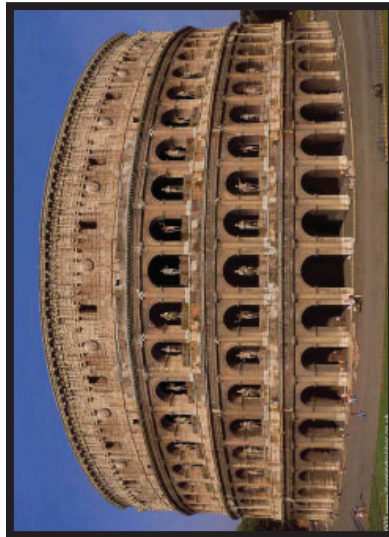
GREAT WALL OF CHINA



TUT'S GOLDEN MASK



THE COLOSSEUM



SPARTAN HOPLITE SHIELD



CELTIC HOUSE



ROMAN FORT



On-the-Spot History Fun



WinterPromise

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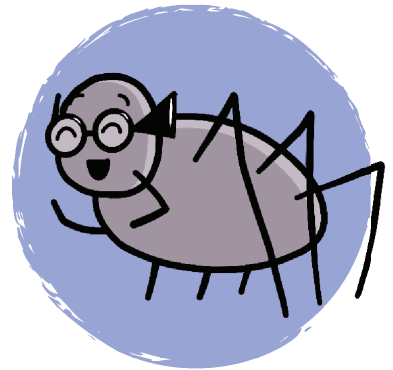
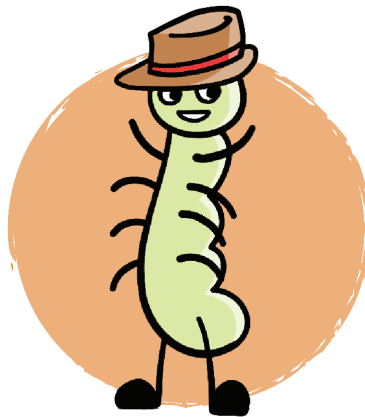
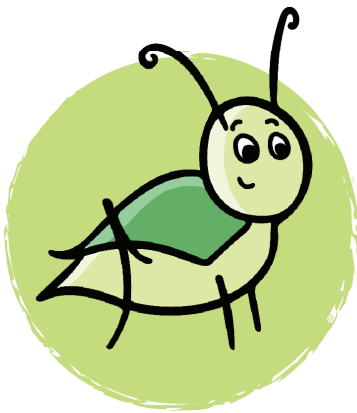
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On-the-Spot History Fun



WinterPromise

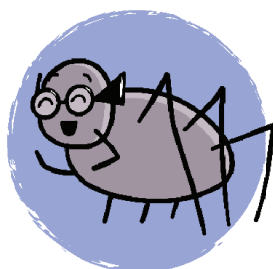
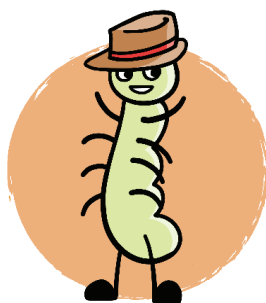
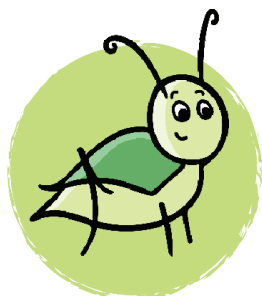
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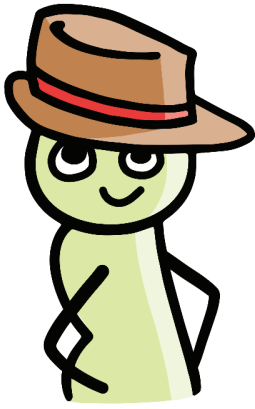
Ebook Version Printing Instructions:

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How to Use This Resource

This resource is filled with fun experiences to help your young student understand the abstract concept of time and long ago that is so essential to understanding our world. Each activity will help your student imagine a life that is very different from their own experiences and give them a way to create part of that reality in their mind.

Each activity is structured in much the same way. You are given materials to help your student hear about different times and places, see some of what is talked about, talk over the concept presented, and complete an activity that will imprint it on your student's mind. Each step is designed for children to grasp abstract principles by starting from something they know, and working toward something that they do not know. Here's what to do for each step:

LEARN:

Read this passage aloud to your student, pausing to explain anything that seems to puzzle them. Take time to make sure they understand what you have read by asking an open-ended question that will help them narrate back to you part of what they heard. This will not only help them to listen intently to what you are reading, but also to remember what you are saying and to build a habit of narrating back.

SEE:

Show your student any pictures or illustrations that are included in the text. Take a few moments to experience the pictures with your student, by asking what they see, what they do or do not recognize, etc.

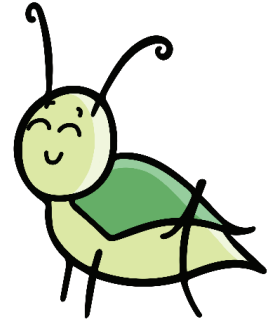
TALK:

Additional questions about the pictures or passage are included to help you with a short discussion time with your student.

ON-THE-SPOT ACTIVITY:

Here you will find a list of the supplies you'll need, along with instructions you can read aloud to your student. Be sure to read all of the instructions before your student begins. This will teach the importance of reading all instructions ahead of time and help him to better follow them. Although you may not encounter every step in every activity, your young learner should learn not only about the events, but also understand how they relate to their lives or other events using these tools. We hope you have a great year!

Supplies List



Supplies We Assume You Have:

As we've compiled the list of things you'll need, the following are supplies we assume you have:

- Typical art supplies such as crayons, markers, transparent tape, basic paint colors, glue
- Typical tools such as scissors, stapler, hammer, geometric compass for drawing circles,
- Plain white paper
- Light cardboard
- Construction paper
- Colored paper
- Posterboard

Needed Supplies, Listed by Activity

(None means no supplies, or no supplies except assumed art supplies above.)

- 1 - Plain roll of brown paper, or white back of inexpensive wrapping paper, etc.
- 2 - 5 sheets of white cardstock and pictures of favorite family times or family members, etc.
- 3 - A roll of toilet paper and a favorite doll, stuffed animal or even a sibling who is willing
- 4 - A special family heirloom that has a story behind it that you can share aloud
- 5 - Sculpey clay and a craft (popsicle) stick
- 6 - None; a trip to the library as a field trip
- 7 - Sand, a shallow cookie sheet or baking pan with sides, and a blindfold
- 8 - A plain, flat sheet (it will not be cut), large safety pins, and (optional) a cord or fabric for a belt
- 9 - None
- 10 - A white piece of posterboard
- 11 - None
- 12 - A book
- 13 - Various supplies for a soldier's care package
- 14 - None
- 15 - None
- 16 - 6 cups of sand, 1 cup of paper paste or glue, various containers, such as plastic cups, tin cans, small plastic toy containers, etc., and a piece of cardboard on which to build the model
- 17 - None
- 18 - A copy of the tangram in this activity
- 19 - None
- 20 - A bag of M&Ms candies, two dice, a medium-sized bowl, a scrap of cloth, such as a dishcloth or washcloth or dark handkerchief, and the game board & helps for this activity
- 21 - A copy of the design for this activity
- 22 - None
- 23 - Twenty pennies
- 24 - A shallow cardboard box or a shallow cooking pan that can be used temporarily, a fork and or/ an old toothbrush, interesting looking stones, sand
- 25 - None

- 26 - One pound coffee can and one pound box of baking soda
- 27 - Small building blocks, such as Legos
- 28 - 4 drops of onion juice, 4 drops of lemon juice, and a pinch of sugar
- 29 - 2 cups of flour and two teaspoons of salt
- 30 - None
- 31 - Various obstacles, either outdoors or inside
- 32 - Print out an online dragon
- 33 - None
- 34 - None
- 35 - Digital camera or any kind of camera
- 36 - None
- 37 - Small notebook & timer
- 38 - None
- 39 - None
- 40 - None
- 41 - Various food items - see activity itself for details
- 42 - Paper or plastic cups and some kind of round candy, such as jawbreakers, or cereal puffs
- 43 - None
- 44 - Plain roll of brown paper, or white back of inexpensive wrapping paper, etc.
- 45 - None
- 46 - Notebook

Needed Supplies, Listed in “Shopping List Style” to Print

PAPER

Plain roll of brown paper or white back of inexpensive
wrapping paper - for 2 mural activities
White cardstock - 5 sheets
Notebook - 2
1 cup of glue

CRAFT & OTHER SUPPLIES

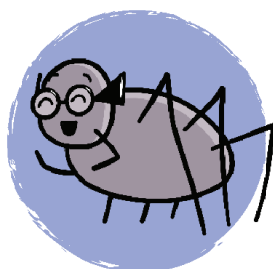
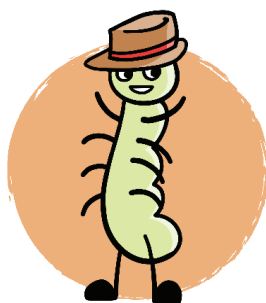
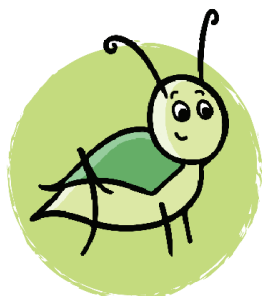
Sculpey clay
Popsicle stick - several
Sand - plain preferred (1 sandbox bag)
Bag of M&Ms candies
Round candy or cereal puffs
Interesting-looking stones
1 pound box of baking soda
onion juice
lemon juice
Various supplies for a soldier's care package
Various food items for activity #41

PHOTOCOPIES/PRINTING

A copy of the tangram for activity #18
Game board & helps for activity #20
A copy of the design for activity #21
Print online dragon for activity #32

THINGS AROUND THE HOUSE

pictures of favorite family times
doll or sibling to mummy wrap
special family heirloom w/ a story
shallow cookie sheet with sides
blindfold
plain, flat sheet (won't be ruined)
large safety pins
optional cord or fabric for a belt
book
plastic cups, tin cans, other containers
two dice
medium-sized bowl
scrap of cloth and dishcloth
twenty pennies
shallow cardboard box or pan
fork and/or old toothbrush
one-pound coffee can
building blocks like Legos
sugar, flour, salt
various obstacles, inside or out
digital camera or other camera
timer
paper or plastic cups
roll of toilet paper



ON

THE

SPOT

History

Activity

#1 – Ancient Peoples Mural

LEARN:

Many ancient civilizations left a written record of their lives and culture. Some, like the Egyptians, created wall murals that showed what they did each day: what they ate, what they did for fun, how they worked, and what they believed was important, especially what they believed about their god or gods. In some ways our lives today are very much like people who lived long ago - we still enjoy eating great foods, playing games, spending time with family and taking care of our homes. In other ways, our lives are very different -- we dress in different clothes, build new types of houses, and each foods (like Twinkies) that people long ago could never have imagined.

SEE:

See these wall paintings from Lascaux Cave in France.

TALK:

Take time to talk over with your student what these pictures show:

What animals lived at this time?

What animals did people hunt?

What games did they play?

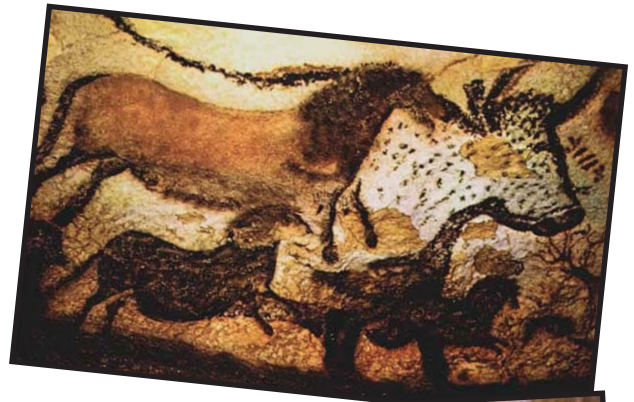
ON-THE-SPOT ACTIVITY:

Supplies:

plain roll of brown paper, or
white back of inexpensive
wrapping paper, etc.
colored markers

Instructions:

Now it is time for you to create your own wall mural. You can either create ancient wall art that looks something like what you have seen, or you can create a wall mural that tells about a day from your own life. In your mural, be sure to add drawings that show: foods, animals, clothes, daily activities, work, worship (if you'd like) and other important people. Before you begin, write out or draw simple pictures on a plain piece of paper what you'd like to include. Planning ahead will help you use your space. You may want to divide your mural into boxes and put a different scene in each box. Tape the paper up on the wall, and use what you've written or drawn on your small paper to create a "history spot" all your own!



ON

THE

SPOT

History

Activity

#2 – Personal Egyptian Pyramid

LEARN:

Ancient Egyptians used pyramids as an elaborate burial place for their dead. On the inside of the pyramid, the Egyptians carved hieroglyphics -- picture-like writing that served as the ancient Egyptian's written language. On many walls inside of the pyramid were stories about the person who died, his family, life and accomplishments. By writing down these stories and facts, the Egyptians hoped their dead would be able to live forever.

SEE:

Take a look at this picture of hieroglyphics in burial places.

TALK:

Take time to talk over with your student what this picture shows:

How important do you think it was to people that their burial place be prepared when they died?

What stories do you think are told by these hieroglyphics?

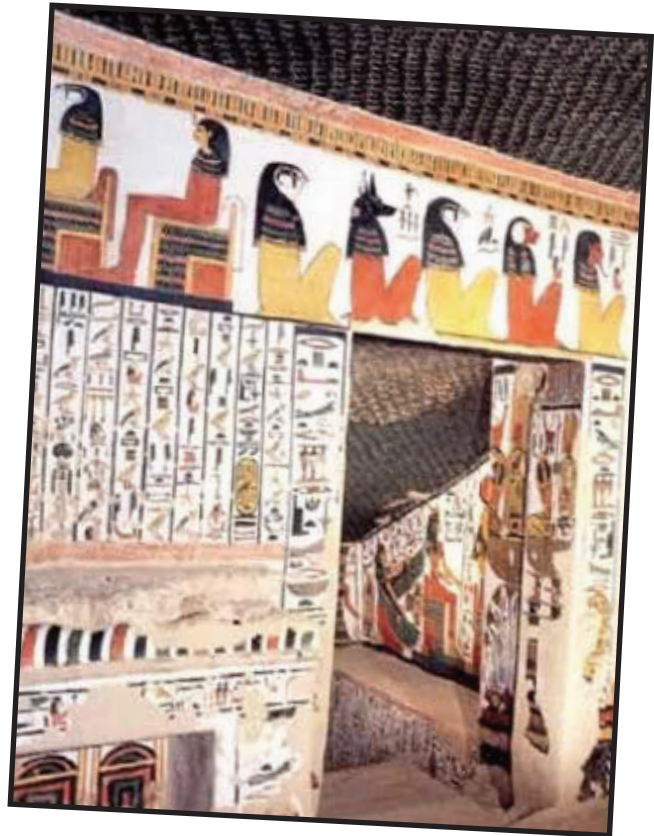
ON-THE-SPOT ACTIVITY:

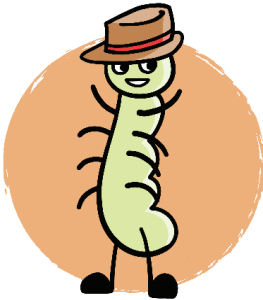
Supplies:

5 sheets of white cardstock
pictures of favorite family times or family members, etc.

Instructions:

You can create your own pyramid. Cut four triangles out of the white cardstock, using the 8.5" side as is for the base, and cutting out the two sides, which are each 9.5 inches long. Then, cut the fifth sheet of cardstock into a square of 8.5" on each side. Place all four triangles on a work surface, and color the sides as if they are the outside of the pyramid, outlining stones and perhaps coloring them in with a sandy color. If you want to get a little fancier, you could use a small rectangle from a sponge to dip in paint to paint bricks side by side. When they're done, turn them over so the white side is facing up and mark the triangles as A, B, C and D. Tape the 9.5 inch side of A to the 9.5 inch side of B, then tape B to C and C to D. Do NOT tape D to A, as you will leave this side open so you can see inside, but be sure D is fastened securely to C so that it can open like a door.. Next, cover the inside of the pyramid (the white side), with pictures of the student's life or allow them to draw in scenes from their lives. When the inside is complete, stand the triangles up and circle them together so that A meets B, with the white side on the inside. Then, tape the bottom of the pyramid (you've formed to the square cardstock piece sides A, B & C, but NOT D!) . You can peek inside by opening up Side D.





ON

THE

SPOT

History

Activity

#3 - Make Your Own Mummy

LEARN:

Ancient Egyptians felt that mummifying their dead would allow them to live again in another life. They carefully prepared bodies so that the dead would be able to live well. This often meant bodies were buried with items people felt they would need in the next life, such as furniture, jewels, or even toys!



SEE:

You can see in these pictures how Egyptians wrapped the body in linen, carefully keeping each part wrapped so that the body would not be damaged (above). Spices and other preserving agents were a part of the wrapping process, and a waiting period allowed the body to mummify. After mummification, they placed the body in a sarcophagus (below). The sarcophagus was sometimes decorated with vibrant colors, showing how the person looked in life.

TALK:

Take time to talk over with your student beliefs about mummification:
Why did the Egyptians think making mummies was important?
What did they try to take with them to their next life?
Then, discuss what you believe about life and death.

ON-THE-SPOT ACTIVITY:

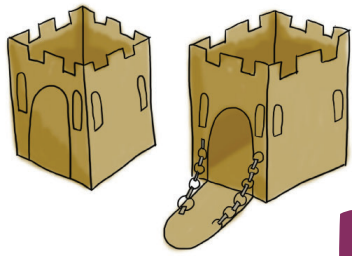
Supplies:

- a roll of toilet paper
- a favorite doll, stuffed animal or even
- a sibling who is willing

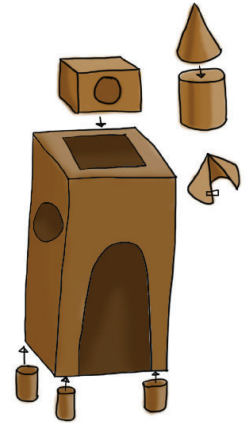
Instructions:

You can create your own mummy by carefully wrapping a doll, stuffed animal or even another person in paper. (See picture to the right!) Be sure to leave openings in the wrappings at the mouth and nose, if you are using a person! Carefully wrap around arms and legs, just as the Egyptians would have.





Hole Up in a Homemade Hideaway



Re-Create History in
Amazing Play Spaces!

WinterPromise

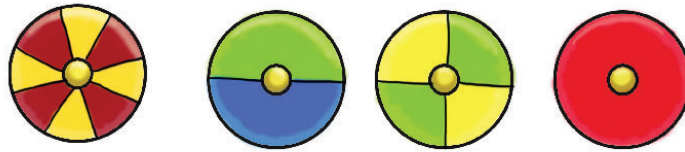
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Hole Up in a Homemade Hideaway!



Each week this year, we have planned a fun hideaway for your students to enjoy! These hideaways are like “Playing Tent,” but the suggestions we give allow you to direct the fun in a way that’s educational and helps students really learn about the places and times they are studying.

As you plan your Hideaways this year, please keep your expectations realistic. Though we have provided suggestions for a Hideaways for every week of the year, we simply do not expect that families are going to complete them at that pace. It would be more realistic to plan to do one every other or every third week, unless you complete quite a few of them with the “simplified” suggestions.

The planning guide for the hideaways in this resource is in your Hideaways in History Guide.

This resource gives all the detail on how to create each week’s hideaway, with fun pictures to fire up your imagination.

Remember, you’ll want to take pictures of each hideaway you create, so you can paste it into your student’s “Make-Your-Own” Hideaway Book. You may also want to take pictures of your students “in process” of creating their hideaway, and specific pictures of fun details they added themselves, so they can remember.

But above all -- HAVE FUN!

Supplies You'll Need



As you plan your Hideaways this year, please keep your expectations realistic. Though we have provided suggestions for a Hideaways for every week of the year, **we simply do not expect** that families are going to complete them at that pace. It would be more realistic to plan to do one every other or every third week, unless you complete quite a few of them with the “simplified” suggestions. **See the Hideaways Guide for more specific ideas in getting boxes.** Walmart.com does have quite a few boxes in stock that can be shipped to your local store for free pickup.

IMPORTANT NOTE: Large boxes are appliance-type boxes available at appliance stores. If you don’t have the “LARGE” boxes needed for some of the Hideaways, for weeks that list them, we’ve also included alternate Hideaways ideas using different, more available resources. Decide which you will do or will not do, and adjust any box needs mentioned below accordingly.

Wk	Hideaway	Box Needs	Wk	Hideaway	Box Needs	ADDITIONAL SUPPLIES:
1:	Cave with Paintings	None	22:	Palace at Versailles	2-3 medium (Re-use in Wk 31)	<ul style="list-style-type: none">• FOR ADULT USE ONLY: utility knife/scissors to cut boxes• table, such as a kitchen table or sturdy folding table• extra cardboard pieces• heavy packing tape or duct tape• blankets, comforters, and/or bed-sheets• laundry baskets or large storage tote boxes• pillows• 10-12 empty gift wrap rolls• large bowl or saucer sled• newspapers• long pole such as a broom handle closet bar, or shower curtain bar• a few cereal boxes• rope• brown lunch bags
2:	Egyptian Pyramid	1 large & 1 small	23:	Chinese Junk	2 medium	
3:	Great Wall of China	3 medium (Re-use Wks 6 & 36)	24:	19th-Century Coal Mine	None	
4:	Arctic Igloo	None	25:	Western Boomtown	1 large	
5:	Greek Trojan Horse	1 medium & 1 small		General Store	(Re-use in Wk 29)	
6:	Roman Gladiator Arena	Re-use Wk 3 boxes	26:	Big Ben Clock Tower	2 medium	
7:	Christian Catacombs	None	27:	Civil War Army Housing	None	
8:	Celtic Chariot	1 medium	28:	Irish Hovel	Re-use Wk 12 box	
9:	Muslim Mosque	None	29:	Australian Bank	Re-Use Wk 25 box	
10:	Viking Longhouse	Re-use Wk. 2 box	30:	Covered Wagon	1 medium	
11:	English Castle	1 large & 1 medium (Re-use in Wk 15)	31:	China's Forbidden City	Re-use Wk 22 boxes	
12:	Tudor Merchant Shop	1 large (Re-use Wks 16 & 28)	32:	World War I Bunker	None	
13:	Mongol Yurt	None	33:	World War II Submarine	1 medium	
14:	African Hut	1 medium	34:	Muslim Market	None	
15:	Adobe Pueblo	Re-use Wk 11 boxes and add a small box	35:	Space Race Spaceship	1 medium, 1 small	
16:	Medieval Cathedral	Re-use Wk 12 box	36:	Berlin Wall	Re-use Wk 3 boxes	
17:	Shakespearean Stage	None	Total Boxes Needed If You Did <u>Every</u> Hideaway, and re-used them as listed above (Approximate pricing listed is from Walmart.com):			SPECIALIZED ITEMS: Decide if you'll need them: <ul style="list-style-type: none">• About 10 empty milk jugs (Wk 4)• 3 hula hoops (Wk 24)• 3 swim noodles (Wk 30)• coffee can (Wk 35)• aluminum foil (Wk 35)
18:	The Taj Mahal	1 medium, 1 small	4 large boxes - typically appliance-sized boxes			
19:	The Mayflower	1 medium	21 medium boxes - around 18x18x24 - About \$1.50 ea			
20:	Catherine's Sleigh	1 medium	5 small boxes - around 16x16x15 - About \$1 ea			
21:	Lewis & Clark's Canoe	1 medium				

Cave with Paintings

Things to Gather:

Table
Blankets
Paper
Paint or Drawing Supplies



Here's What to Do:

Your student should create a “cave” area by draping a brown or green sleeping bag or blankets, or a comforter over a table. They can add detail to the cave by creating green crumpled paper bushes or gray crumpled paper rocks around the outside. Sometime this week they can add cave paintings to the inside by making finger paintings on paper and hanging them on the inside. Be sure to keep newspaper or an old sheet underneath them!



Add Even More Detail! You'll Need:

Branches
Yellow & Orange Tissue Paper
Stones
Flashlight

You could spread branches out over the “cave.” Add a “fire” made of a stone circle with yellow & orange tissue paper with a flashlight in the middle.



Need Inspiration and Creative Ideas?

See the cave painting ideas in your Hideaways in History resources.



Egyptian Pyramid

Things to Gather:

1 Large Square Box*

1 Small Square Box

Paint or Drawing Supplies

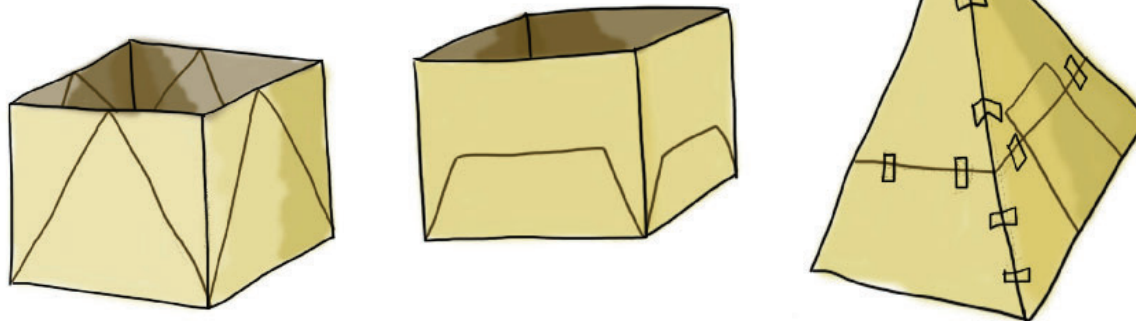
*The large box will be re-used in Week 10

Need Inspiration and Creative Ideas?

See more pyramids in your
Hideaways in History resources.

Here's What to Do:

Draw the largest triangles you can on the sides of the small square box, and cut them out. Tape the triangles together to form a pyramid. Then, use the larger square box to cut out a base to make the pyramid larger. The top edge of each flap should be the same length as each side of the pyramid. Tape the base together, then place the pyramid on top and tape it together as well. Cut a door in one side. Sometime this week students can paint the outside a sandy color, and draw hieroglyphs on the outside. Be sure to keep newspaper/sheet underneath while they paint and draw!



Add Even More Detail!

You'll Need:

Additional Small Box

Waxed Paper

Paint or Drawing Supplies

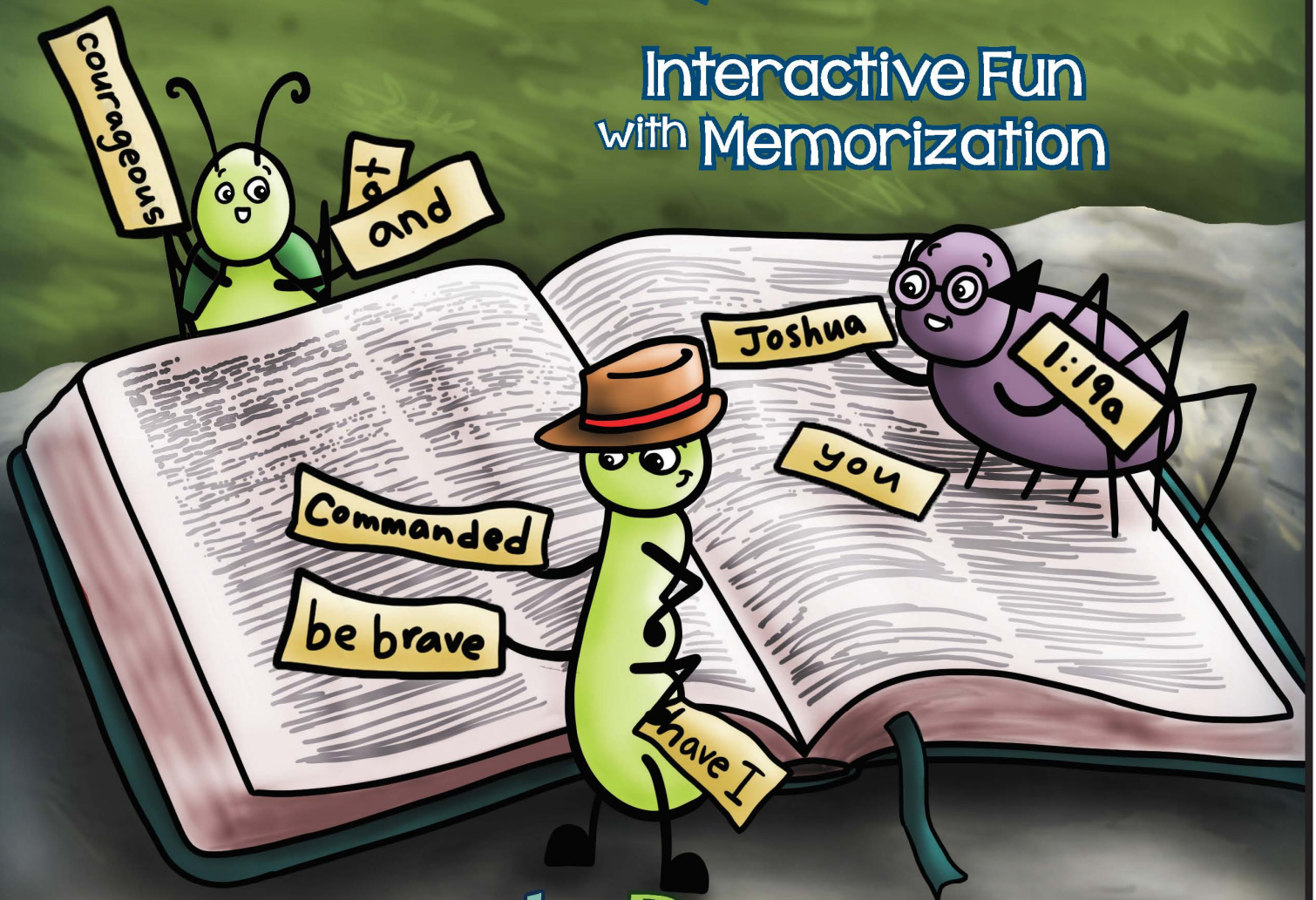
You can cut a throne out of another box to really enjoy the royal experience. To create a crown, wrap waxed paper around your head and tape it securely to stand up high.

Or, Make It Easier By ...

Hanging a piece of rope from a tree branch or another high point indoors. Hang a large sheet from this point, then pull corners out in a square shape and anchor at each corner to create a pyramid shape.

Hiding God's Word ⁱⁿ my Heart

Interactive Fun
with Memorization



WinterPromise

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How to Use This Resource:

"Hiding God's Word in My Heart" will guide you and your student as they learn over 30 verses. The verses are introduced with stories taken from the Old Testament, primarily from the books of Joshua, Judges, Ruth, and 1 and 2 Samuel. Though we may sometimes feel like hiding, this year's verses remind us of God's love, care, provision, presence, and strength. The verses have been chosen because they would be fantastic verses to know and rely on for a lifetime.

Each week this year your student will work on each verse or portion of a verse for one week. Each week, they'll encounter these assignments:

Day 1: Hidden in God's Word

On the first day each week, your student will read a Bible story or passage that will help to introduce the verse or make it practical. Bible reading can come from a child's bible or illustrated family bible, if you prefer. It is usually important that the child learn the just basics of the story. But it may be helpful if you read some verses directly from a regular Bible, especially if there is only a short passage recommended (for just a few weeks of the year). After reading, discuss the question given for that day.

Then, make the connection from the story to the verse with a little more discussion. Finally, read and say the verse aloud together a few times.

Day 2: Hiding God's Word in My Mind

On this day, you'll have various different activities to help the student learn or use the verse they are working on that week. Most of these activities require only paper and art supplies, but there are a few weeks in which additional supplies are suggested. A few printable worksheets for some weeks are included in Appendix 3.

Day 3: Hiding God's Word in My Memory

On this day, your student will really begin to learn the verse with the help of "Cut-Apart Verse Sheets" in Appendix 1. Directions on how to use these are found in Week 1. We recommend saving the cut-apart verses in envelopes as a help to review the verses throughout the year. Review is an important component of long-term verse memory, and so review is done each week on Day 4.

Day 4: Hiding God's Word in My Heart

To really retain the verses your student is learning, they need to review. Each week they will share their verse with someone they know by saying it aloud, then underline it in their Bible. Finally, they will, after a few weeks, begin saying all of the verses they've learned so far with the help of "I Hid It!" sheets in Appendix 2. Each week, on Day 4, students should post up the "I Hid It!" sheet for the verse they learned. Gradually, they will add more and more of these sheets on a wall or around a door. Then, on Day 4, a parent can point to each "I Hid It!" sheet, and the student should recite that verse.

You'll note that each "I Hid It!" sheet has a picture on it that corresponds to the weekly schedule. This picture represents something in the verse or story the students learned, and the picture should in some way remind the student of a link between the story and the verse. This connection is made clear by the "Key Phrase" and can be used by the parent to help remind the student of the verse. The Key Phrase usually contains a key word from the story and/or a key word in the verse itself to prick the student's memory. The more the student reviews, the more verses they will retain. We encourage you to leave the "I Hid It!" sheets up even beyond the year, and continue reviewing, so that verses near the latter end of the year get as much review as possible. Finally, it may be helpful to group the "I Hid It!" sheets together when they are longer passages. Your student learns a couple of passages, and they may learn to say the verses one right after another in this way.

Week 1 - Genesis 1:1



Day 1: Hidden in God's Word

What Happened in the Beginning?

Read: Genesis 1:1 to 2:3 - Creation of the World
Discuss: What did God create on each day He created?
Verse Connection: God is the creator of the universe.
Say Aloud: Genesis 1:1

Day 2: Hiding God's Word in My Mind

Learn Genesis 1:1

"In the beginning God created the heavens and the earth."

Supplies: Sand

Say the verse aloud together three times. Then, sprinkle the sand in a thin layer in a large pan and have student write its key words (God, created, heavens, earth) as you say it together aloud.

Day 3: Hiding God's Word in My Memory

Memorize Genesis 1:1

"In the beginning God created the heavens and the earth."

Supplies: Genesis 1:1 "Cut-Apart" Sheet - Appendix 1

Cut apart the words on the sheet along the lines, then let student assemble it in the correct order. Once he or she has successfully assembled the verse, say it together aloud with the reference before and after the verse. Then, take away one word and lay it upside down in a pile. Let the student say the verse on his own without that word. Keep taking away one word at a time, and have the student say the verse each time you take away a word until the words are gone.

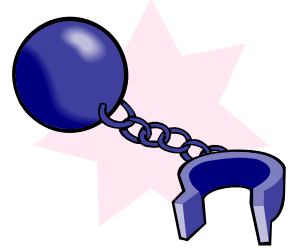
Day 4: Hiding God's Word in My Heart

Share Genesis 1:1 - Key Phrase: God Created Earth

"In the beginning God created the heavens and the earth."

Say the verse aloud to a parent or sibling, then find Genesis 1:1 in your Bible and underline it. Post up Genesis 1:1 "I Hid It!" Sheet - Appendix 2. Each time someone points to that sheet, recite Genesis 1:1.

Week 2 - Psalm 55:22a



Day 1: Hidden in God's Word

What Happened in Egypt?

Read: Genesis 37, 39:1-5 - Joseph Sold into Slavery in Egypt
Discuss: Why did Joseph's brothers dislike him?
Verse Connection: God sees and cares for me.
Say Aloud: Psalm 55:22a

Day 2: Hiding God's Word in My Mind

Learn Psalm 55:22a

"Cast your cares on the Lord, and He will sustain you."

Supplies: Psalm 55:22a "Maze Worksheet" - Appendix 3

Say the verse aloud together three times. Then, have student find the words in the correct order in the maze.

Day 3: Hiding God's Word in My Memory

Memorize Psalm 55:22a

"Cast your cares on the Lord, and He will sustain you."

Supplies: Psalm 55:22a "Cut-Apart" Sheet - Appendix 1

Cut apart the words on the sheet along the lines, then let student assemble it in the correct order. Once he or she has successfully assembled the verse, say it together aloud with the reference before and after the verse. Then, take away one word and lay it upside down in a pile. Let the student say the verse on his own without that word. Keep taking away one word at a time, and have the student say the verse each time you take away a word until the words are gone.

Day 4: Hiding God's Word in My Heart

Share Psalm 55:22a - Key Phrase: Sustained in Slavery

"Cast your cares on the Lord, and He will sustain you."

Say the verse aloud to a parent or sibling, then find Psalm 55:22a in your Bible and underline it. Post up Psalm 55:22a "I Hid It!" Sheet - Appendix 2. Each time someone points to that sheet, recite Psalm 55:22a.

Appendix 1: Cut-Apart Verse Sheets



Genesis 1:1 - Cut-Apart Verse Sheet

Genesis 1:1	In
the	beginning
God	created
the	heavens
and	the
earth.	Genesis 1:1

Psalm 55:22a - Cut-Apart Verse Sheet

Psalm 55:22a	Cast
your	cares
on	the
Lord	and
he	will
sustain	you.
Psalm 55:22a	

Appendix 2: "I Hid It!" Verse Sheets



I Hid It!

Genesis

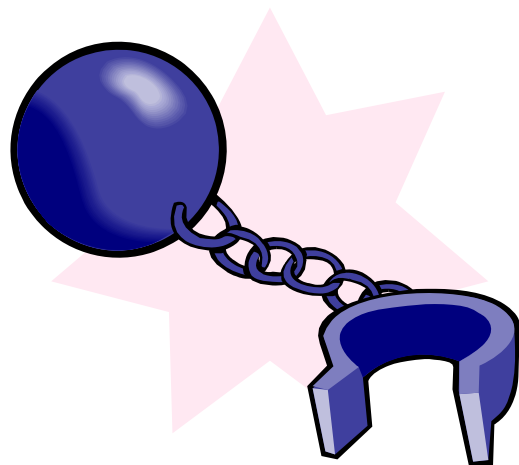
1:1



I Hid It!

Psalms

55:22a



Appendix 3: Activity Verse Sheets



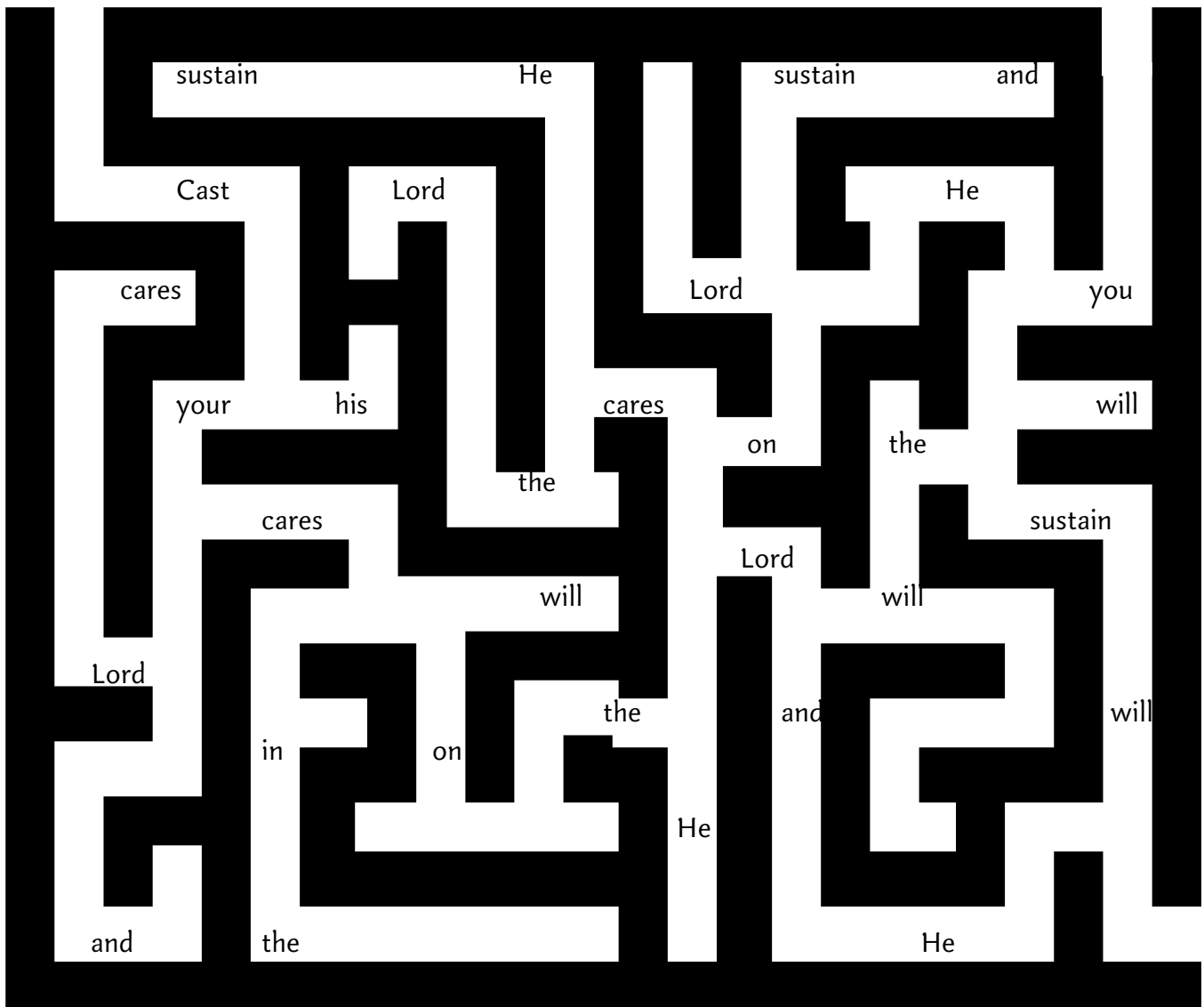
Psalm 55:22a - Maze

"Cast your cares on the Lord, and He will sustain you."

Follow the words in your memory verse through the maze to successfully reach the end.

START

END



Let's Hideaway in Ancient History

Travel Across Time
with Sticky, Chirp &
Indiana Sticksenstones



WinterPromise

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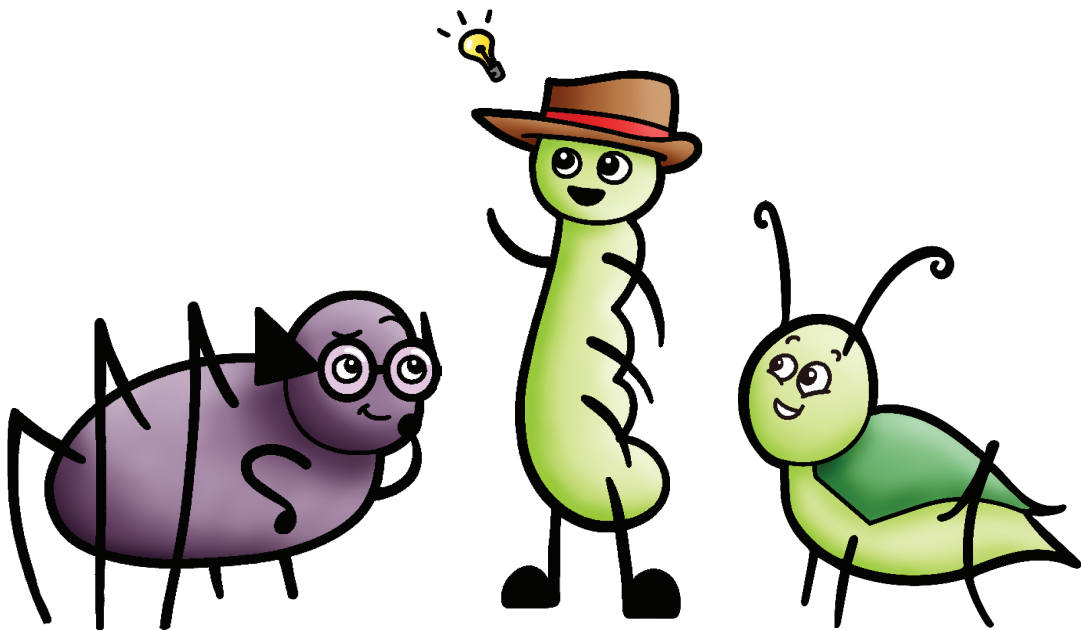
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Let's Hideaway in Ancient History



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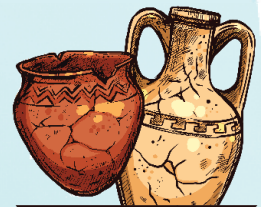




Expedition: History!

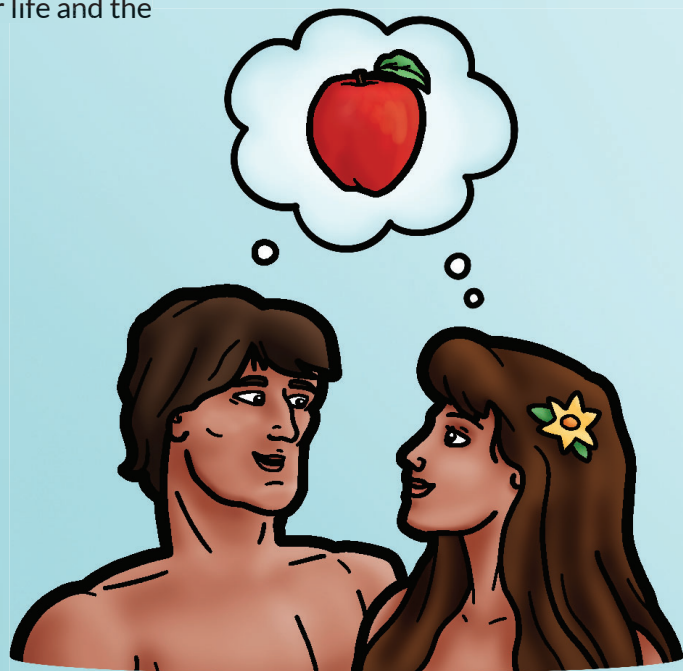
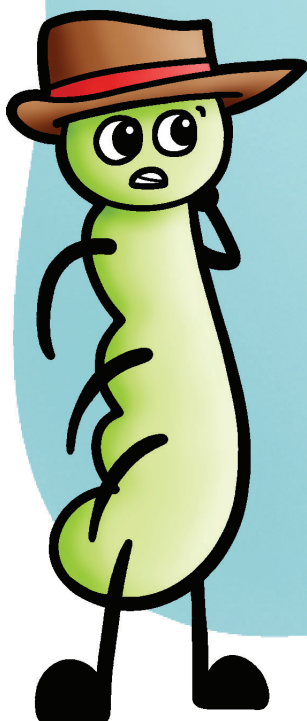
How far back can you remember? What is your first memory? Your first memories may be kind of blurry. They may be made up of bits and pieces of clear moments and other things you don't remember so well. The memories you are making today are probably much clearer. You can probably remember what you did last week or the last time you visited your grandmother. A study of history is very much like these memories of a person.

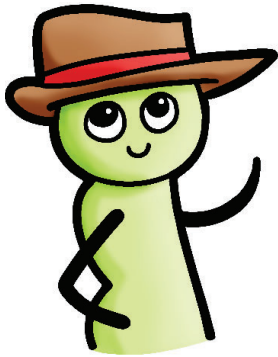
You are unlikely to remember what you did when you were first born, but you started remembering some of the more important things that happened to you when you were really young. By the time you are your age right now, you remember many of the things that happened. Now just think, if you began right now to write down what happened to you each day in a journal, you would begin to have a personal history. While you are still pretty young, you may only write down the most important things that happened, but as you get older, perhaps by the time you are a teenager, you may write down most of what happens to you. You may even write down your feelings about what happens. When you get to be an adult, you'll continue writing, and you have an even better understanding of your life and the lives of those around you.



HISTORY

History is the study of what happened in the past. When we study history, we study events that happened long ago or last week, and how people and communities responded to those events.





History is just like that. Just after God created the world, Adam and Eve were thrown out of the garden and had a lot of important things to think about. Much like a baby, they were most concerned about where their next meal was coming from, and whether or not they had a warm and safe bed to sleep in. Adam and Eve weren't concerned about writing down any history. Neither were their sons and daughters, nor their grand children, or great-grandchildren, or even their great-great grandchildren. None of them

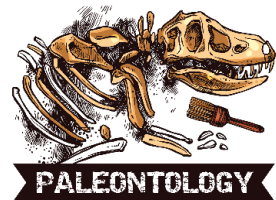
were very concerned with writing down any personal histories.

After all, these first peoples were new at being human, were new at living in the world. It probably never occurred to them that someone might be interested, thousands of years into the future, in what they did or thought or dreamed. In fact, even if they did think someone was interested, they didn't know how to write it down anyway. It was awhile before people created systems of writing. So, like the memories we have of being very young are lost or in little bits and pieces, so the history of these first peoples are lost or in pieces.

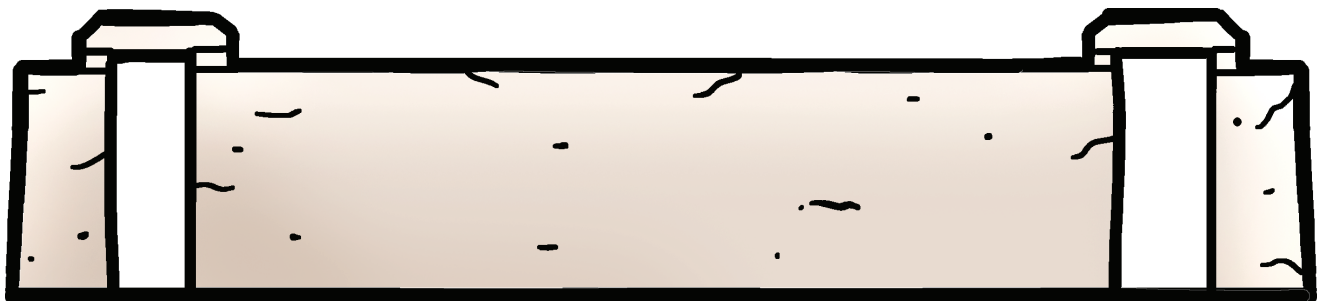
As people lived on the earth longer, they began to gather in villages and towns. As we'll soon learn, the need for communicating arose. Some peoples created writing systems, and soon records were kept of important things, like who ruled their city and what that person did, or what wars were fought and who won. Most writing was put down in wet clay and allowed to harden, or chiseled into rock. Since writing was time consuming and difficult, only the most important things were recorded. So, just like you remember mainly the most important or outstanding things from when you were a preschooler, human history only recorded the most important events of their time and so we know just a little about many ancient peoples.



Archaeology is the study of human culture through artifacts or architecture or writings people have left behind. These are recovered and studied to learn more about civilizations in the past.



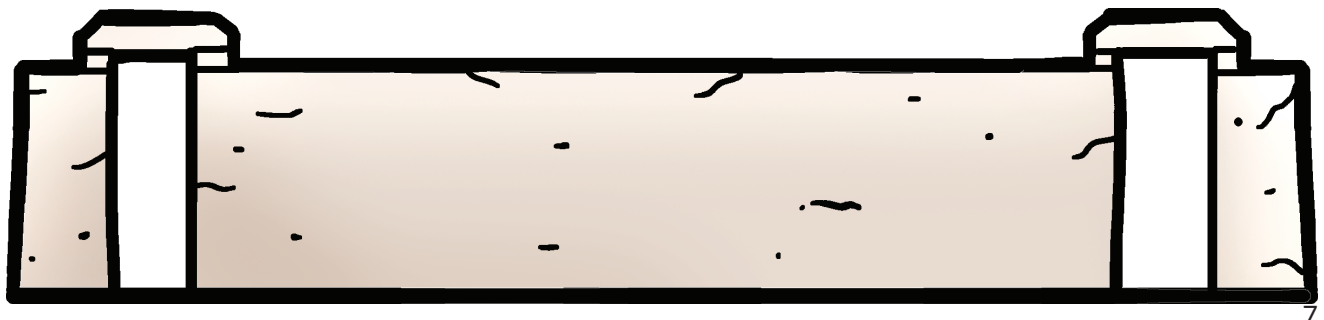
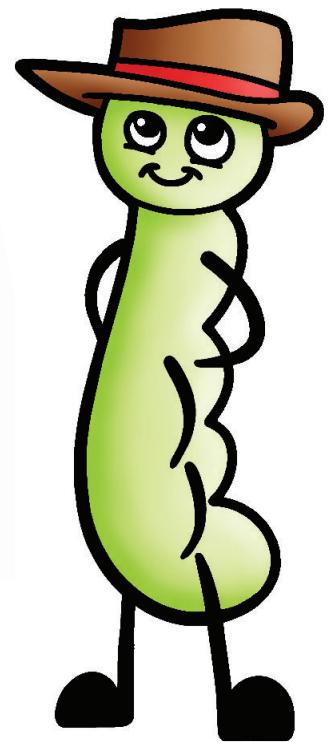
Paleontology is the scientific study of fossils that give us clues to how animals lived in the distant past, and how they survived in ancient habitats.



As human groups created more organized cities and towns, and began trading, they developed new ways of communicating and kept even more records. More people knew how to write, and more cities and kingdoms kept track of the things that were important to them, and so, as human history becomes “older,” we have more written records about their times and cultures, and we know a lot more about them. That’s why there’s a lot more to discover about people who lived later in history. You’ll discover that for yourself later this year. Eventually, much of human history grew to be recorded, so that we know a lot about the cultures that were important hundreds of years ago. And today, computers give us so much information about the world!

This year, you will find out all about the story of people, from the first civilizations we know a few things about, to how people learned to write, and on through different cultures and peoples who lived and ruled and invented all throughout human history. It’s pretty exciting, and I’m going to be beside you every step of the way.

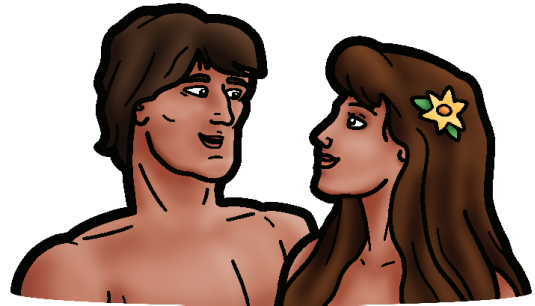
Oh
wait! I haven't
even introduced myself,
have I? That's so much like me .
.. I can be absent-minded at times.
You'll have to forgive me. My name is
Indiana Sticksenstones. I love history, and
together with two of my friends, I'm going to
share with you everything we have learned
about history. Tell you what -- I'll be sure to
introduce you to them tomorrow! Before
that, though, let me tell you a little
about what we know about some
of the earliest peoples who
lived on earth.





The Earliest People

You probably already know about the very first people on earth -- Adam and Eve. God created these two people without sin and placed them in the Garden of Eden, a paradise of wonderful trees and plants. Adam and Eve, though, soon chose to sin rather than obey God, and they were put out of the perfect garden God created for them. After they left the garden, Adam and Eve had children, who populated the earth. But soon Adam and Eve's descendants forgot to worship God and did evil instead. God decided to flood the earth as a judgment. On all the earth, God found just one righteous man, Noah. God commanded Noah to build an ark for his family, and sent animals aboard as well. Though God would have spared more people, and Noah preached about God's coming judgment, no one joined Noah's family on the ark, and just he and his children and the animals were saved.



Adam & Eve

Early people on the earth were descendants of Noah's children. They spread out across the world after the flood. They hunted the animals that lived in their area, and ate them for food, just as God said they could. They discovered what kinds of animals lived in dens, underground, in trees or in forests, and found ways to hunt and cook them. They also learned what foods and what animals weren't so good for food.

They ate fruits, vegetables, nuts and berries from trees in God's world. They gathered these foods when they were good to eat. People learned where good foods were available and when they were ripe and ready to eat. Parents passed all of this knowledge to their children, who shared it with their children, who learned even more to pass on to their children.

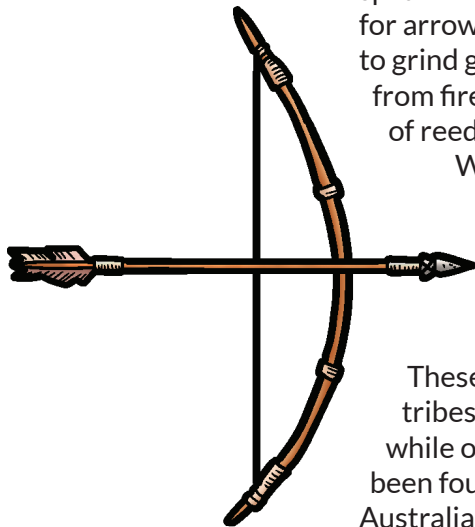
As they spread out over the world, they encountered many different lands -- forests, mountains, dry grasslands, and thick jungles. They created different kinds of houses, depending on what kinds of materials were available in their area: bark, stones, grass, or mud. As we get to know ancient cultures, we find mud huts built in Africa and Australia. We discover grass huts in other parts of Africa, on islands or in Asia. Houses created out of bark or trees were created by Native American tribes and early peoples in Europe. Stone houses were developed by people who settled in what became Northern Europe. Some peoples used the skins of the animals they hunted to make shelters.

As people learned more about the region in which they lived, they developed tools to help them make homes and gather food. Fish nets and hooks helped coastal people catch fish from the sea. Bone harpoons



HISTORY

Many books in the Bible tell us about historical events. Genesis, for example, tells us about the beginning of the world, and the books of Kings and Chronicles share some of the history of the Israelite nation.



speared fish and larger mammals. Stone arrowheads were carved for arrows that flew from wooden or bone bows. Stones were hollowed out to grind grains into flour. Simple ovens were created to keep in the heat from fires and cook breads or meat. They learned to make baskets woven of reeds or grass, or pots formed of clay for storing and transporting food.

We don't know a lot about these people from written records. But we do know a little about early people from the art they left on cave walls, which they knew would be around longer than they themselves would. After the worldwide flood of Noah's time, people began writing down things they thought were important in pictures. Many of these pictures are on cave walls.

These cave paintings were likely very important to the people and tribes that made them. Some paintings tell stories about animal hunts while others are symbols or geometric designs. Cave paintings have been found on every continent in the world, and even on some islands, and Australia. I haven't actually visited any of these places myself, but I think it would be great to crawl in a cave and see it, don't you?



What Have You Learned?

Name It!

Name the animals you can see in the cave-style drawings below.

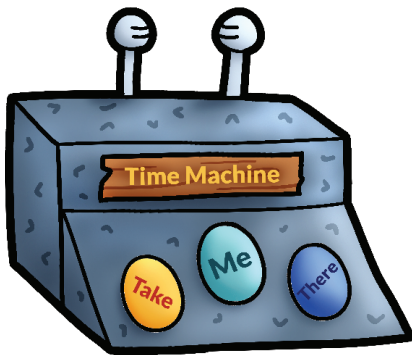


Answer It!

Answer these questions about what you read today.

- Who are the earliest people descended from?
- What kinds of building materials would they use to build their homes?
- How did they get the food they needed to eat?

The Sumerians & Jews



Well, it's really time to start our trip, now. But first, we've got some friends to meet. As you see here, my friend Sticky is a spider who is pretty smart. He loves reading and usually has an answer if I've got a question.

"In fact, I do!" says Sticky. "But often I find I can't wait until you ask, or we'll get in a terrible mess before I know it! Remember that time we were traveling to the Old West, and



HISTORY

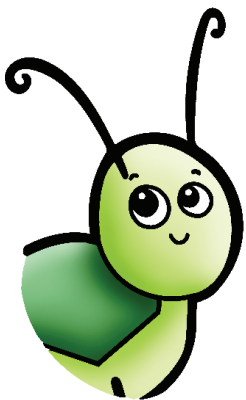
The Sumerians called their land a name that meant "place of the noble lords."

that wagon nearly ran us over, and . . ."

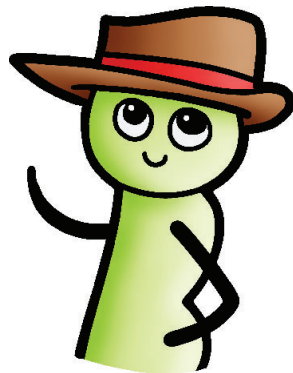
I quickly interrupt. "Okay, Sticky, now, no one here wants to talk about our misadventures!"

Another voice speaks up. "I do! I'm not sure I was a part of that one!" says a small voice. That's Chirp, the girl of our little group. She's a cricket and recently joined Sticky and myself as we travel through history.

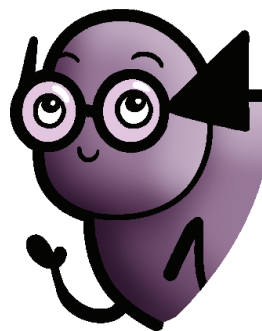
Yep, we do travel through history. Sticky is pretty smart and he's invented some gadget he calls the "Take-Me-There" machine. I don't know much about how it works, but I know this -- Sticky sets up his machine carefully, then presses a button. "Take . . ." He presses another. "... me . . ." He presses one last button. "... there!" A flash of light, a loud wind, and suddenly everything is quiet. We open our eyes to find ourselves in different places in history!



Chirp



Indy



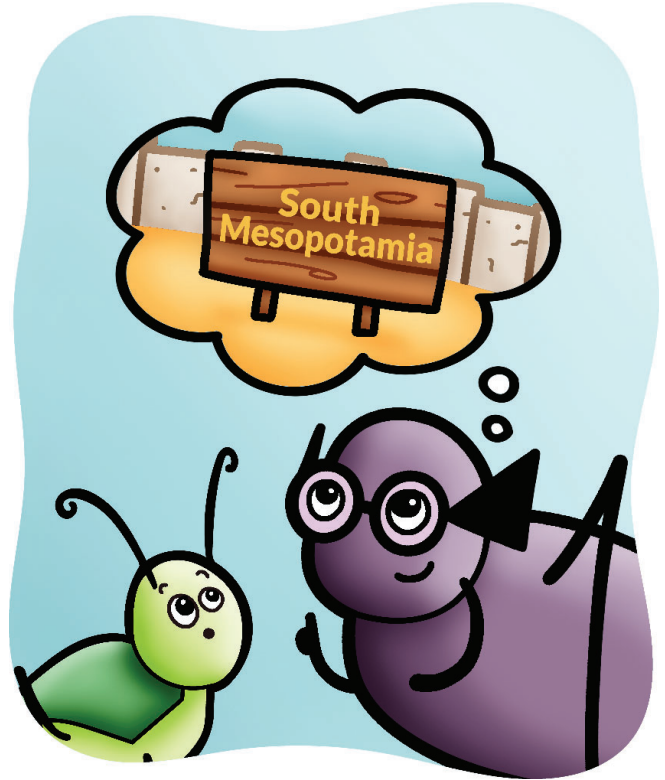
Sticky

We've been all over -- we've investigated the roads the Romans built, we've stopped in to see the Great Wall of China, and we've even seen David fighting Goliath -- what a moment! Last night we took a trip to the Sumer civilization, which is where you need to start in learning about history. The trip was rather uneventful, which means we got in and out without being spotted. We're not always that lucky! (Oh, the troubles we've had! But more about that later!)

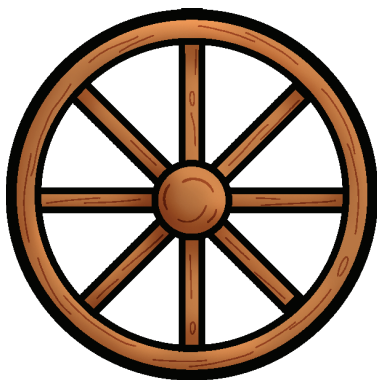
I speak up. (As a matter of fact, I'm nearly always the one who speaks up first!) "Okay, everyone, let's listen to Sticky tell what we all learned about Sumer..."



When archaeologist Leonard Woolley excavated the Royal Cemetery of Ur, he found the world's oldest surviving stringed instruments there -- the Lyres of Ur.



So Sticky begins . . .



Sumer was a civilization that grew up in southern Mesopotamia. It is one of the earliest civilizations we know much about. It is likely that this was the center of human population after the flood, and that people spread out from here, establishing cities. They built cities near and in between two important rivers -- the Tigris River and the Euphrates River. We visited the area about 2,900 B.C. Sumer people developed simple things we take for granted.

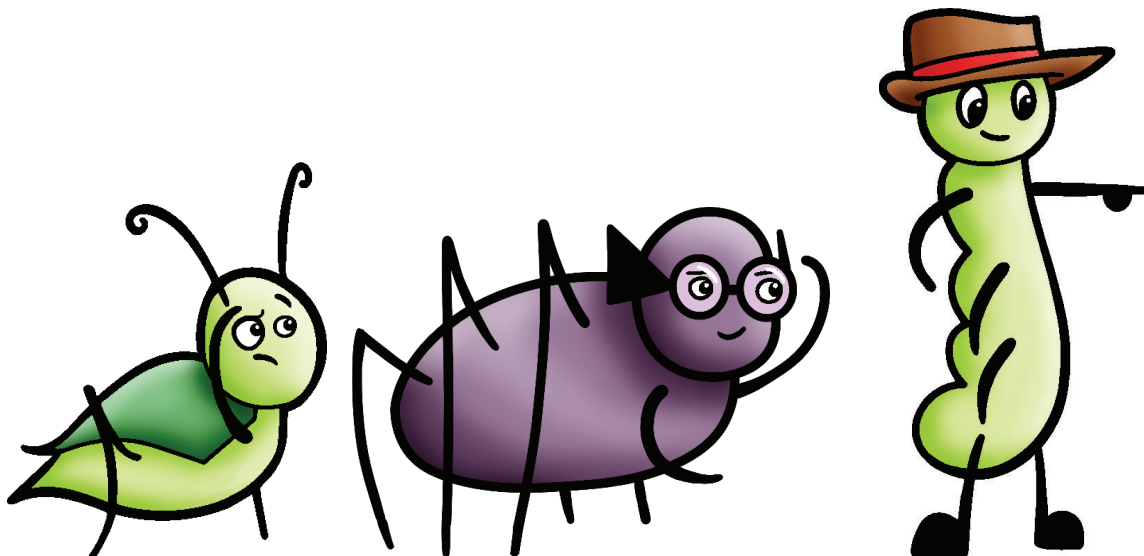
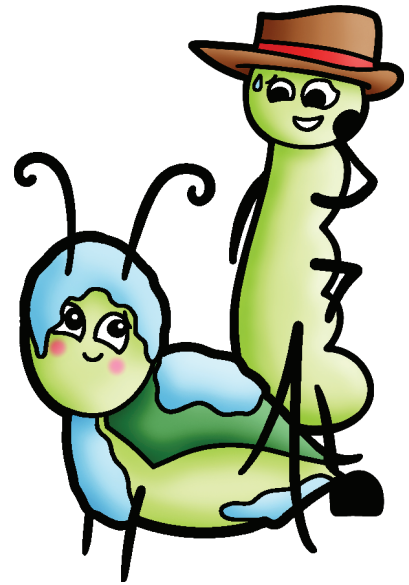
We were able to see some of these inventions. The first was the wheel, which was likely an invention of the Sumerians. A wheel is a very interesting tool. Have you ever thought about it being a tool of sorts? A wheel goes around a center axle, and rolls to make carrying things much easier. Wheels were probably first used for simple carts, perhaps to carry water or food. Later, wheels were used on chariots that carried people and were used in war. Early wheels were simply wooden disks with a hole for the axle. The disks were made of several boards fastened together. Spoked wheels weren't used until about 2,000 B.C., so we didn't see any of those in Sumer.

Better agriculture was another idea. The Sumerians created tools that allowed them to produce more food for more people. The developed ways to water their crops using irrigation ditches. We were able to see these for ourselves. Chirp almost fell in one, but Indy grabbed her just in time! These ditches allowed water to flow from nearby rivers into their fields nearby. Since more people could be fed on less land, people began to gather in bigger cities for the first time.

This in turn led to cities ruled by kings. These small city-states, as we call them, grew to need governments with laws and strong rulers. These rulers protected their people and sometimes expanded their power over other cities. They also developed trade with other nearby towns and villages, often by transporting goods on the Tigris and Euphrates rivers.

Writing is another of their important inventions. The Sumerians most likely had need for writing as their cities grew and they needed to communicate with one another. At first the Sumerians wrote with pictures called pictograms that represented an idea, such as king, children, home, tree or river. Gradually, the Sumerians stopped making the full picture and instead made symbols for the pictures. They made the symbols using reeds with triangular ends. They pressed the triangle shape into moist clay in different patterns. Each of the patterns represented the ideas they used to have pictures for. These clay tablets were allowed to dry, and today we have many of these clay tablets to look at. They help us to understand the Sumerians, and what their lives were like.

Another thing to know about the Sumerians is that Abraham was living in one of their cities, the city of Ur, when God called him to leave his family and go to a land God would show him. God promised to make Abraham's family into a great nation. That nation was the Israelites.





What Have You Learned?

Try It!

The cuneiform symbol below is the symbol for friendship.
Can you draw this symbol on a piece of paper?



If you were to make a symbol for friendship, what would it look like?
Draw your own symbol on a piece of paper as well.

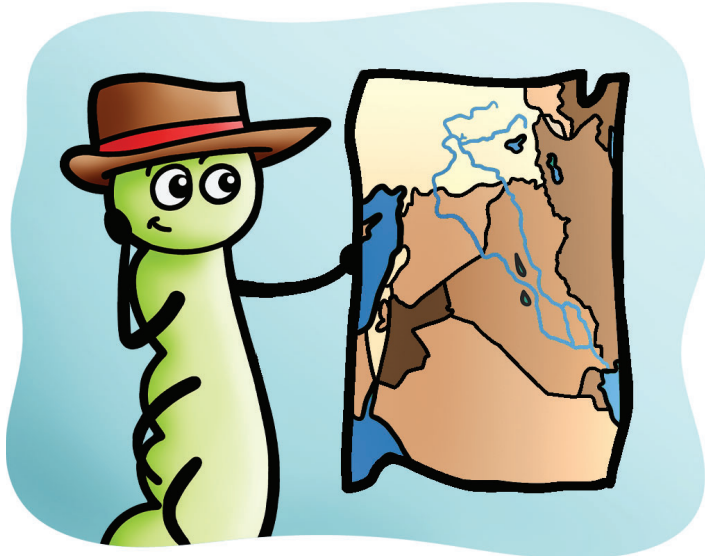
Read It!

Read about Abraham and his departure from Ur in Genesis 12-13.

Answer It!

Answer these questions about what you read today.

- What are some of the inventions of the Sumerians?



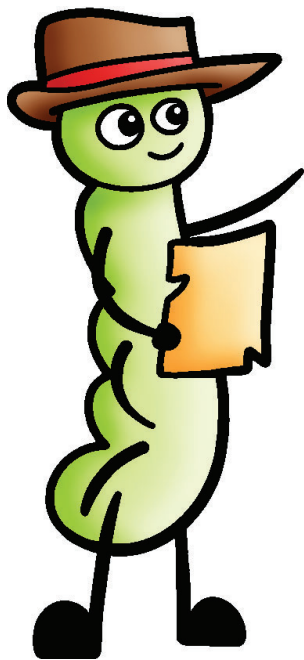
**Mesopotamia and the Tigris
and Euphrates Rivers**



Hammurabi & the Babylonians

Good morning! We have so much to tell you about last night's history trip. At Chirp's suggestion we headed out to the city of Babylon. Babylon is an ancient city, a Sumerian city, and we ended up going during the reign of one of Babylon's first famous rulers, Hammurabi.

We had an exciting adventure along with what we discovered about Babylon. It's so exciting, I just have to tell you myself . .



Indy smiles and begins . . .

We landed in Babylon about 1780 B.C. The king at the time, as I mentioned, was Hammurabi. Hammurabi became king when his father gave up his throne. At the time, Babylon was a strong city-state that had control over a few other city-states nearby, like Kish and Sippar. Remember, Babylon was right on the Euphrates River. It was in a good position to be able to rule over other city-states, because the river allowed for trade and communication with other city-states. Hammurabi set about building bigger city walls and expanding temples in Babylon. He even created a system of laws that told citizens what to expect if they harm other citizens, commit a crime, or carelessly hurt another person's property. Each law had a penalty, or punishment. The laws set up rules for trading and using

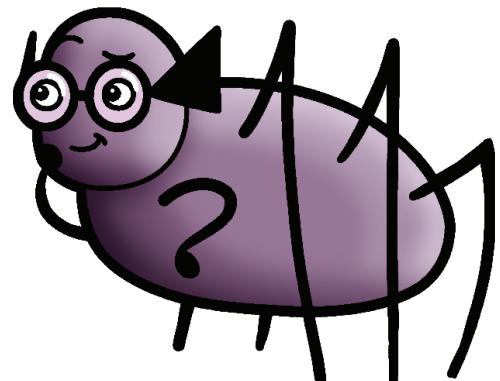
money, paying fines, inheriting property, and paying taxes. Hammurabi had these laws carved into large stones called steles, which were taken to various parts of his kingdom.



HISTORY

Hammurabi was the sixth king of the First Babylonian dynasty.

He ruled from around 1792 B.C. to 1750 B.C. He was praised as being a king of justice.

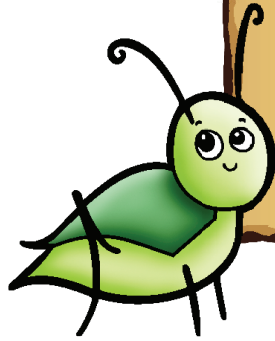




Hammurabi's Code was carved in a stele and placed in a public area where anyone could see it, whether they could read or not. The Code of Hammurabi stele was found in Iran and is on display at the Louvre Museum in Paris, France.

The Law of Retaliation

Hammurabi's Code was one of the first law codes to limit what a person who was wronged was allowed to do to seek revenge or punishment for the person who had hurt them. In ancient times, it was common law that a person who had disfigured someone was to be disfigured in the same way. It is from this tradition that we get the saying, "Eye for eye, tooth for tooth." Hammurabi's laws gave strict punishments for crimes, but also limited punishments for the guilty.



Hammurabi's laws introduced some very important ideas. The first is that the laws were for everyone, and even the king had to abide by the laws he had set up. Anyone who could read could understand and know the laws Hammurabi set up. Another idea was that Hammurabi's laws assumed a person was innocent of a crime until he was proven to be guilty. The laws also gave opportunity for evidence to be given for and against the person who was accused of a crime.

While we were visiting Babylon, we got to see one of these steles being created. The stele is over seven feet tall! We were able to sneak into the studio of the man who is carving the picture of Hammurabi on the front. We saw him at work carving the beard onto Hammurabi, who is seated on the right. Bang, bang, bang, went his chisel, making even lines down Hammurabi's beard.

In order to get a closer look, Sticky started crawling up the side of the stele. At first he was going to go up just a little of the way, but he got to looking quite hard at the symbols on the back of the stele, and quite forgot himself. He was looking at the cuneiform laws carved on the back. Before we knew it, he was almost up to the top!

Chirp rubbed her wings to give him a warning signal, but it was too late! The sculptor had caught sight of Sticky, and we held our breath, horrified. What would happen? The sculptor yelled. . . jumped up, waving his arms! He was afraid of Sticky! He ran around the studio, dropped his chisel, and fled from the room.

Who knew a big man like that could be afraid of a little spider? And one with glasses, too! Chirp and I laughed and laughed as Sticky quickly lowered himself to the ground. We got out of there quick, before the sculptor came back.

Before we left Babylon, we heard all about Hammurabi's conquests. After he strengthened his city, he was able to take over the powerful trade city of Eshunna, as well as Larsa and Mari. Eshunna was known for trading horses, copper, tin and other precious stones. Within a few years, Hammurabi united all of Mesopotamia under his rule.

Something else you might find interesting about the Babylonians is that they have a story called "The Gilgamesh Epic" that sounds a lot like the story of the flood the Bible records in Genesis 7-8. Although the story isn't exactly the same, it is similar enough that some people think it originated from the story of the flood, and was shared from generation to generation over time.

After Hammurabi's death, Babylon lost power, but it would become a world power again in about a thousand years. We'll definitely have to visit Babylon again later. It's a good thing for Sticky that we probably won't run into Hammurabi's Stele then!





What Have You Learned?

Try It!

Everyone needs rules to live by. Your family probably has some rules. Have you ever thought about what rules you'd make if you were in charge? Write down a rule or two you would make, or draw a picture of the rule in action.

Find It!

On a map of the world, find the land east of the Mediterranean between the Tigris and Euphrates Rivers. This is the land that Hammurabi ruled.

Answer It!

Answer these questions about what you read today.

- What is the name of the famous king who made up a code of laws for Babylon?
- What did each law include?
- What Babylonian story is similar to the flood story in Genesis?



The Israelites

Indy is all set to start another story . . .

Do you remember the stories you've learned about Abraham, his son Isaac, and his grandson Jacob? I'll remind you with a quick review. Abraham was called by God out of his homeland in Ur to become a great nation. Although Abraham had no children, he believed God's promise and waited. Finally God rewarded Abraham and his wife, who were both quite old, with a son they named Isaac. When Isaac grew up, he had two sons, Jacob and Esau.

Esau was the oldest, but Jacob managed to get his birthright away from his older brother, and trick his father Isaac into giving him the blessing that also belonged to Esau. Although Jacob was a schemer, God had a plan. Jacob fell in love with Rachel, and agreed to work seven years so he could marry her. God taught Jacob patience and other character traits when he himself was tricked by Rachel's father to marry her sister instead. Jacob had to work another seven years to marry Rachel after he was tricked!

God blessed Jacob with twelve sons. However, Jacob loved the sons he had with Rachel most of all, Joseph and Benjamin. Jacob's other sons didn't like how much Jacob loved Joseph, especially when Jacob gave Joseph a special coat made of wonderful colors. They found a way to get rid of Joseph once and for all -- they sold him into slavery in Egypt.

Now, as you might imagine, slavery was no picnic for Joseph. He was sold first to Potiphar, an officer of Pharaoh and a captain of the guard. In Potiphar's house, God made Joseph very successful. Potiphar grew to trust Joseph and made him the overseer of his house. However, Potiphar's wife decided she loved Joseph. When Joseph refused her love, she cruelly accused him of doing wrong. Potiphar immediately had Joseph cast into prison.

Still, God was with Joseph, and he won the trust of the prison keeper. He was able to interpret the dreams of both a baker and a butler from Pharaoh's house who were put in his care in the prison. When the Pharaoh had a dream he needed interpreted, the butler remembered Joseph's ability to interpret dreams. We wanted to visit Egypt and see Joseph help the Pharaoh,



**Joseph & His Coat
of Many Colors**



so Sticky sent us to Pharaoh's court just as Pharaoh was sharing his dream with Joseph.

But here, Chirp had to take a turn with the story!

"Let me tell the rest," Chirp broke in. She had quite a tale to tell . . .

When we arrived, Pharaoh's hall was very quiet. We had to tiptoe in, and I had to be sure to keep my wings quiet. We found a place where we could see the Pharaoh and saw Joseph walk in. He bowed down, and listened as the Pharaoh

spoke. You could have heard a pin drop as the Pharaoh shared his dream.

"I have dreamed a dream, and it seems that there is no one among my wise men who can tell me what it means. Is it true that you can interpret it for me?"

Joseph answered quietly with his head bowed. "I will not interpret the dream, but God will give Pharaoh an answer."

The Pharaoh thought for a moment and then continued. "Very well. In my dream I stood by the bank of the river and saw seven well-fed, fat cows come up out of the river and feed in a meadow. While I stood there, seven other cows came up out of the river, but these were poor and thin, and worse than any cow I have ever seen in my land. To my surprise I saw the thin cows eat up the fat cows. But even after they ate up the fat cows, they were still as thin as before.

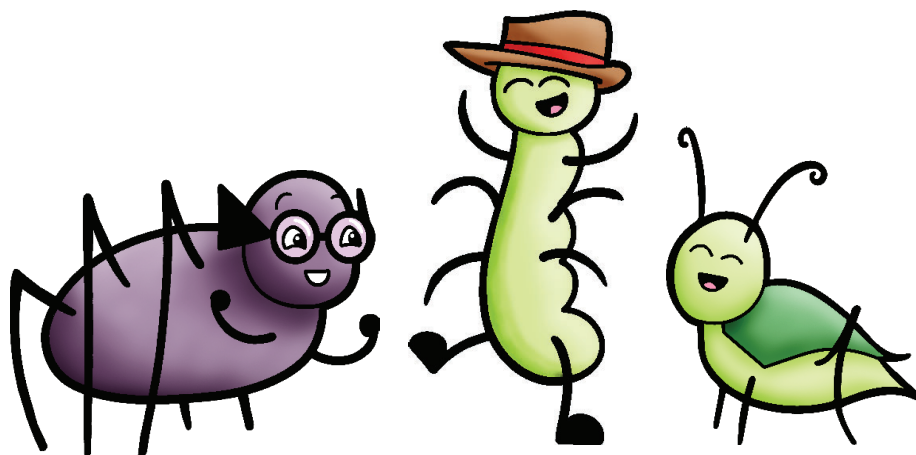
"I woke up, but then I dreamed again. This time there were seven ears of corn that came up on one stalk. They were full and looked good to eat. However, seven ears, withered and shrunken and dried out came up after them. These withered ears gobbled up the seven good ears. Once again I woke up. I must know the meaning of this dream."



Joseph was quiet for a long time, then spoke to the Pharaoh. “The two dreams are not two dreams, but instead are just one. The seven good cows and the seven good ears of corn are seven years. So are the seven thin cows and seven poor ears of corn, but these are seven years of famine. This is what God is about to do. There will be seven years of plenty throughout the land of Egypt, and seven years of famine will follow them. The famine will be so bad that the years of plenty will be entirely forgotten, and God will bring it to pass.

You may want to look for a man who is wise to set over the land of Egypt. He should select officers to gather one fifth of everything produced in the land of Egypt during the years of plenty and store it up in cities for the years of famine that are to come, to save the people of Egypt. “

Pharaoh looked around the room and asked the question, “Where can we find a man like this one before me, in whom is the spirit of God?” To Joseph he said, “Because God has shown you this, there is none as wise as you are. You will rule over my house, and only I will be greater than you in Egypt. I am setting you over all the land of Egypt.”



Joseph's name means "increase," but when he lived in Egypt, he was given a name by the Pharaoh himself. His new name was "Zaphnath-Paaneah."

Indiana looked at me, and I looked at him, and Sticky looked at both of us. How exciting! We all jumped up and down (quietly, of course)! So, this is how Joseph came to be in Israel. Later he brought the rest of his family to Egypt, where they settled during the famine years. Jacob's sons grew to be the heads of the twelve tribes of Israel. The Israelites grew in number in the land. Eventually, Egyptians made the Israelites labor to make bricks and enslaved them, but that too was a part of God's plan. He was going to show Egypt the power of the Living God.



What Have You Learned?

Try It!

Color the a coat of many colors by drawing one like this one, and adding many colors to it. You can use stripes or circles, squares, or edging around the neck and bottom.



Answer It!

Answer these questions about what you read today.

- Three people had dreams that Joseph interpreted. Who were they?
- What did the three thin cows symbolize?



Egypt & the Nile

Indy says the next stop is Egypt!

Oh, boy, what an adventure we had last night! We went back to Egypt, where we took a look at Egypt's big river, the Nile. Did you know it is considered the longest river in the world? The Nile River is quite unusual in that it flows north, which is actually "down" from where it begins in higher elevations. It has two main rivers, the White Nile and the Blue Nile, that meet up in northwestern Africa. That's in today's country of Sudan. The northern section of the river travels through land that is almost all desert, and so ancient Egyptians were very dependent upon the Nile to support their cities and farms along the Nile's banks. The Nile has a huge, fan-shaped delta. It is known as Lower Egypt to the ancient Egyptians, or the "Land of Goshen."

Sticky, Chirp, and I all decided to take a little trip down the Nile last night. We landed near Thebes and floated for a bit down the river. Let me tell you all about it . . .

Each of us decided we just had to know what it felt like to be on the Nile. So we found a couple of leaves, and decided to float down the river together. We fastened the three leaves together with some long grasses, woven to make simple ropes. We were just north of the city at the time Queen Hatshepsut ruled during the 18th Dynasty, around 1450 B.C.



One of the first things we saw as we drifted along were the crops that had been planted in fields along the banks. The Nile flooded each year and left behind rich nutrients that was like food for the soil. These nutrients made crops grow strong and healthy and were necessary for Egypt's farmers. We passed sluices, which were shallow ditches with simple gates to let water in and out. These sluices carried water to fields. The water was being drained when we floated by, emptied off the fields, and funneled back into the Nile, since the time is right for the crops. We paddled around the water coming in to the river from the fields.



As we drifted, Chirp almost bumped into something. What was it? Oh, it was a simple vertical column in the water. We found out later that the column was a “Nileometer.” It had marks that measured water depth to show how much the river had risen. Many of these columns or other types of “Nileometers” were placed so that Egyptians would know how much water was coming down the Nile! Amazing! The waters of the Nile allowed farmers to grow more crops than Egypt could use. These extra crops were traded with other countries and brought wealth into Egypt. Farmers grew wheat, barley, flax and -- our favorite! -- vegetables. Pretty soon we passed the harbor at Thebes. Here we saw ships coming back from the Red Sea. It was Queen Hatshepsut’s fleet! We stopped and saw the traders

unloading their goods near the city. The boats were bringing back frankincense, natron, copper amulets, myrrh, and woven linen to be used in wrapping mummies at the temple complex at Karnak near Thebes. The temple at Karnak, with its Hypostyle Hall, is something we’d like to see later. We floated near the west bank of the Nile across from Thebes, and saw Hatshepsut’s mortuary temple, which was under construction near other burial places used for pharaohs. It had three layers of terraces with beautiful columns in front!



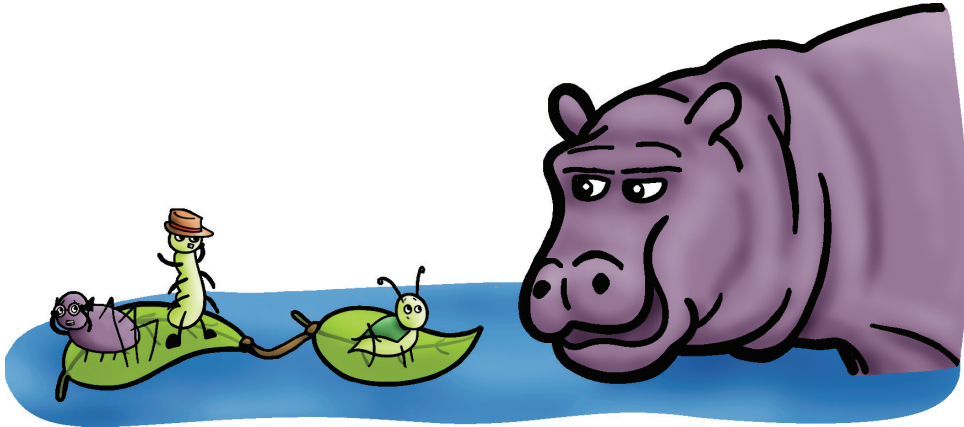
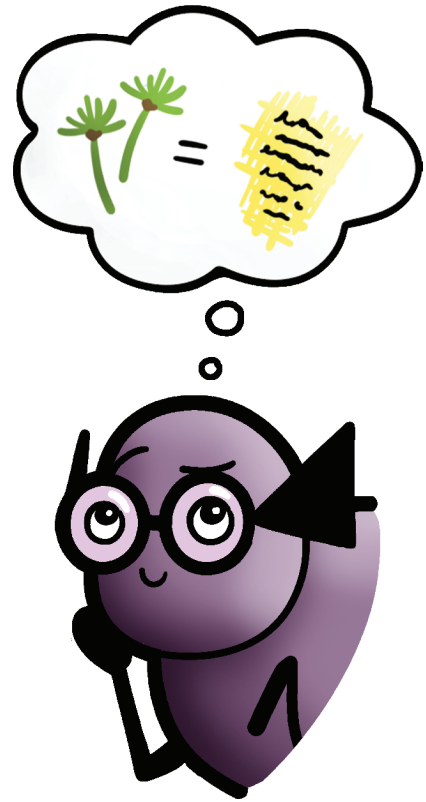
Soon we were past the city and drifted again into the countryside. “Look!” Sticky exclaimed, “Let’s go look at the reeds along the bank.” We swiftly paddled close to the banks of the Nile, and were able to look at the reeds up close. Sticky was thrilled. He loves anything that has to do with paper.

“Did you know,” he asked, “that the Egyptians soaked the papyrus and glued it together to make paper?” Chirp had never heard that before. She was excited.

We got underway again, and saw fish jumping out of the Nile, and birds walking near the shore that lived in the shallows. Egyptians caught the fish for food, and tried to net the birds. As we continued on, we were passed by a few boats. The first boat that floated by was a large barge. It was transporting large stones from a quarry to a building project south at Abydos. The stones were made of limestone. They will be finished at the site itself. Many such stones were transported down the river to build pyramids, temples, obelisks, or palaces.

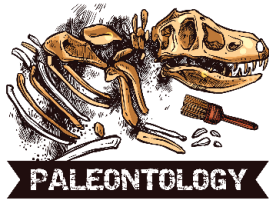
The next boat that passed us was a small one, a hunting party. They were, no doubt, hunting hippopotamus. The hippos rested in the shallows, and we were heading straight into such waters.

Sticky had more facts he wanted to share. “Hippos live in the Nile. They are interesting animals. Their skin actually makes its own sunscreen! It turns reddish orange on its skin!”



Just as Sticky finished what he was saying, a hippo rose out of the water near Chirp! “Chirp! Paddle, paddle quick!” he added, frantically.

Chirp paddled, and so did we, but the grass ropes that held Sticky and I to her snapped, and she was on her own! Another hippo came up out of the water, and Chirp was caught between them. They circled each other in the water . . . oh, no! They were going to fight each other!



The Sahara Desert around the Nile River was most likely a tropical habitat when dinosaurs roamed in ancient times. Plant-eating dinosaur fossils have been found in Egypt.

"Chirp -- look out!" I shouted. One of the hippos lunged at the other. I closed my eyes, because I couldn't bear to watch! "Chirp!!!!"

"Yes?" I heard from behind me. "Were you looking for me?" Chirp asked sweetly.

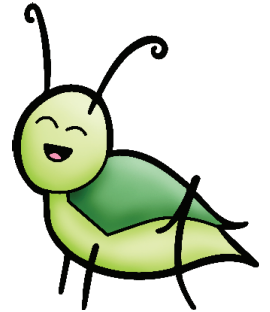
I spun around. "Chirp! You're okay!" I held my chest. My heart was pounding so hard!

Sticky was relieved as well. "How did you get onto my leaf?"

Chirp giggled. "I flew, silly! Did you forget I can fly?"

We all laughed in relief.

"I did forget," I chuckled. "I guess it's time to go home -- and I mean home!"



What Have You Learned?

Try It!

Make your own paper mat using techniques to put together papyrus. Cut strips of paper about 1/2 inch wide and 11 inches long. Tape down one end of half of your paper strips to the table, right next to each other. Then, weave the other paper strips, one at a time, over and under the strips that are taped down. Weave one starting by going over, and the next one by going under, back and forth. When you are all done, glue the ends of all the strips in place. This is how the Egyptians made papyrus out of flattened reeds!

Find It!

On a map of the world, find the Nile River in Egypt. See how it travels through Egypt? It flows north, to the Mediterranean Sea.

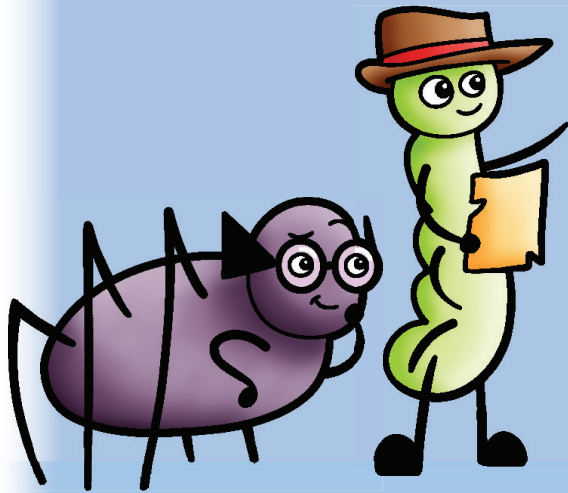
Answer It!

Answer these questions about what you read today.

- What is the shape of the delta where the Nile meets the Mediterranean Sea?
- What large animals did Chirp, Sticky, and Indiana meet that lounge in the sun in the Nile?
- What are some of the goods the Egyptians traded that the bugs saw unloaded off Hatshepsut's ship?



Egyptian Hieroglyphs



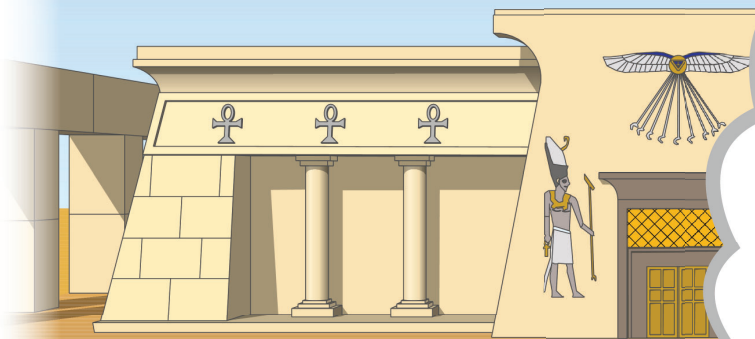
Sticky wants to introduce us to Rania!

Chirp, Sticky and I all headed back to Egypt to discover more about Egyptian hieroglyphs. We all wanted to see some hieroglyphs for ourselves. When we arrived, Sticky introduced us to a new friend in history.



"Chirp, Indy, I'd like to introduce you to Rania. She is a dung beetle, a bug native to this part of Egypt. Rania lives right near the Valley of the Kings, and has seen a lot of hieroglyphs in her time. She can tell us all about this ancient Egyptian language, right Rania?"

"Sticky," Rania giggled, "I will do my best. Sticky is right. I've lived here all my life, so I do know a little about Egyptian writing!"

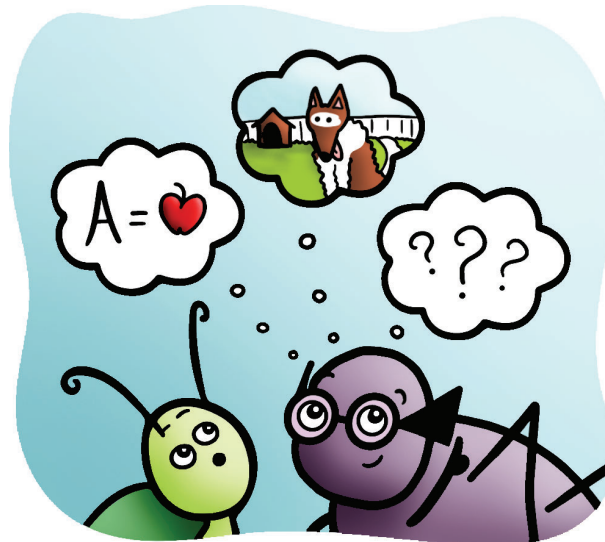


"Okay, everyone. Here's what you need to know about hieroglyphs. Hieroglyphs started out as pictographs just like Sumerian cuneiform did. In fact, it is pretty likely that the idea for picture symbols being used for a written language was probably an idea the Egyptians got from the Sumerians.

Pictographs

are also called pictograms. A pictograph conveys an idea with a picture. Some ancient languages began as pictographs and developed into a written language. Ancient Egyptians developed their hieroglyphs this way. Today we still use pictographs in the form of icons on signs and often on the internet!





“However it happened, the Egyptians created a language built on three types of hieroglyphs. The first kind of glyph was a phonetic glyph that made the sound of a single letter, like our alphabet.

“The second kind of glyphs were logographs that represented words or parts of words. These words could be words such as we have, like *dog* or *river*, or the parts

might be similar to prefixes or suffixes like those we know such as “non-” or “-ing.”

“The third kind of glyph was a determinative. These symbols helped “determine” the meaning of another word.

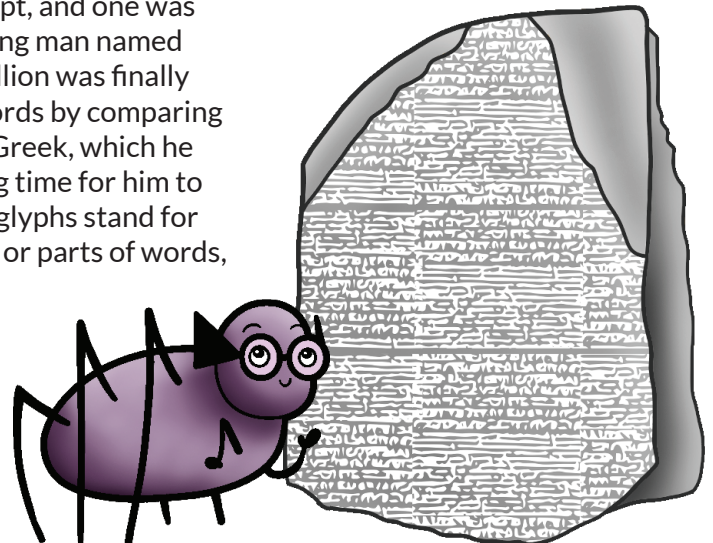
“Wow! That sounds hard to read,” Chirp said, thinking hard.

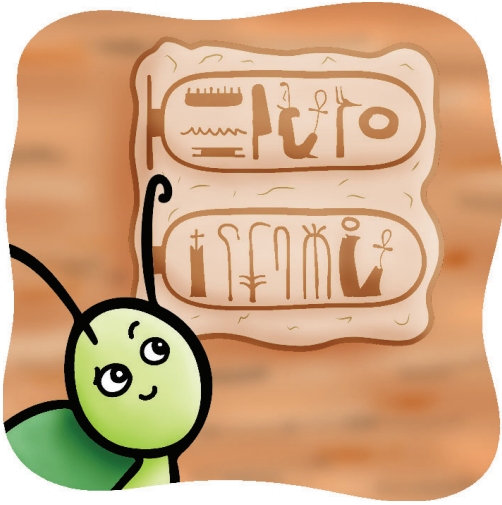
“I suppose the ancient Egyptians were used to it,” Rania said, giggling once again. “Egyptians used hieroglyphs every day. Hieroglyphs were a formal script used on monuments, tombs, obelisks, temples, and such. In many cases, the hieroglyphs actually looked like the item they represented. As writing became more common in daily life, more simplified forms of hieroglyphs were used. Priests used a hieratic script, a writing style we would think of as cursive writing. Most other Egyptians used a demotic script for document and letter writing. It was read from right to left, while hieroglyphs could be written either top to bottom, left to right, or right to left.

“But just as Chirp said, hieroglyphs were not easy to read. For the longest time, no one could read or understand hieroglyphs in modern times, until a strange thing happened. The Rosetta Stone, as it was called, was discovered by Napoleon’s men in 1799, when Napoleon invaded Egypt. This stone had three versions of the same passage. One passage was written in hieroglyphs, one passage was written in the priest’s hieratic script, and one was written in Greek. A young man named Jean-Francois Champollion was finally able to translate the words by comparing the hieroglyphs to the Greek, which he knew well. It took a long time for him to realize that some hieroglyphs stand for letters, some for words or parts of words, and others to affect the meaning of words. When he did, finally, people who studied Egyptian artifacts could understand the language of ancient Egyptians!”



The oldest complete sentence written in hieroglyphs dates back to the 28th or 27th century B.C.





Sticky, Chirp, and I were caught up in Rania's story. "Another thing Champollion noticed was that some words were enclosed in an oval. He realized these were the names of pharaohs and kings. They are called cartouches, and help these names stand out in hieroglyphic passages. "Now, let's step over here to look at the writings on the inside of King Tutankhamun's tomb. What do you see, Chirp?"

"I see what looks like a little bird with two hills near him," replied Chirp.

Rania nodded. "Not surprising. That's the symbol for the first part of Tutankhamun's name. It stands for 'Tut.'"

"Wow! What does the symbol next to it stand for? It is a cross with a circle on top," I inquired.

"That's the next part of Tut's name. It stands for 'Ankh' or

life," Rania told me.

I whistled. "Wow! This is great!"

Suddenly Chirp let out a shriek! "Eeek! Run!"

We all started running until we were out in the sunshine. I was panting hard, Sticky's eyes were big, and Chirp still looked scared to death.

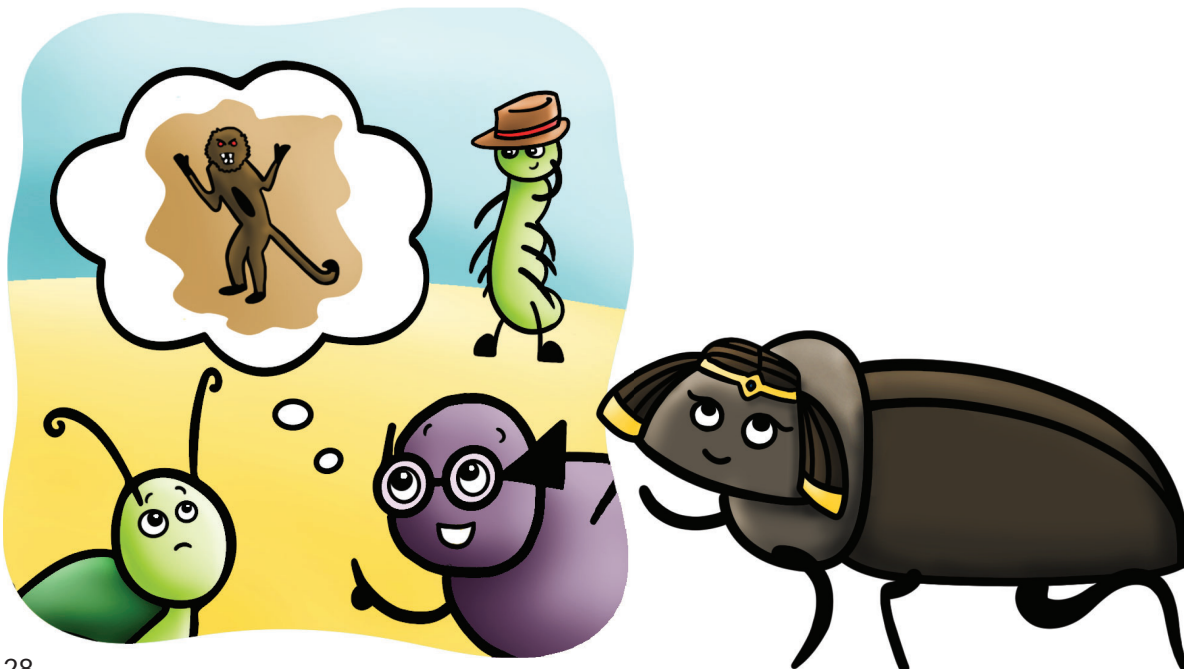
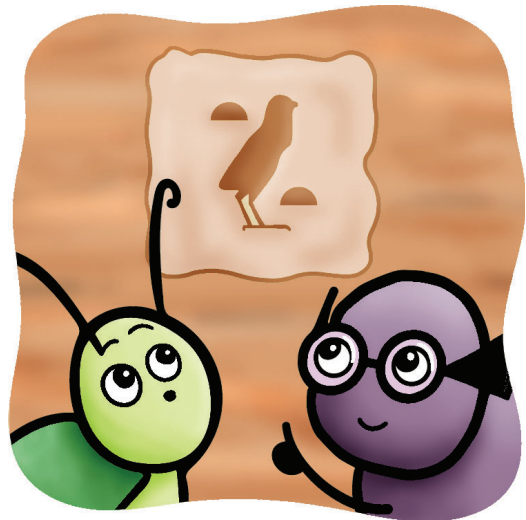
"What happened? What was it?" I demanded anxiously.

Chirp could barely speak. "It... it... it was a monkey with red eyes!"

I looked at Rania and Sticky, and all started to laugh. "The monkey was painted on the wall, Chirp. It was just a picture," I told her.

Chirp looked at Rania, who giggled and nodded, and then started to chuckle herself. "I should have known better than to 'monkey around' with you three!" she exclaimed.

Rania rolled over laughing, and so did the rest of us. It had been a great visit!





What Have You Learned?

Answer It!

Answer these questions about what you read today.

- What kind of common script did most Egyptians use in their daily lives?
- On what might you expect to find hieroglyphic writing?
- Who figured out how to translate hieroglyphs?

Try It!

The symbols below can be put together to form Tutankhamun's name and his title. Draw them on another piece of paper.



Tut



Ankh "life"



Amun



Ruler



of Anru
"Heliopolis"



Upper



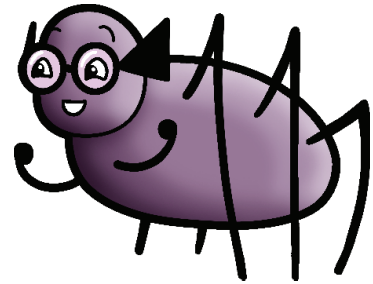
Egyptian Pharaohs

Sticky has more to share about Egypt...

No trip to Egypt would be complete without seeing to it that you found out more about the pharaohs who ruled Egypt. I was itching to take control of this excursion, because I know so much about Egyptian pharaohs. They're kind of my hobby. After we arrived in Egypt, I walked Chirp and Sticky through Egyptian history...

It's high time you two learned a little more about Egyptian pharaohs. The first thing to know was that the rulers of Egypt were arranged into dynasties by Manetho, an Egyptian historian who lived about the same time as Cleopatra. These dynasties were usually ruling families. When the throne changed hands to a new ruling family, the dynasty usually changed.

We know more about some dynasties than others. Also, some dynasties seem more important because of what their rulers accomplished and what monuments and records they left behind. When we study Egyptian history, we often focus on the Fourth Dynasty, the Eighteenth Dynasty, and the Nineteenth Dynasty. Why? Let me tell you!



Fourth Dynasty



The Pyramid Dynasty

Eighteenth Dynasty



The Mighty Dynasty

Nineteenth Dynasty



The Dynasty of the Last Great Pharaoh

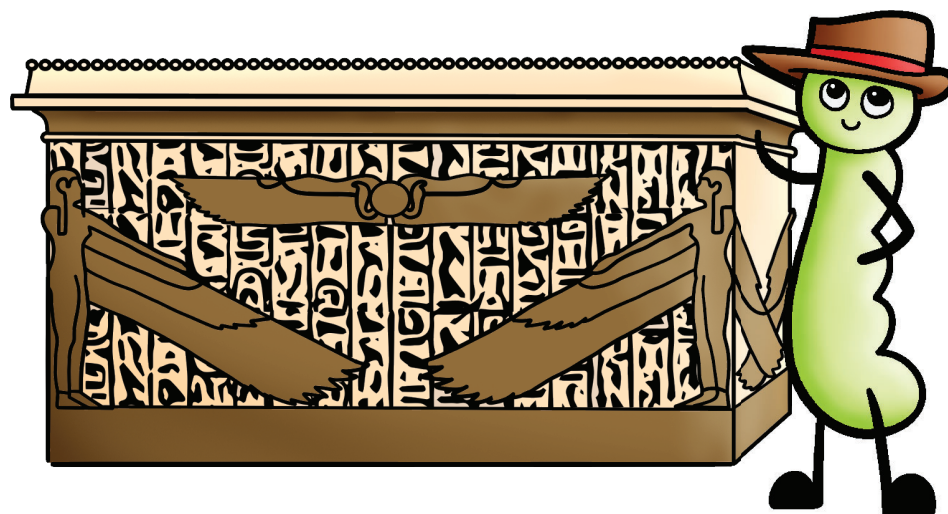
The Fourth Dynasty might be called the Pyramid Dynasty. Many of the most famous pyramids were built by the rulers of the Fourth Dynasty. Sneferu was the first ruler of this dynasty; he may be the best pyramid builder of all time. He built three huge pyramids! They were remarkable because they were also the first pyramids with a true pyramid shape. His son Khufu built the biggest pyramid ever.

It was originally almost 500 feet high! Khufu's son Khafre built another pyramid just a bit smaller than his father Khufu's. Next to it he built the marvelous giant Sphinx to guard the pyramid. The next ruler of Egypt, Menkaure, was the last great pyramid-building pharaoh at Giza. His pyramid was smaller, but it had a beautiful sarcophagus in it, which a British army officer attempted to take back to England. Sadly, the ship sank on its trip to the bottom of the Atlantic Ocean.

The pharaohs of the Eighteenth Dynasty were strong rulers, so perhaps this dynasty could be called the Mighty Dynasty. The first pharaoh, Ahmose, had to deal with invaders called the Hyksos. He threw the Hyksos out of the delta region they had invaded, and ruled over all the lands of Egypt that had been lost in weaker dynasties. He reorganized the country, reopened mines and quarries that had been closed, and began new construction projects. His strong leadership laid the foundations for the New Kingdom of Egypt. The New Kingdom was a time of great power for Egypt.



You would have wanted to meet some of the other remarkable pharaohs of this dynasty. Hatshepsut was a dynamic female pharaoh who established trading relationships that brought great wealth to Egypt and allowed her to build a beautiful mortuary temple at Deir el-Bahri. Thutmose III was a great conqueror, who made Egypt more than a nation; he made it an empire! The lands he conquered paid tribute to Egypt for many years, giving future pharaohs enough wealth to build magnificent temples and tombs.





Mask of Tutankhamun

In 1923, archaeologist Howard Carter found Tutankhamun's tomb, which was still filled with amazing treasures! Tutankhamun was still wearing a golden face mask, and was in its golden sarcophagus. Carter found the tomb full of items such as archery bows, thrones, sandals and clothes, weapons, food and wine, and games and toys he may have enjoyed as a child or young man.

The next dynasty was the Nineteenth Dynasty. This dynasty might be known as the Dynasty of the Last Great Pharaoh. This great pharaoh was Rameses II, the grandson of Rameses I, who took over Egypt when Tutankhamun died without children. Rameses II ruled Egypt for about 66 years until he was around 90 years old. During his long reign, he accomplished incredible things. He established the city of Pi-Rameses in the Nile Delta. He built a huge temple complex called the Ramesseum that had a huge statue of Rameses in it. He had two temples at Abu Simbel carved into a mountainside to commemorate a battle victory. For his wife Nefertari, he had a beautiful tomb painted with wonderful scenes, and even poetry Rameses himself had written about her.

Though Rameses was a strong king, his greatness did not protect Egypt from a combination of internal problems and new enemies attacking the empire. Not even 150 years after Rameses' death, the empire fell, the New Kingdom came to an end, and Egypt lost much of its power.

There are many more pharaohs in Egyptian history to get to know, but the few I've mentioned should give you an idea of what ancient Egyptian rulers were like. My favorite is Thutmose III, the great conqueror. What's yours?

Amenhotep III built huge temples at Luxor and asked for hundreds of statues of himself to be sculpted. Akhenaten established a new religion and had a loving relationship with his beautiful wife Nefertiti.

Akhenaten's son, Tutankhamun was a young king, but the fabulous tomb he was buried in lay untouched, and so his treasures tell us a lot about life as a pharaoh.



HISTORY

Egyptian pharaohs owned all of Egypt's land, commanded Egypt's armies, and conducted religious ceremonies.



Statue of Rameses II

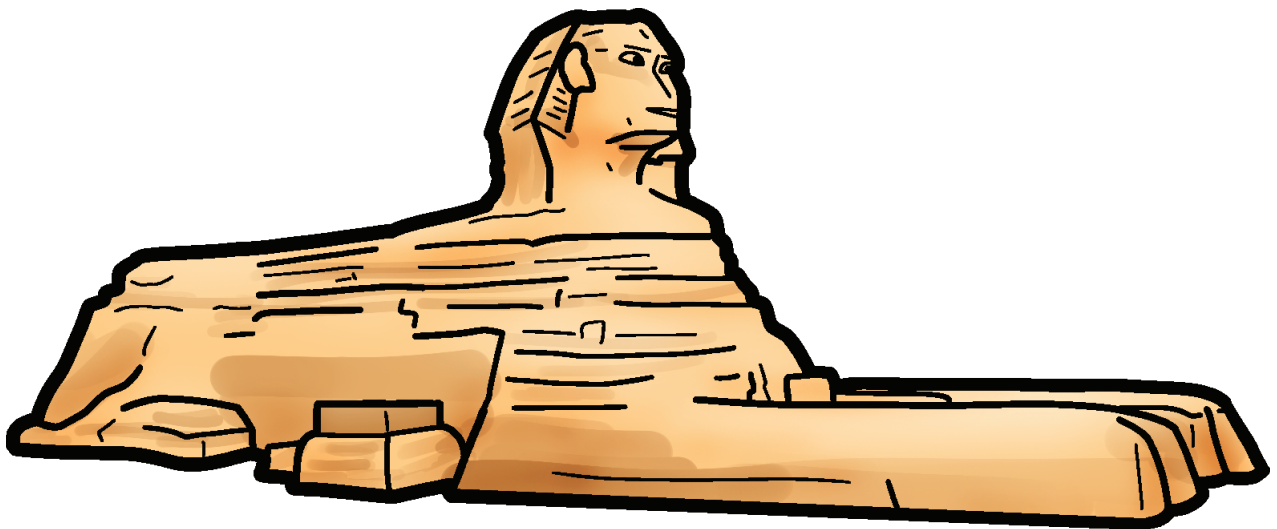


What Have You Learned?

Tell It!

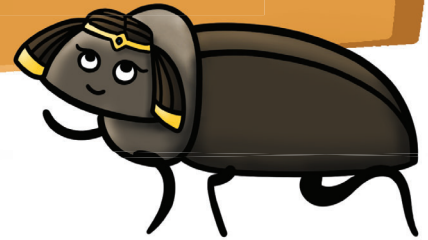
Tell what you can remember about each of the pharaohs listed below.

- Sneferu
- Khufu
- Khafre
- Menkaure
- Ahmose
- Hatshepsut
- Thutmose III
- Amenhotep III
- Akhenaten
- Tutankhamun
- Rameses II





Egyptian Mummies



Rania joined us as we learned about mummies . . .

The next day, Rania treated Chirp and Sticky and I to information about Egyptian mummies. We were all quite anxious to take a tour and see the bodies being embalmed . . .

Rania giggled nervously. "Now is a great time to find out about mummies, since we just learned so much about pharaohs. Most Egyptian pharaohs were mummified. They were buried in the pyramids they built, or, later, in magnificent tombs in the Valley of the Kings. Some pharaoh mummies have been found! Tutankhamun was, of course, in his tomb, which hadn't been touched for centuries. Rameses was also found. His mummy is so well preserved that you can see he had a really hooked nose just by looking at him! Scientists found that he had bad arthritis and old battle wounds and broken bones. Making mummies took time and patience. As we look around at the embalmer's workshop we can see why. You may not want to look too close, Chirp. Some of this stuff can be pretty icky!

"Embalmers first took out a person's brain and organs. The organs were put into four special containers called canopic jars. These jars were buried with the body later. The jars were often pottery. The jars had painted wooden heads on them. The heads were different gods revered in Egypt. Each jar contained one organ. The jars had a jackal head, a falcon head, a baboon head, and a human head on them. These heads represented gods who would protect a single organ, helped by an Egyptian goddess.

Canopic Jars



Jar for Stomach:
Jackal-headed god
Duamutef
Helped by Neith
Represented the East



Jar for Intestines:
Falcon-headed god
Qebehsenuef
Helped by Serqet
Represented the West

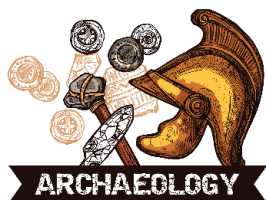


Jar for Lungs:
Baboon-headed god
Hapi
Helped by Nephthys
Represented the North



Jar for Liver:
Human-headed god
Imsety
Helped by Isis
Represented the South



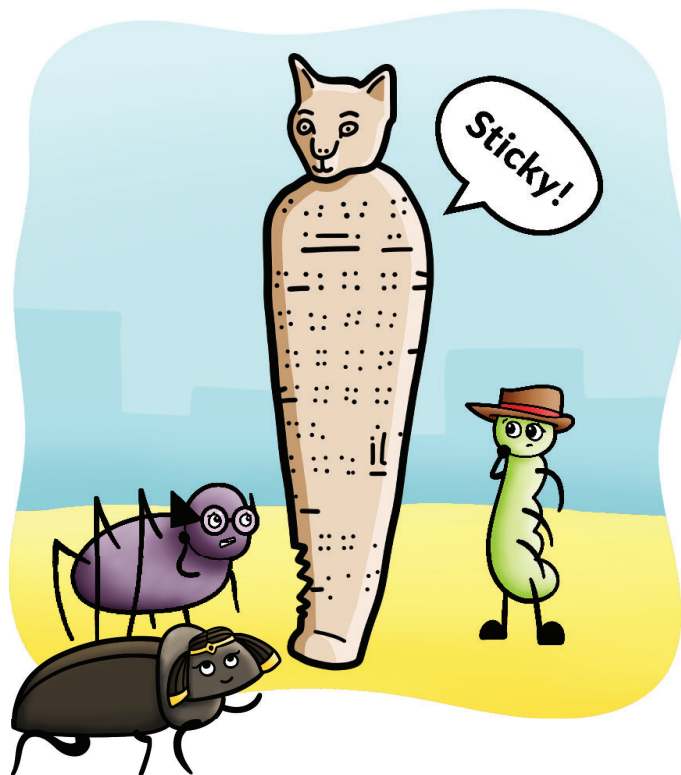


Mummies have been found colored with a golden resin that would keep the safe from destruction by insects, but may also have reflected the Egyptian belief that divine beings had flesh of gold!

"Once the organs were taken out, the body itself was rinsed out with special spices that cleaned out the body and made it smell better. (I'm sure everyone appreciated that!) Then, the body would be put into natron powder that dried it out. It took forty days for the body to be ready to wrap. When the body was pulled out of the natron, each part of the body was wrapped carefully. Special ornaments were often tucked inside the cloth. Some of them were shaped like beetles! (Ooh! We just love bugs!)"



"The Egyptians were very good at mummification. A body that was dried out this way stayed in the same condition in the dry desert for thousands of years. That's why we can enjoy seeing mummies today. Rameses II's mummy is over 3,200 years old! Amazing! Egyptians even mummified animals. There are millions of animal mummies in Egypt. Many of them are cats, as cats were thought to be magical creatures who brought good luck to their families. The best families gave their cats special treats to eat, and even dressed them in jewels and other finery. Families who lost a beloved cat mummified it, hoping to reunite in the afterlife."



Sticky pointed out some at mummies ahead, and we each found something that interested us to look at. As Rania shared more with me about embalming, Sticky and Chirp poked among some of the cat mummies.

A couple of minutes later, Chirp got a little too curious! Chirp managed to find a way into a cat mummy's wrappings. She found a hole in the side of the mummy's wrappings, and went in before we could stop her! She was determined to see a cat mummy for herself. But then, she couldn't find her way out again.

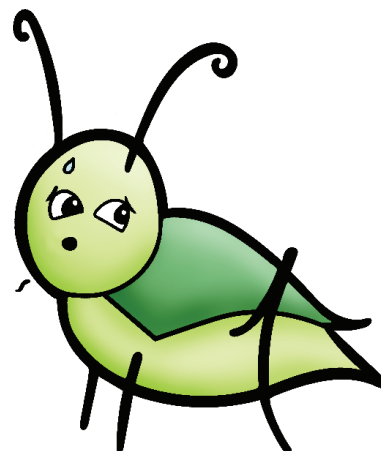
"Sticky!" she called out. "Sticky, how do I get out of here?"

"Follow the sound of my voice," Sticky said calmly. "Just listen carefully."

Sticky and Rania peered into the hole she had gone into and called to her again and again. Finally she emerged from the hole. She was very dirty and had dust all over her. She didn't smell very good, either.

"Are you all right, Chirp?" I asked.

"Yes, but whew! If I hadn't made it out of there," Chirp chuckled, "it could have been cat-astrophic!"





What Have You Learned?

Name It!

Look at the canopic jars below. Name which one holds the stomach, lungs, intestines, or liver.



Try It!

“Mummify” a small doll or action figure using first aid bandages cut into strips or even folded toilet tissue or paper towel strips. See how long it takes to wrap the doll completely and neatly.

Answer It!

Answer these questions about what you read today.

- Of what are the canopic jars made?
- What material is used for the carvings of the heads on top of the canopic jars?
- Which animal did Egyptians believe had magical powers?
- What kind of powder dried out the bodies?
- How old is the mummy of Rameses II?