

The MYSTERY of HISTORY



Volume I
Creation to the Resurrection
Third Edition
Linda Lacour Hobar

The Mystery of History, Volume I, Third Edition

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Library of Congress Control Number: 2009941369

ISBN: 978-1-892427-33-5

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Printed in the United States of America

Published by Bright Ideas Press

Dover, Delaware | Vero Beach, Florida

www.BrightIdeasPress.com

1.877.492.8081

23 22 21

12 11 10 9 8 7 6 5 4 3 2

The Mystery of History, Volume I, Third Edition *Companion Guide* (Digital): 978-1-892427-34-2

The Mystery of History, Volume I, Third Edition *Companion Guide* (Print): 978-1-892427-35-9

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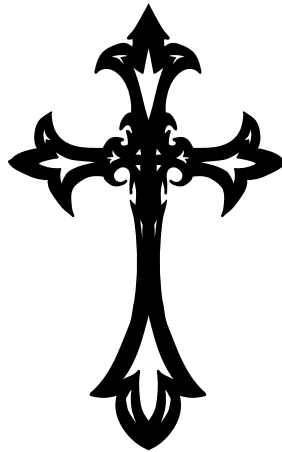
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*I lovingly dedicate this study of history
to my grown children,
Heather, Kyle, and Ashley.*

*It is for your knowledge of the Gospel of Jesus Christ
and for the knowledge of generations to come
that I am inspired to write.*

I love you all “the most”!



*“Now to Him who is able to establish you according to my gospel
and the preaching of Jesus Christ, according to the revelation of the mystery
kept secret since the world began but now made manifest,
and by the prophetic Scriptures made known to all nations,
according to the commandment of the everlasting God,
for obedience to the faith—to God, alone wise,
be glory through Jesus Christ forever. Amen.”
(Romans 16:25–27)*

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Dates of lessons with multiple parts are to be combined as one "key date" to memorize.

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❧ Preface to the Third Edition ❧

It is with great joy that I welcome you to *The Mystery of History*, Volume I, Third Edition. Before you get any further into this text, I would like to make a few simple but important disclaimers.

First, if I waited for the third edition to be perfect in every way, it would never make it into production. A completely accurate history of the world—and supporting curriculum for all ages—is beyond the reach of any of us because only the Creator knows every detail of His Creation and how we best learn. Nevertheless, I think you’ll find much beauty in this new edition—not because I revised it but because the Lord is the author of ancient times and is the One who knows us all! He’s the only perfect One in any of these pages.

Second, because God’s Word is true and His role in ancient history remains clear, the historical content of this third edition of Volume I is not dramatically different from the second edition. However, this third edition is now divided into two components—a colorful hardback *Student Reader* and a digital *Companion Guide* containing all the material you need for a full program (pretests, hands-on activities, timeline directions, mapping exercises, quizzes, literature lists, and much more). With over 400 new color photos, the hardback *Student Reader* is more visually appealing, easier to hold, and more durable for schools and families that love and keep their history books! The digital *Companion Guide*, with a user-friendly menu, makes it easy to find the pieces you want and print just what you need. A code to download it free is provided in the front of this *Student Reader*. (For those interested, the *Companion Guide* is also available in print as a separate purchase.)

Third, for the sake of easier reading, I frequently use the terms *man* or *mankind* (and sometimes *he*, *his*, or *him*) to refer to male and female alike. This is in no way intended to make one gender sound superior to the other nor to disrespect the unique makeup and design of the sexes. It is simply a time-honored way to refer to all people.

Fourth, for easy reading and accuracy, all Scripture used in this text is quoted from the New King James Version unless otherwise noted.

Fifth, my resources for determining the chronological dates used in this book are wide and varied and remain the same as those found in the first and second editions. When an unknown exists, I follow the tradition of putting *c.* in front of the date for *circa*, which means “about.” Because I personally hold to a literal biblical interpretation of the seven days of Creation, I write from a young earth perspective. This will be most evident in the date I provide for Creation (*c.* 4004 B.C.). I believe that those holding to other views can still benefit from this work and appreciate the flow of its overall chronology.

Sixth, although I have tried to write this text with a balanced view of the East and the West, it leans more heavily toward the history of the Middle East and the Western Hemisphere because it more directly relates to the development of my own culture and that of most of my readers.

Last, without apology, this book is written from a Christian worldview because of my own personal faith in Jesus Christ. I took much care to accurately explain opposing faiths in this text with dignity and respect, yet through the grid of biblical truth. With that in mind, I hope that you will not take my words as your final source but rather look to God's Word as the source of *all* truth. May He guide and direct you into a greater knowledge of the Lord Jesus Christ through your study of the ancient world.

For the sake of the Mystery,

Linda Lacour Hoban

❧ *Letters to the Students* ❧

Dear Younger Student Friends (K-3rd Grade),

Hi! My name is Mrs. Hobar. I wrote this history course with someone just like you in mind. You see, I have grown-up children who were once your age. When they were young, I really wanted them to understand history, and I really wanted them to know God. I think that God is the reason for *all* of history. So I wrote about them both.

I wish I could meet you and tell you in person some of the remarkable stories I have learned from history. I find it all pretty fascinating! Do you know why? Because history is one long, exciting story that is still going on. It's full of adventure, drama, life, death, and even romance. (You know, the mushy stuff.) History is all about people and how they have lived ever since the beginning of time!

Do you know how many people have already lived? No one but God knows for sure. But the number is way bigger than a million. In fact, it is bigger than a billion! Together we will learn the stories of some of these people. Some were likable, like King David, and some were not so likable, like Sennacherib. Some people lived to be very old, like Noah, and some people lived only short lives, like King Tut.

And every single person who ever lived was once a child like you, special and unique. I believe that God hand-designed every person! And you know what? That includes you! I'm so glad God thought of you when He was busy creating the universe.

In closing, remember this: The name of this course is *The Mystery of History*. I chose that name because I believe that, through God, there are answers for all the questions of life. The Bible says that a "mystery kept secret since the world began" has been revealed through the Scriptures—to all nations! (See Romans 16:25–27.) So when you see the title of your book, think about God revealing Himself to mankind. He did it best through the life of Jesus Christ, who lived and died for our sins so that we could be with Him forever in heaven.

If you have never before trusted Christ as your Savior, read with your teacher the points of the Gospel ("Would You Like to Belong to God's Family?") in the back of this book. God desires that each of us know Him personally. In doing so, you too will understand the "mystery" of history!

If you ever have questions or want to write to me about something special *you* learned in history, please write me at:

Linda Lacour Hobar
c/o Bright Ideas Press
P.O. Box 333
Cheswold, DE 19936 USA

I would love to hear from you. I hope you enjoy your studies.

Dear Middle Student Friends (4th-8th Grade),

Hi! My name is Linda Hobar. I just want to write you a personal note and tell you why I wrote this history course. First, I want you to know that I wrote it for you! Although we haven't met, I think about you every day as I sit at the computer, putting my notes down into sentences.

In fact, at times like that, I pray. I pray that God would have me write exactly what a student like you needs to know about history. I never want to bore you, I never want to insult your intelligence, and I never want to make you not like history! I do, however, want to share stories with you that are valuable, interesting, and timeless.

That is not an easy assignment. But I believe a lot of history is worth knowing because it points to the Creator of everything. That is why I wrote this curriculum. The title of my book implies that there *is* a mystery to history. Do you know what it is? The Bible says that the mystery is God, "in whom are hidden all the treasures of wisdom and knowledge" (Colossians 2:3). Since the Garden of Eden, He has been revealing just what kind of a loving and personal God He is.

History really is a great story. We'll learn of good guys, bad guys, and everything in between. We'll read about treachery, murder, explorations, royal marriages, and so much more! I believe each and every life God created has had a plan and purpose. It is astounding to think about just how many people God has created. We will be able to cover only a small fraction of them.

More importantly, we will be learning about God's hand and direction in the course of this world we live in. By now you are old enough to have seen both the blessings of life and the tragedies. There is a lot of suffering in this world. Even in that, I think we can see God at work.

One of the greatest works of God was His coming to earth in the person of Jesus Christ. I hope you already know Christ personally and have allowed Him to be the Lord of your life. Apart from Him, there is no forgiveness of sin—and we are all guilty of it! If you're not sure about your salvation, please read the points of the Gospel ("Would You Like to Belong to God's Family?") in the back of this book.

In knowing Christ, you will be sure of your eternal place in heaven. What better knowledge can you have than that? And you will better understand "the mystery of history"! If you ever have questions or want to share with me *your* thoughts on history, please write me at:

Linda Lacour Hobar
c/o Bright Ideas Press
P.O. Box 333
Cheswold, DE 19936 USA

I hope to hear from you. Enjoy this course!

Dear Older Student Friends (9th-12th Grade),

Hi! What I have to say might surprise you. You may be expecting some rant from me on how you ought to love history and all that. But you know what? I'm not going there. I was your age once, and as a teenager, I didn't care at all about history!

I'll tell you why. At your age, as far as I was concerned, the world revolved around me. I was only beginning to figure out where I fit into this big drama that we call "life." I was way too concerned about how I was doing in playing the starring role of "me."

Maybe you are more mature than I was and you *do* care about things beyond your own life. I hope you do. I think one definition of *maturity* is simply recognizing one's place in the lineup of life. Maturity is accepting our roles and responsibilities whether we like them or not.

So what's the point of my letter? I want to challenge you. You can be self-absorbed and mediocre in this life—living just within your own circles—or you can grow, you can achieve, and you can learn! If you learn, you will probably change. You'll change the way you see things and the way you wish things could be.

All to say, I want to see you develop into a world-changer. That's my challenge. Maybe you won't love this history course. You might not even like it. But will you give it a chance to shape you? Will you allow yourself to really think about other cultures, other people, and other philosophies? Will you turn down the volume of your busy life and social media long enough to listen to what is going on in the world beyond you?

History is in the making all around us. It is the ongoing story of men and women since the beginning of time. Humankind has been around for about six thousand years. Some life stories are good; some are terrible. Some events in history are flat-out terrifying; others are heartwarming. But it is all real.

Besides being the story of mankind, I believe that history is the story of God. I titled this course *The Mystery of History* because the Bible says a hidden mystery has been revealed by God's will! (See Colossians 1:25-27 for full context.) One of the greatest ways God revealed Himself, and His will, was through Jesus Christ His Son.

I hope that you have already reached a point in your life where you have trusted Christ as your personal Savior. In that decision, you will have secured your eternal destiny! I came to know Christ personally at age 17. Though my faith is still a work in progress, that's when the mystery was first revealed to me and my salvation was made secure. If you are not sure where you stand with knowing God, please take time to read the points of the Gospel ("Would You Like to Belong to God's Family?") in the back of this book. Though maturity is looking beyond yourself, wisdom is occasionally looking within yourself. I do recommend examining your relationship with God regularly.

So I guess I *am* ranting about history after all. Sorry, but I am compelled for two reasons. First, I care a lot about you. I'm a former homeschooling mom with grown children

and two grandchildren. So I care about your academics like I cared for the education of my own children. But on another level, I care a lot about your generation because it is next in line to manage this world! I believe it really is important that you have a solid background in world history to help you see the big picture of the responsibilities you will face one day. Adulthood is just around the corner.

Please keep in mind that I wrote this history curriculum for several age groups. I expect you, as an older student, to do more than just read my lessons. That would be too easy for you. Take the research activities seriously, read additional literature, stretch yourself, and study with integrity. Some activities are easy, and others will take more time to complete. Don't necessarily take my lessons as the final word. Always read original sources when you can.

Okay, I'm done now. May the Lord bless you in your study of world history. If you ever have a question or thought you want to share with me, please write me at:

Linda Lacour Hobar
c/o Bright Ideas Press
P.O. Box 333
Cheswold, DE 19936 USA

I would love to hear from you!

How to Use The Mystery of History

The Mystery of History, Volume I, Third Edition offers the same award-winning stories and curriculum found in the first and second editions. However, the third edition has a new layout! Due to popular demand, the stories of Volume I are now in a durable hardback *Student Reader* with hundreds of colorful photos. Inside this *Student Reader* is a code to download our accompanying digital *Companion Guide*, which holds all the material you need for a full world history curriculum. For your convenience, the *Companion Guide* is also available in print as a separate purchase.

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

Step 1 — “What Do You Know?” Pretests

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

Step 2 — Lessons

Lessons in *The Mystery of History Student Reader* are the core of the program. There are three per week. (A typical school year is 36 weeks long. This curriculum contains 108 lessons, or 36 weeks of lessons if you want to finish in a school year. You don’t have to!) In the hope of making world history as interesting and engaging as possible, all the lessons are written in a casual, conversational style, as if I’m right there with you, making occasional personal comments. Since the lessons are in chronological order, students will benefit most by studying them in the order in which they are presented. In fact, to help students manage the lessons well, they are divided into four quarters. Each quarter starts with a short “Around the World” overview to introduce upcoming lessons and provide a bird’s-eye view of the time period.

As for the length and difficulty of the lessons, each volume in *The Mystery of History* series jumps up about two grade levels. The reading difficulty of Volume I is at about a 4th- to 5th-grade level; Volume II is on a 6th- to 7th-grade level; Volume III is at an 8th- to 9th-grade level; and Volume IV is on a 10th- to 11th-grade level. This wide range allows all ages to benefit from this series with the addition of age-appropriate activities, which are the next step!

Step 3 — Activities

When I started this series, my children were in 2nd grade, 6th grade, and 10th grade. By my definition they were a **Younger Student (K–3rd grade)**, a **Middle Student (4th–8th grade)**, and an **Older Student (9th–12th grade)** respectively. Knowing that I wanted to meet the needs of *all* my children in one world history course, I wrote the lessons on a reading level somewhere in the middle of their abilities—and then worked to provide age-appropriate activities for enrichment.

So the *Companion Guide* includes activities for Younger, Middle, and Older Students. Younger Students are encouraged to use their senses for hands-on projects, reenactments, or meaningful games; Middle Students are enticed to reassemble the material in some creative way or explore it further with research; and Older Students are challenged with additional research, discussion, analysis, and much more. Occasionally, all students come together for games, meals, or field trips that match the time period. I created *hundreds* of activities to meet a variety of interests and learning styles. As a matter of fact, so many activities are provided in the *Companion Guide* that I wouldn't expect you to do them all! Choose wisely based on your time and resources. (One activity per week is quite acceptable.)

Step 4 — “Take Another Look” Review

After students have read three lessons, I suggest they set aside one day for **review** and **geography**. For review, students can make **Memory Cards** (homemade flash cards) and/or create **timeline figures** for a wall or notebook. (You can learn more about these options in the *Companion Guide*.) For geography, each week I provide age-appropriate mapping exercises directly related to the lessons of the week. Blank maps to print and answer key maps are provided in the *Companion Guide*. You will, however, need atlases to find the information needed to complete the mapping exercises. To avoid frustration, we highly recommend that you have access to *WonderMaps*, a beautiful digital atlas created by Tyler Hogan at Bright Ideas Press (with all the information you need) or the two atlases listed below, which I used to create the mapping exercises:

- *The Student Bible Atlas* by Tim Dowley (ISBN 978-0-8066-2038-1)
- *Rand McNally's Historical Atlas of the World* (ISBN 978-0528014475)

All three atlases are available on my website (www.TheMysteryofHistory.com) or that of my publisher (www.BrightIdeasPress.com).

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

At the end of every other week, you will find games or exercises titled “What Did You Miss?” in the *Companion Guide*. These bonus activities are designed to make students

dig a little deeper in recalling the details of previous lessons or pull together information that is otherwise scattered.

Alternating with the exercises, every other week you will find quizzes titled “What Did You Learn?” in the *Companion Guide*. These are designed to test students in a more traditional manner and help you see what they’re learning and retaining. These quizzes are cumulative, meaning that students will regularly be drawn back to previously covered material.

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

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

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

Step 7 — Additional Resources

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

1. Additional Books and Films—We’ve included a lengthy, well-researched section in the *Companion Guide* titled “Supplemental Books and Resources.” These are not required to complete this course, but these picture books, biographies, classics, historical novels, primary source materials, and numerous quality films help bring history to life.

2. Audiobooks—For your convenience, lessons in *The Mystery of History* are also available in an audiobook (10-CD set or downloadable MP3s). I personally narrate *The Mystery of History*, word for word, and my husband adds beautiful background music. (Nonmusical tracks are also available on my website, www.TheMysteryofHistory.com.) Audiobooks are a great choice for class time, bedtime, or on the go. (Audiobooks pair well with coloring pages, which are described below.)

3. Supplemental Products—Because there is always room for more fun and creativity, Bright Ideas Press has created four supplemental products that you will want to

consider. (They can be purchased individually as downloads or all together in one Super Supplemental Collection on CD.)

- ✦ Challenge Cards: Best described as premade fact cards, these can be used in addition to homemade Memory Cards or in place of them. These are great for students who enjoy drill work.
- ✦ Coloring Pages: All ages can enjoy coloring pages, though they may best serve Younger and Middle Students who would like to keep their hands busy while listening to the lessons.
- ✦ Notebooking Pages: The illustrated notebooking pages provide students of all levels with a place to summarize lessons or practice copywork for retention.
- ✦ Folderbooks: These are clever paper projects with file folders and printable images to capture highlights of each quarter. These are a good choice for hands-on learners.

4. Online Classes—Last, we want you to know that online classes (both live and self-paced) are available for all volumes of *The Mystery of History* through **The Academy at Bright Ideas Press**! Teachers and course offerings vary from year to year, so please visit the website for more information (www.academy.brightideaspress.com). I personally teach a live class for *The Mystery of History*, Volume IV. I would love to have you join us when you reach that level!

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

- ✦ Adaptations for all ages and classrooms
- ✦ Memory Cards
- ✦ Timeline figures
- ✦ Methods of education
- ✦ Grading tips

And don't miss the back of the *Companion Guide*, where you will find an Appendix containing maps to print, answer key maps, supplemental books and resources, a Bible reading list, and a comprehensive answer key. If you have additional questions, Bright Ideas Press and The Mystery of History, Inc., both have help lines on our websites and a variety of social media touchpoints. We're here to serve you!

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Website: www.TheMysteryofHistory.com
Email: MOHshipping@yahoo.com.

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Hannibal, Elephants, and the Punic Wars

Far away from China at about the same time that Qin started the Great Wall, trouble was starting between two important cities, **Rome** and **Carthage**. The city of Rome was determined to rule over the entire Mediterranean world. Carthage, however, wasn't going to let this happen very easily.

Carthage (KAR thij), an ancient city and state located in northern Africa, was a threat to Rome because it was in an ideal location for trading. Look at the map on the next page now and find both Carthage and Rome. They were quite close to one another although they were on two different continents. Only the waters of the Mediterranean Sea separated them.

The fighting between these cities became known as the **Punic** (PEW nick) **Wars**. It was called that because the Romans used the word *Punic* for “Phoenicians.” What do the Phoenicians have to do with it? Glad you asked that question. It was the Phoenicians of long ago who first settled the city of Carthage on the Mediterranean. Carthage was what we would call a “colony” of Phoenicia for many years.

During the **First Punic War**, the Carthaginians fought with the Romans over the island of Sicily. That is the small island that looks like it is being “kicked” by the peninsula of Italy. (Archimedes was from there.) Carthage lost that battle.

Twenty years later, though, a brilliant general named **Hannibal** rose to power in Carthage. He would greatly challenge the Roman rule. While just a boy, Hannibal developed an intense hatred for Rome. His father once asked him to make an oath that he would never be friends with a Roman. Hannibal kept that oath all his life.



From childhood, Hannibal of Carthage maintained a deep loathing for the Romans—and made a lifetime career of battling against them.

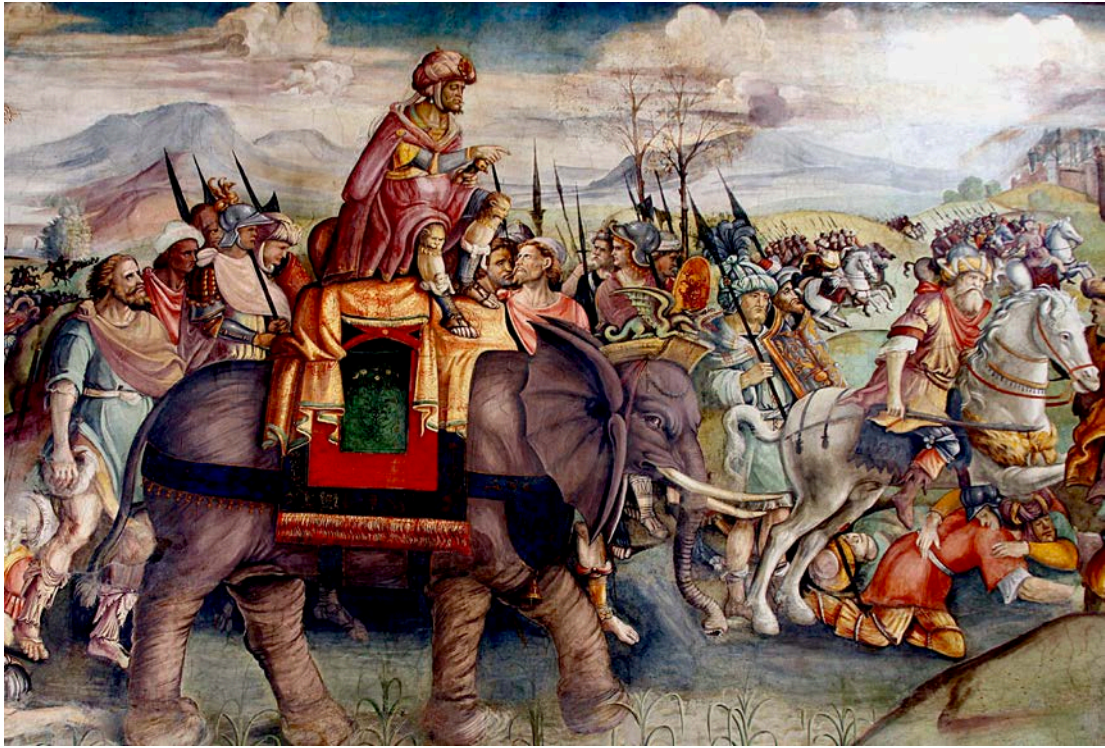


The most amazing thing Hannibal ever did was to completely surprise the Romans in an attack. To appreciate this military move, follow along on the map provided. Rather than trying to attack Rome from the south where Carthage was, Hannibal marched to Rome in 218 B.C. by starting at New Carthage in southern Spain and heading east across the perilous Alps — one of the highest mountain ranges in the world!* This man and his army, who originally lived south of Rome and across a sea, attacked Rome from the northwest. It was a brilliant idea.

To make the endeavor even more astounding, Hannibal took 37 war **elephants** with him! Can you imagine elephants climbing the Alps? To be honest, they didn't do a very good job. On the way, all but one died, from either the freezing conditions or falls from great heights. One third of Hannibal's men died for the same reasons, as well as from starvation, on the long and perilous journey.

Still, Hannibal was very courageous. It is said that he himself would serve as a scout—hiking or riding his horse to the next highest peak, yelling back to his men that it

*Hannibal was able to start his march to Rome from New Carthage (Cartagena, Spain) for three reasons. First, from 237 to 228 B.C., Hannibal's father, Hamilcar Barca, subdued southern Spain — giving the Carthaginians a foothold in mainland Europe. Second, in 227 B.C., Hannibal's brother-in-law, Hasdrubal the Fair, founded the city of New Carthage (Cartagena) — providing Hannibal a station closer to Rome. Third, in 219 B.C., Hannibal conquered the city of Saguntum, Spain (to clear his path to Rome) and backtracked to New Carthage. From there, he strategized and launched his famous march, as our map shows.



One of Hannibal's most memorable military strategies was his use of war elephants on the long treacherous march to Rome—up and over the Alps!



Scipio, the Roman general who never lost a battle, defeated Hannibal at the Battle of Zama to end the 17-year Second Punic War.

was safe for passage. I can picture him shouting and waving. Both he and his men were subject to slippery ice, deep snow, and freezing weather. It is incredible that they made it at all.

Over the next 15 years, the brave and gallant Hannibal managed to defeat the Romans at three different battlefronts in Italy, but he had yet to meet up with the best that Rome had to offer in generals. His name was **Scipio** (SIP ee oh).

While Hannibal was in Italy far from home, Scipio moved his men to attack Carthage by way of the sea. News of that forced Hannibal to sail back home. In 202 B.C., Scipio and Hannibal finally met face to face to fight at the **Battle of Zama** (ZEE muh or ZAH muh). At stake was the fate of the Mediterranean world. The result of this battle was to shape the rest of history!

Since you've probably never heard of Carthage before this lesson, that might give you a clue as to who won this decisive battle. Hannibal and his men just couldn't do it—they could not squelch Scipio. The Romans went on to



The Romans discovered Hannibal living in Crete—after 10 years in hiding! Rather than face capture, Hannibal took his own life the same year that his rival Scipio died.

claim the final victory in the **Second Punic War**. This was just the beginning of Rome showing how strong she could be.

Hannibal, on the other hand, left the army and worked instead on rebuilding the city of Carthage. He was so successful that he again posed a threat to the Romans. They set out to have Hannibal ousted from Carthage once and for all. He had to flee far from home to save his life.

After 10 years, the Romans finally caught up to Hannibal while he was in hiding on the island of Crete. That is the same island where the Minoans once lived. Rather than suffer the humiliation of being captured, Hannibal ended his own life in 183 B.C. He supposedly drank poison that he kept stored secretly in a ring on his finger.

Some of Hannibal's last words were, "Let us now put an end to the great anxiety of the Romans, who have thought it too lengthy, and too heavy a task, to wait for the death of a hated old man."¹ Ironically, Hannibal's old enemy, Scipio, died that same year.

Both men died without the knowledge that Carthage was later obliterated by the Romans in the **Third Punic War** (149–146 B.C.). The destruction was among the worst in all of history, as the entire city was burned over two weeks and any survivors were carried away into slavery.

Legend says that the Romans, in a final act of cruelty, contaminated the burned city with salt to ruin the land for farming. The legend is under debate, but if it were true, that last destructive act against Carthage would certainly have broken Hannibal's heart.

The Han Dynasty

When you think of images of ancient China, what comes to your mind? Do you picture bustling streets, ornate palaces, and beautiful works of art? I hope so because all of these are part of China's rich past. Much like the Greeks in Athens, the Chinese experienced a time period during which their cultural achievements greatly blossomed. It was during the **Han dynasty** that the more creative side of the Chinese emerged.



Emperor Wu Di, the seventh emperor of the Han dynasty, reigned from 141 to 87 B.C., making his 54-year reign one of the longest in China's history.

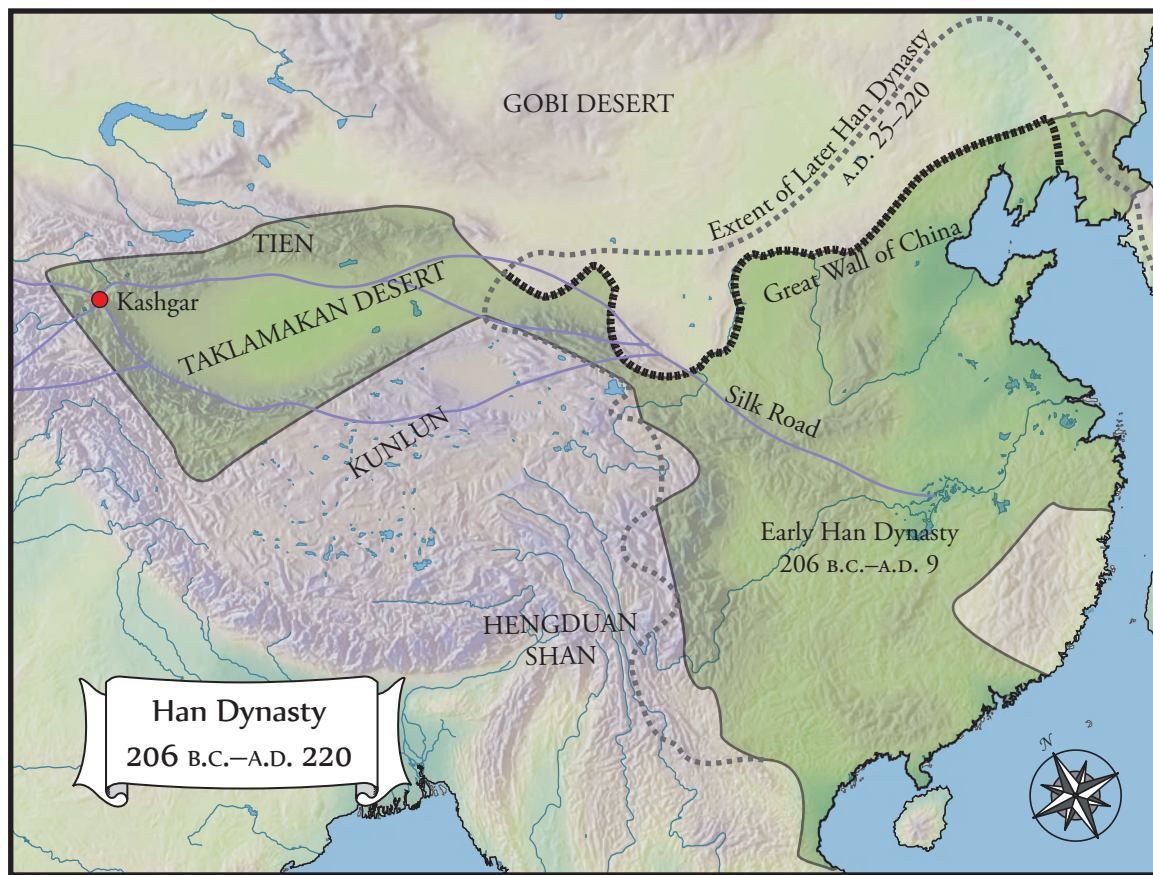
In review, the Qin dynasty was rather short. It lasted just a few years beyond the life of Shi Huang Ti, who oversaw the building of the Great Wall of China. After his death and a few years of civil war, the Han dynasty ruled over China from **206 B.C. to A.D. 220**. That is more than 400 years!*

If you remember, the Qin dynasty unified the warring states of China into one big country. This is the land that the Han dynasty inherited. They made it even bigger under **Emperor Wu Di** (woo dee), who ruled from 141 to 86 B.C. He added parts of central Asia and the southeast coast of China, and conquered the Medong Valley. **Chang'an**, the bustling capital city during this time period, was second only to Rome in size and magnificence.

Even with all this new land, China remained somewhat isolated from the rest of the world. The Chinese didn't really need anything from the Western world except horses. These animals didn't breed well in China and had to be imported. Otherwise, the Chinese had their own natural resources and plenty of farmland for food. But the Western world sure wanted something that China had. And that was silk!

Remember learning about the simple little silkworm that the Chinese learned to harvest? I told you that they kept the worm a secret for about three thousand years. They were very smart to do that. The art of making silk was a mystery to the people of Rome, Greece, and other countries. That made the demand for silk great and the price of it exorbitant.

*The Chinese divide this long span into two major time periods, the Former (or Western) Han from 206 B.C. to A.D. 9 and the Later (or Eastern) Han from A.D. 25 to 220. The name change reflects the move of the capital city from Chang'an (in the west) to Luoyang (in the east).



The desire for silk was so great that a group of roads from China to Syria was later nicknamed the “Silk Road.” The Silk Road trade routes stretched for 2,500 miles and basically connected the East with the West. It has been said that the value of silk was so high in Rome that it was equal to gold. No wonder men were willing to travel over mountains and through deserts to trade this fine cloth.

Within China itself, travel became more interesting during the Han dynasty as many villages were connected by long canals or waterways. Some families lived on houseboats to make a way of life out of moving goods from village to village. It was not uncommon to see the babies and toddlers who lived on the houseboats wearing bamboo floats to protect them should they fall overboard.



Silent and vacant today, the Dunhuang watchtower was built along the Silk Road of China during the Han dynasty.



This sculpted bronze horse, captured in motion, reflects the exquisite craftsmanship of the Han dynasty.

Culturally, many beautiful things were built during the Han dynasty, though few remain intact. Art was becoming more appreciated for its beauty. The Chinese became famous for their delicate pottery that we still call “fine china” today. It refers to a type of porcelain made from fine white clay. As for inventions, it was during the later Han dynasty that paper was invented by the Chinese. It is hard for us to believe that paper, as we know it, didn’t come into existence until about A.D. 100!

The Chinese are also responsible for inventing the first seismograph, a device that detects and measures earthquakes. Though the first seismograph looked like an ornate toy in comparison to today’s version, the Chinese were thinking way ahead of themselves.

The Han dynasty was not known only for silk trading, porcelain, and inventions. The emperors of this era took China back to some of its former roots. Remember when Shi Huang Ti burned the ancient history books and teachings of Confucius? He couldn’t really burn them all. The writings of Confucius were rediscovered under the Han rule and brought back into the arena of Chinese politics.

One of the principles of Confucianism was the idea that men should be appointed to rule based on their abilities, not on their birth, so people who wanted to serve in the government in China had to take a test that showed they understood politics. This rule,

however, did not apply to emperors. There were, at times, babies who inherited the throne. In those cases, their mothers were often the real rulers.

Overall, though, the Han dynasty was good for the people of China. For four hundred years, the Chinese were prosperous and stable. In the course of history, that is a long time. When we get to the study of Jesus Christ and the early church, remember that the Han dynasty would still have been ruling over China.



This replica Chinese seismograph shows four dragons facing north, south, east, and west. Sensing vibrations in the ground, the dragons were designed to drop a ball in the mouth of the nearest frog figurine—to indicate the direction of an earthquake!

The Maccabean Revolt

At about the time the Han dynasty was being established in China, the Lord was at work protecting His people in Judea* from a very cruel man. The history of the Jews never ceases to amaze me. Over and over again, God kept His hand on the Jews in order to bring about His plan to send Jesus Christ.



On one side, this silver coin bears the face of Antiochus IV Epiphanes. On the other side it proclaims in Greek, "King Antiochus, image of God, bearer of victory."

In Judea, the Jews were being seriously oppressed by a man named **Antiochus Epiphanes** (an tee OCK us eh PIFF uh neez), or Antiochus IV. He was the eighth ruler of the Seleucid (suh LOO suhd) dynasty. Do you remember the Seleucids? They were one of the four families we studied earlier who gained part of Alexander the Great's empire after he died.

Antiochus Epiphanes was a ruthless man. He had no respect for the beliefs of the Jews. He wanted them to adopt the Greek way of life. This is called "**Hellenization**," the term given to the practice by many nations of adopting Greek ideas, style, and customs after the spread of Alexander's empire.

Antiochus Epiphanes was so cruel that at one point he took over the Jewish Temple and sacrificed a pig on the altar to mock the Jews. He also put up a statue of the Greek god Zeus right there in the Temple. You can imagine the rage and the hurt of the Jews to have the house of the Lord defiled in that way. This was the same Temple that Zerubbabel had worked so hard to restore.

Furthermore, Antiochus IV forbade circumcision, and he destroyed as many copies of Old Testament Scripture as he could find. The Jews who opposed him were killed.

God was watching, though. He raised up a man named **Judas Maccabee** who was able to stop the tyranny of Antiochus IV, but it wasn't easy.

*The Greeks and Romans referred to the former Kingdom of Judah as Judea.



Mattathias, a Jewish priest, was first in leading the Jews to rebel against the Seleucid dynasty. His son, Judas Maccabee, completed the revolt and gained control of the Jewish Temple.

Judas Maccabee was the son of a priest named **Mattathias** (mat uh THIGH us). It was Mattathias who first led a rebellion against Antiochus. Mattathias refused to give sacrifice to a pagan god and was forced to flee for his life to the hills. He died shortly after that, so Judas, his son, took his place in leading an all-out revolt against Antiochus Epiphanes. This has become known as the **Maccabean Revolt**.

Interestingly, Judas had far fewer men and probably fewer weapons than his enemy had, yet time and time again, he was victorious in defeating Antiochus. In fact, Judas earned the name *Maccabee*, which means “hammerer,” from this series of victories. It is apparent to me that the Lord was on their side for the three years they fought.

Finally, in **165 B.C.**, Judas Maccabee gained control of the sacred Temple. The Jews immediately went to the task of cleaning up the mess the intruders had made. The **Talmud** (TAHL mood), a special collection of Jewish writings, tells an amazing story that happened during the cleanup.

The Talmud says that during the Temple rededication, the Jews found only one small bottle of oil with which to light holy lamps for what was probably a belated celebration of the Feast of Tabernacles (when the Jews remembered their temporary dwelling in the wilderness).*

*The Feast of Tabernacles is also called the Feast of Booths or Sukkot. See Leviticus 23:33–44. See also in the Apocrypha: 1 Maccabees 4:52–59 and 2 Maccabees 10:6.

Miraculously, the oil that should have lasted only one day lasted for eight! It was as if the Lord extended the life of the oil just long enough for the Feast of Tabernacles and rededication of the Temple.

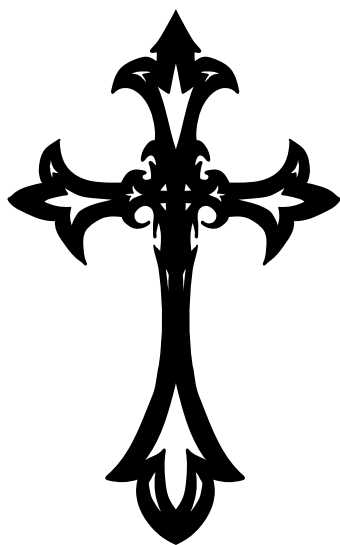
It is from this meaningful event that the custom of **Hanukkah** was started. The word *Hanukkah* means “dedication.” To this day Jewish people remember the eight days of worship and the burning of the oil lamps. In the Book of John in the New Testament, it is called the “Feast of Dedication.” (See John 10:22.)

In the celebration of Hanukkah, Jews light one additional candle each night on a lampstand called a “menorah.” By the eighth night, all the candles are lit together, and the Scripture is recited: “Not by might nor by power, but by My Spirit,” says the LORD.” (Zech. 4:6) The Jews also give gifts to one another and to the poor on this special holiday that falls near Christmas.

Judas Maccabee himself died in battle just a few years after the Temple rededication. His brothers, however, carried on the tradition of fighting for the Jews’ independence. How little did they know Who was soon to come to bring His message of peace to the whole world!



At Hanukkah, an eight-day celebration, Jewish families light candles on a menorah to remember the miraculous provision of lamp oil during the rededication of the Temple following the Maccabean Revolt.



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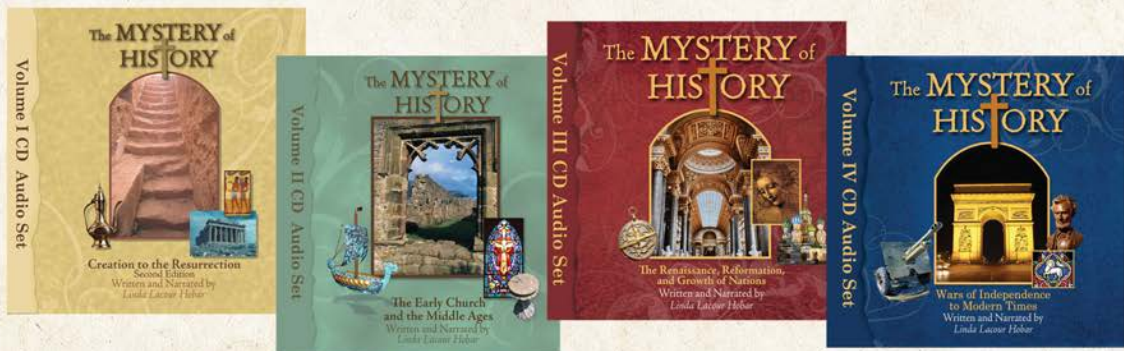
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Companion Guide

Volume I

Third Edition

Creation to the Resurrection

Linda Lacour Hobar

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The MYSTERY of HIS+TORY I

Linda Lacour Hobar

Volume
I
Third Edition



The MYSTERY of HIS+TORY I

Linda Lacour Hobar

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The MYSTERY of HISTORY



Volume I

Creation to the Resurrection

Third Edition ♦ Companion Guide

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The MYSTERY of HISTORY



Volume I

Creation to the Resurrection

Third Edition • Companion Guide

Linda Lacour Hobar

Bright Ideas Press

Dover, Delaware and Vero Beach, Florida

The Mystery of History, Volume I, Third Edition Companion Guide

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Library of Congress Control Number: 2009941369

ISBN (Digital): 978-1-892427-34-2

ISBN (Print): 978-1-892427-35-9

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Printed in the United States of America

Published by Bright Ideas Press

Dover, Delaware | Vero Beach, Florida

www.BrightIdeasPress.com

1.877.492.8081

23 22 21

12 11 10 9 8 7 6 5 4 3 2

This book is a companion to *The Mystery of History, Volume I, Third Edition*: 978-1-892427-33-5.

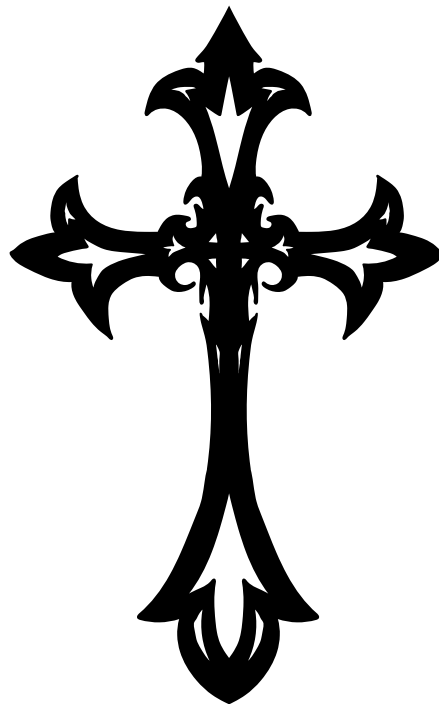
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*I lovingly dedicate this study of history
to my grown children,
Heather, Kyle, and Ashley.*

*It is for your knowledge of the Gospel of Jesus Christ
and for the knowledge of generations to come
that I am inspired to write.*

I love you all “the most”!



*“Now to Him who is able to establish you according to my gospel
and the preaching of Jesus Christ, according to the revelation of the mystery
kept secret since the world began but now made manifest,
and by the prophetic Scriptures made known to all nations,
according to the commandment of the everlasting God,
for obedience to the faith—to God, alone wise,
be glory through Jesus Christ forever. Amen.”
(Romans 16:25–27)*

Acknowledgments

It's been 19 years since I wrote the first edition of *The Mystery of History*, Volume I. Two editions later, much has changed! Primarily, my three children—my original audience and inspiration—have graduated, married, begun careers, and given us grandchildren. That means my husband and I have recently entered the empty nest stage of life, which is a bittersweet ranking in our fifties. What *hasn't* changed in 19 years is my love for the Lord Jesus Christ, as well as my deep sense of gratitude to the friends, family, and colleagues who have loved and supported me in writing this world history series. That's what this page is all about. So, without further ado, let's roll the credits.

I remain steadfastly grateful to two college professors who opened my heart to world history—**Dr. James Vardaman** and **Robert L. Reid** at Baylor University. (Your storytelling changed my life.)

I will always be grateful to **Wendy Yeager**, the friend, neighbor, and sister in Christ who first encouraged me to write this series. (I wish we were still neighbors!)

I thank my publishers, **Bob and Maggie Hogan** at **Bright Ideas Press**, for taking on *The Mystery of History* nearly two decades ago. (I couldn't have launched this series without you!)

I'm particularly thankful for **Tyler Hogan** for keeping and growing the family business. (Tyler, you are far more than a publisher to me. Thank you for your integrity, your leadership, and your friendship.)

I can't thank **Kathryn Dix** enough for editing the first and second editions of this volume, which comprise the bulk of the third edition. (You will always have a special place in my heart!)

I also thank **Mary Jo Tate** for stepping in to fill the big shoes of Kathy Dix by editing this new edition and wrangling through the massive content and detail of the *Companion Guide*. (Like Kathy, you make me better than I am!)

I am very grateful to **Melissa Craig** for taking on the new layout of this edition and dropping in 400 new images for the *Student Reader*. I thank her too for *all* the hours spent on beautifying the *Companion Guide* and making it that much more user-friendly. (Thank you for bringing history to life!)

I thank **Reed Depace**, my original historical editor, for sharing his vast knowledge and pastoral wisdom. (Thank you for keeping *The Mystery of History* in step with God's Word, our ultimate source of authority.)

I deeply appreciate the team at **Aptara** for updating this edition in look and feel, while maintaining the integrity of the original design. (Thank you for the beautiful cover work, too!)

I want to thank **Lisa Garner**, my webmaster, for keeping *The Mystery of History* fresh, accessible, and looking good on the internet so I can keep writing and teaching. (You're more than a webmaster; you're a true friend!)

I also want to thank **Sharla Chevalier** for being a faithful friend and for shipping history books all over the world on my behalf. (You're like a sister to me!)

I thank my children and their spouses—**Heather and Josh**, **Kyle and Lauren**, and **Ashley and Ty**—for continuing to inspire me to care about world history and its impact on our lives. (The fruit of your lives is such a blessing to me and encourages me to keep teaching, writing, and updating.)

I thank my grandchildren, **Dylan and Lilly**, who are too young to understand what Mimi is doing with her time, but whose hugs and smiles inspire me to keep working for the next generation.

I also want to thank the numerous children who built, posed, and modeled for the camera their hands-on activities for this *Companion Guide*. My young friends and family include **Ari, Nooka, and Abigail Bethea; Tressey and Rachel Brand; Charlie and Grace Conley; Ryder, Colby, Anna, and Sara Dace; Kyle and Ashley Hobar; the Madeiro Family; Dylan Robertson; Evan and Ella Smith; Emma Storck; and Jeremiah and Makayla Young.** (Your smiling faces and helping hands are an inspiration to others!)

I want to thank my husband **Ron**, with all my heart, for hanging up his well-worn baseball glove, his coaching job, and his athletic ministry to enter a new phase of life with me. (Ron, now that we're self-employed together, I don't know now how I operated this business without you! Thank you for taking the reins in the areas where I'm weak and contributing your time, talent, energy, muscle, and creativity to *The Mystery of History*. I especially want to thank you for serving as my photographer and photo editor in this *Companion Guide*. I'm better with you by my side!)

Last, I thank the **Lord Jesus Christ** for being the true author of this work. As is evident by my shortcomings, it is He who gives me the strength to retell the incredible stories of world history. Thank You, Lord, for the gift of redeeming grace and for the opportunity I have to share it with others. May my inspiration always be "For the sake of the Mystery."

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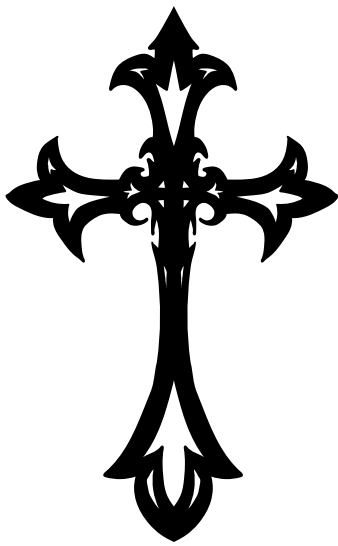
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Letter to the Teacher

Dear friend,

Hi! Welcome to *The Mystery of History*, Volume I, Third Edition. Whether you're new to this series or returning, this letter is for you. Mainly, I want you to know why I started writing *The Mystery of History* almost twenty years ago and where we are today.

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

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

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

Finally, in the spring of 2000, the Lord planted the final seed that gave life to this series. I was cutting vegetables in my kitchen when I believe He whispered to me, “The Mystery of History.” I knew immediately what it was. I believed it to be a calling and the name of the series He had already placed in my heart. (I credit God with the fact that it rhymes!) Well, I stopped cooking and wrote a dedication page to my children. (I have since added the word *grown* to that dedication page, to describe my children who are now in their twenties and thirties!)

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

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

For the Sake of the Mystery,

Linda Lacour Hobar

How to Use The Mystery of History

The Mystery of History, Volume I, Third Edition offers the same award-winning stories and curriculum found in the first and second editions. However, the third edition has a new layout! Due to popular demand, the stories of Volume I are now in a durable hardback *Student Reader* with hundreds of colorful photos. Inside this *Student Reader* is a code to download our accompanying digital *Companion Guide*, which holds all the material you need for a full world history curriculum. For your convenience, the *Companion Guide* is also available in print as a separate purchase.

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

Step 1 — “What Do You Know?” Pretests

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

Step 2 — Lessons

Lessons in *The Mystery of History Student Reader* are the core of the program. There are three per week. (A typical school year is 36 weeks long. This curriculum contains 108 lessons, or 36 weeks of lessons if you want to finish in a school year. You don’t have to!) In the hope of making world history as interesting and engaging as possible, all the lessons are written in a casual, conversational style, as if I’m right there with you, making occasional personal comments. Since the lessons are in chronological order, students will benefit most by studying them in the order in which they are presented. In fact, to help students manage the lessons well, they are divided into four quarters. Each quarter starts with a short “Around the World” overview to introduce upcoming lessons and provide a bird’s-eye view of the time period.

As for the length and difficulty of the lessons, each volume in *The Mystery of History* series jumps up about two grade levels. The reading difficulty of Volume I is at about a 4th- to 5th-grade level; Volume II is on a 6th- to 7th-grade level; Volume III is at an 8th- to 9th-grade level; and Volume IV is on a 10th- to 11th-grade level. This wide range allows all ages to benefit from this series with the addition of age-appropriate activities, which are the next step!

Step 3 — Activities

When I started this series, my children were in 2nd grade, 6th grade, and 10th grade. By my definition they were a **Younger Student (1st–4th grade)**, a **Middle Student (5th–8th grade)**, and an **Older Student (9th–12th grade)** respectively. Knowing that I wanted to meet the needs of *all* my children in one world history course, I wrote the lessons on a reading level somewhere in the middle of their abilities—and then worked to provide age-appropriate activities for enrichment.

So this *Companion Guide* includes activities for Younger, Middle, and Older Students. Younger Students are encouraged to use their senses for hands-on projects, reenactments, or meaningful games;

Middle Students are enticed to reassemble the material in some creative way or explore it further with research; and Older Students are challenged with additional research, discussion, analysis, and much more. Occasionally, all students come together for games, meals, or field trips that match the time period. I created *hundreds* of activities to meet a variety of interests and learning styles. As a matter of fact, so many activities are provided in this *Companion Guide* that I wouldn't expect you to do them all! Choose wisely based on your time and resources. (One activity per week is quite acceptable.)

Step 4 — “Take Another Look” Review

After students have read three lessons, I suggest they set aside one day for **review** and **geography**. For review, students can make **Memory Cards** (homemade flash cards) and/or create **timeline figures** for a wall or notebook. (For more information on these options, see “Memory Card Ideas” and “Wall of Fame Timeline Suggestions.”) For geography, each week I provide age-appropriate mapping exercises directly related to the lessons of the week. Blank maps to print and answer key maps are provided in this *Companion Guide*. You will, however, need atlases to find the information needed to complete the mapping exercises. To avoid frustration, we highly recommend that you have access to *WonderMaps*, a beautiful digital atlas created by Tyler Hogan at Bright Ideas Press (with all the information you need) or the two atlases listed below, which I used to create the mapping exercises:

- ✦ *The Student Bible Atlas* by Tim Dowley (ISBN 978-0-8066-2038-1)
- ✦ Rand McNally's *Historical Atlas of the World* (ISBN 978-0528014475)

All three atlases are available on my website (www.TheMysteryofHistory.com) or that of my publisher (www.BrightIdeasPress.com).

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

At the end of every other week, you will find games or exercises titled “What Did You Miss?” in this *Companion Guide*. These bonus activities are designed to make students dig a little deeper in recalling the details of previous lessons or pull together information that is otherwise scattered.

Alternating with the exercises, every other week you will find quizzes titled “What Did You Learn?” in this *Companion Guide*. These are designed to test students in a more traditional manner and help you see what they're learning and retaining. These quizzes are cumulative, meaning that students will regularly be drawn back to previously covered material.

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

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

In addition, this *Companion Guide* contains two semester tests. Semester Test I is to be given at the halfway point of the course and covers only the material found in Quarters 1 and 2. Semester Test II appears at the end of the course but covers only the information found in Quarters 3 and 4. These tests are

not overly difficult in my opinion, nor are they designed to be. But they should bring the reward of a high grade to students who have paid attention throughout the course and remained diligent in their studies.

Step 7 — Additional Resources

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

1. Additional Books and Films—We've included a lengthy, well-researched section in the Appendix of this *Companion Guide* titled "Supplemental Books and Resources." These are not required to complete this course, but these picture books, biographies, classics, historical novels, primary source materials, and numerous quality films help bring history to life.

2. Audiobooks—For your convenience, lessons in *The Mystery of History* are also available in an audiobook (10-CD set or downloadable MP3s). I personally narrate *The Mystery of History*, word for word, and my husband adds beautiful background music. (Nonmusical tracks are also available on my website, www.TheMysteryofHistory.com.) Audiobooks are a great choice for class time, bedtime, or on the go. (Audiobooks pair well with coloring pages, which are described below.)

3. Supplemental Products—Because there is always room for more fun and creativity, Bright Ideas Press has created four supplemental products that you will want to consider. (They can be purchased individually as downloads or all together in one Super Supplemental Collection on CD.)

- ✦ Challenge Cards: Best described as premade fact cards, these can be used in addition to homemade Memory Cards or in place of them. These are great for students who enjoy drill work.
- ✦ Coloring Pages: All ages can enjoy coloring pages, though they may best serve Younger and Middle Students who would like to keep their hands busy while listening to the lessons.
- ✦ Notebooking Pages: The illustrated notebooking pages provide students of all levels with a place to summarize lessons or practice copywork for retention.
- ✦ Folderbooks: These are clever paper projects with file folders and printable images to capture highlights of each quarter. These are a good choice for hands-on learners.

4. Online Classes—Last, you may be interested in knowing that I teach online classes, both live and self-paced, for *The Mystery of History*. For lower cost and commitment, we also offer lectures of our classes streaming on-demand. Please check out my website for all the details. We feel these classes and lectures are a great way to get more out of *The Mystery of History*!

This concludes our look at the steps of the curriculum. Read on for more information on the following:

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

And don't miss the back of this *Companion Guide*, where you will find an Appendix containing outline maps to print, supplemental books and resources, a Bible reading list, and a comprehensive answer key. If you have additional questions, Bright Ideas Press and The Mystery of History, Inc., both have help lines on our websites and a variety of social media touchpoints. We're here to serve you!

The Mystery of History, Inc.

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Bright Ideas Press

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Scope and Sequence

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

- ♦ If you start early (1st–4th grade), you can repeat *The Mystery of History* and count later volumes for high school.
- ♦ If you start in middle school (5th–8th grade), you can go through *The Mystery of History* once at a comfortable pace and count later volumes for high school.
- ♦ If you start in high school (9th–12th grade), you can go through *The Mystery of History* once by using audiobooks in combination with later volumes. (If you need to choose only one volume for high school, we highly recommend Volume IV. Modern history will help students better understand today’s headlines, while equipping them to be tomorrow’s leaders!)
- ♦ For my American audience, I have included ideas in the Scope and Sequence chart, noted in italics, for when you may want to add social studies, geography, American history, state history, government, economics, and electives. (These are only suggestions!) Non-American students will want to replace those topics with their own history or other required courses.

The Key to Success

The key to successfully using *The Mystery of History* with the whole family is to focus first on the needs of the oldest child in the family. No matter what age the oldest child starts *The Mystery of History*, allow the rest of your students to learn alongside him or her in the same volume using the age-appropriate materials provided. In other words, keep the family studying the same time period together to enjoy this course, streamline your efforts, and create good memories. Once the oldest child graduates or moves on, make adjustments for the next oldest child, and so on. It works!

The Mystery of History—*Scope and Sequence Ideas*

Starting in Grades 1-8

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

*Denotes materials outside of *The Mystery of History*.

**We recommend *North Star Geography*.

The Mystery of History—*Scope and Sequence Ideas*

Starting in Grades 9-12

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

*Denotes materials outside of *The Mystery of History*.

**We recommend *North Star Geography*.

† During the preceding summer, listen to Vols. I–II Audiobooks.

‡ During the preceding summer, listen to Vols. I–III Audiobooks.

Teaching All Ages

Younger Students

For those whose oldest students are in 1st–4th grade, I would consider reading two to three lessons a week and completing one to three corresponding activities. (At only two lessons a week, Volume I will last more than one school year.) Some children who have shorter attention spans may prefer one small bit of work a day. That could mean reading the lesson one day and doing the corresponding activity the next day. I would not necessarily suggest that Younger Students attempt written pretests or quizzes unless they are strong readers and inclined to do sit-down work. The pretests, exercises, or quizzes could be skipped altogether or presented orally instead and kept fun (without a grade.) You can customize your review options at the end of the week:

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

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

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

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

Another variation:

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

Middle Students

If your oldest child is in 5th–8th grade, this curriculum is perfectly suited for your family without the need for adaptation. But to give you tracks to run on, I've provided two sample weeks.

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

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

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

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

Older Students

I define Older Students as 9th grade and up who are seeking to count *The Mystery of History* as a high school credit. It can be done.

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

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

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

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

Calculating a high school credit for any volume of *The Mystery of History* is easy. To meet the minimum requirement of 135 hours of instruction in a school year, a student needs to spend 3.75 hours per week on the course. To meet the maximum of 180 hours of instruction, a student needs to spend 5 hours per week on the course. To average those figures, a student should spend **4–5 hours per week** in a 36-week school year to earn a full credit in world history.

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

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

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

1. Additional Literature. For your convenience, a list of “Supplemental Books and Resources” is provided in the Appendix to challenge students to a higher reading level and to broaden their studies.

Classics, primary sources, nonfiction, and historical fiction are all included. Classics and primary source materials are highly recommended and will be most satisfying and challenging to those bent toward a classical education.

2. Grades on Older Student Activities. Unlike Younger and Middle Students, Older Students should be required to complete some activities through the school year with a grade to reflect performance and completion. The *number* of activities may be determined by student and teacher, depending on the difficulty of the activities chosen and the time it will take to complete them. Remember, students are trying to study approximately 4–5 hours per week to meet the requirements for a credit. Choose activities that will fit this criterion and enjoy the flexibility. In some months, students may choose one large project; in other months, they may work on several small ones. (My online high school students are required to complete one activity per week.) Ideas on giving grades for the activities are available in the section titled “Grading Tips.”

Methods of Education

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

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

In particular, *The Mystery of History* strongly lines up with both a classical approach to education and the Charlotte Mason method. It also complements some of the ideas of Benjamin Bloom. For these reasons, I want to share more about these methods and ideas for those who are just beginning to identify their models of education.

Classical Education

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

Stage 1 is referred to as the *grammar* stage. It primarily describes children in kindergarten through 3rd or 4th grade who *absorb* information. It is not so much a time of self-discovery as it is the accumulation of new ideas, new words, new stories, and new facts. All this is found in *The Mystery of History*, Volume I with 108 history lessons and over 100 hands-on activities to activate the imagination and stimulate the senses.

Stage 2 is referred to as the *logic* stage because children of this age group are beginning to process information they've obtained and to *question* it. This group includes 4th grade through about 8th grade. Students begin to ask more *why* questions at this stage because their ability to think abstractly has developed further and they begin to process things more logically. *The Mystery of History* easily meets this criterion by offering history lessons *plus* hands-on learning, critical thinking exercises, timeline work, quizzes, and much more.

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

One last aspect of classical education is the process of repeating some material at each level of the trivium so that students grasp it with an increasing depth of understanding. In other words, a good classical education provides information to a student in the younger years, repeats it on a higher level in the middle

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

The Charlotte Mason Method

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

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

Bloom’s Taxonomy

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

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

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

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

Final Reflection

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

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

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

Memory Card Ideas

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

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

Younger Students

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

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

These cards have endless variations. Some Younger Students will enjoy illustrating cards with their own artwork. For them, larger index cards (4 by 6 inches or 5 by 7 inches) may work much better, particularly those that are blank on both sides. (Small binders are easy to obtain for the 5-by-7 cards, and they make a nice keepsake.) Other students may prefer to cut and paste timeline figures to the back of these cards rather than build a timeline for the wall or a notebook. (We recommend Amy Pak's *History Through the Ages* timeline figures, which are available on my website.) You know your students best. Very young children may skip Memory Cards altogether and instead make them the next time they go through the material.

Middle Students

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

for this student to write bullet points, phrases, or single-word associations on the back of the card. Even without much information on the back, the cards can still be used for drills.

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

For more enjoyment of the cards, challenge students to write creative things on their cards by pulling out random, interesting facts from lessons. For example, the Phoenicians made a purple dye from dead snails that smelled awful. That fact is not pertinent to the story, but it is easy to remember because we can imagine the smell. Actually, the trade value of the dye was significant to the prosperity of the Phoenicians!

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

Older Students

Obviously, Older Students should take the writing of Memory Cards the most seriously. They should be able to articulate a few main points of each lesson on a card *and* write a sentence on the significance of the event or its correlation to other events. In other words, after summarizing *who*, *what*, *when*, and *where*, Older Students should contemplate the *why* and *how* of the lesson. How did this event or person influence history? Why did this event or person have such an influence? These types of bonus sentences will be the hardest to come up with and to draft. Be patient! It may take time for some students to draw conclusions with depth, but hopefully they'll get there with your help. (My youngest daughter enjoyed making cards and frequently spilled the contents onto a second card!) Use these cards to refine students' abilities. As with Middle Students, use the cards to drill your Older Students. But keep it fun. For them, the highest value is in *making* the cards, not in drilling with them.

Format of the Cards

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

The back of the Memory Card, ruled or not, is the student's blank slate. I recommend that the volume number appear in the top left corner, the lesson number in the top right corner, and the date

of the lesson at the bottom. But after that, the space in the middle is theirs for narration, copywork, or summarization.

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

David

Vol. 1	32
David was a good king. As a boy he fought Goliath. He played the harp. He wrote Psalms. David loved the Lord.	
1055 B.C.	

David

Vol. 1	32
David was the second king of Israel. As a boy, he killed Goliath and played the harp for Saul. Saul became his enemy, but David cared for him and cried when Saul and Jonathan died. David followed Saul as king. He was not perfect, but he loved the Lord and was sorry when he sinned.	
1055 B.C.	

David

Vol. 1	32
Even as a boy, David had a calling on his life. He was anointed by Samuel; he killed Goliath; and he ministered to Saul. When Saul died, David grieved his death but went on to become one of the most beloved kings of Israel. We know much about the heart of David from the many Psalms he wrote of joy, pain, and suffering. The lineage of Jesus Christ can be traced to David.	
1055 B.C.	

Wall of Fame Timeline Suggestions

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

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

I. The Pattern Cutting Board

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

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



Photo 1

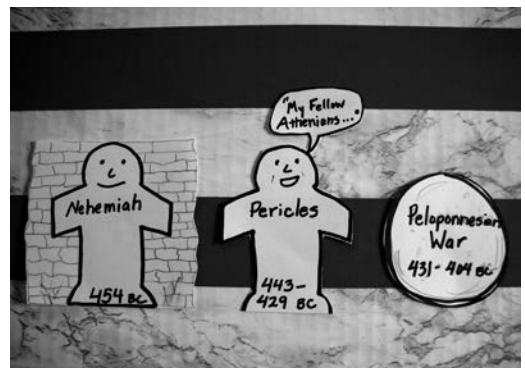


Photo 2

Plan B uses the beautifully illustrated figures by Amy Pak from *History Through the Ages*. For your convenience, I reference these figures by name in italics on each “Take Another Look!” review page. This plan might appeal to children who like to color, to Older Students, or to those who are just too busy or bogged down to make their own figures. The advantage of this plan is that it is quick, easy, and visually attractive. (Photo 3)

I chose to photocopy these figures on tan-colored paper to match the cover of Volume I, but they could easily be left in black and white for students to fill in with colored pencils. Regardless of whether you use Plan A or Plan B, I suggest that you set up a pattern cutting board or something similar using a cardboard project board or scraps of a refrigerator box. It’s a great visual. I recommend that families or classrooms share one board and build it together.

A. Materials Needed

- ♦ 1 foldable pattern cutting board. To my knowledge, there are two brands of these boards. The *Wright’s* brand, available at most Hobby Lobby stores, is the smaller of the two at 36 by 60 inches. The *Dritz* brand, found at most Walmart stores, is larger at 40 by 72 inches. Amazon carries them both. (Photo 4) My directions will work for either, except that the larger board will give you much more space to work with and will require more than one roll of adhesive paper for covering.
- ♦ 1–2 rolls of self-adhesive, multipurpose decorative covering, more commonly referred to as *Con-Tact* paper. You’ll need 1 roll for the *Wright’s* cutting board or 2 rolls for the *Dritz*. Choose a color or motif of your liking. The marbled ones are a great choice.
- ♦ 1 roll of colored packing tape or duct tape (1.88 inches by 20 yards) to match your choice of adhesive paper
- ♦ 1 yard of ropy cord or ribbon to make a closure for the board
- ♦ 1 foot of clear adhesive tape (for securing the closure on the board)
- ♦ A yardstick
- ♦ Scissors
- ♦ A helper (I’m not kidding on this one!)



Photo 3

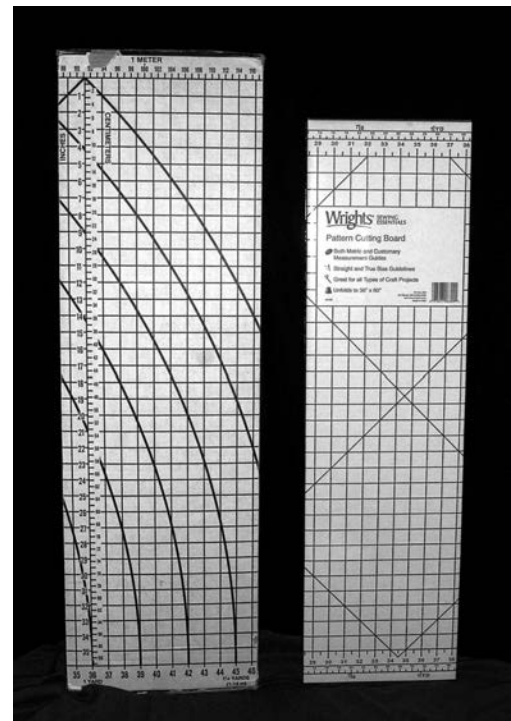


Photo 4

B. Covering the Board

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

1. You will not want to begin this project without the extra hands of an older child or another adult to help you place the adhesive paper. Otherwise, it will take you much longer to position the adhesive paper without crinkling it. (I tried!)
2. Lay the pattern cutting board open on the floor. Unroll the adhesive paper and measure a strip the width of your board (the short direction, not the long direction). Cut the strip, peel off the backing, and with your helper, lay down the adhesive paper. If it is crooked or has folds, it will lift off for a second try. Repeat these steps for both the front and the back of the cutting board, overlapping each strip a few inches over the last. When you reach the ends of the board, it is easiest to stop the adhesive paper at the edge rather than attempt to wrap it around the edges. The exposed edges of raw cardboard will not present a problem. **(Photo 5)**



Photo 5

3. With both sides of the board covered, you may find that the board is tight and hard to fold up. To correct this problem, use a sharp pair of scissors to score the outside of the cutting board in several places. Run the scissors down a few outside creases to cut a slight gap in the adhesive paper. **(Photo 6)** This will cause a small part of the board to be exposed, which is why I suggest doing this on the outside rather than the inside. It is the inside of the cutting board where you will place all the timeline figures.
4. Open the cutting board so that the inside is facing up. It is now time to mark the places for the tape strips.
5. For the Wright's brand cutting board: Use a yardstick and pencil to mark 2 inches, 4 inches, 6 inches, and 8 inches from the top of each panel on the edge of the cutting board. Make the marks evenly on both edges of the board. **(Photo 7)**



Photo 6

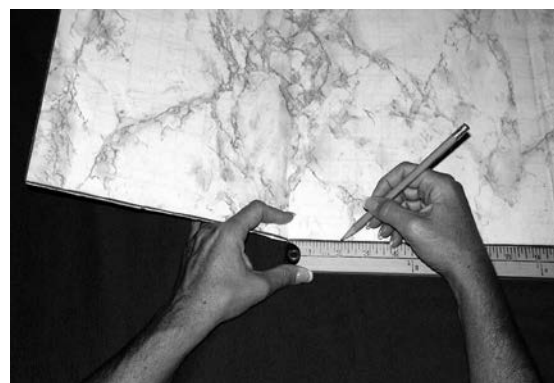


Photo 7

Unwind a length of duct tape or packing tape that will go across the width of the cutting board with a little length to spare. Carefully lay the tape

strip down horizontally between the 2-inch mark and the 4-inch mark. The tape is fairly forgiving should you need to lift and reapply. Trim the excess. Repeat this step, laying down tape between the 6-inch mark and the 8-inch mark. You are laying 2 parallel strips on each panel. There will be 12 tape strips in all. (Photo 8)

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

Unwind a length of duct tape or packing tape that will go across the cutting board with a little length to spare. Carefully lay the tape strip down between the 2½-inch mark and the 4½-inch mark. The tape is fairly forgiving should you need to lift and reapply. Trim the excess. Repeat this step, laying down tape between the 7-inch mark and the 9-inch mark. You are laying 2 parallel strips on each panel. There will be 12 in all.

7. To make a decorative closure for the board, fold it all the way shut. Mark the center point of the spine of the board. Find the middle of the length of one yard of ropy cord. Use clear packing tape to adhere the cord at its middle to the center point of the spine of the board. (Photo 9) Students can tie and untie this cord when storing and using the board.
8. Last, I suggest attaching a title cover to the outside of the board to identify its time period. It should read “The Mystery of History, Volume I. Creation to the Resurrection.” You might consider scanning and printing the cover of Volume I and attaching it with clear tape, as pictured here on a partially closed board. (Photo 10)

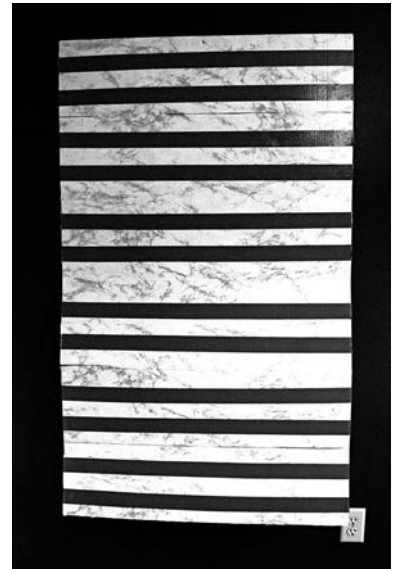


Photo 8



Photo 9



Photo 10

C. Preparing the Figures

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

1. Plan A (Making Your Own Figures)

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

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

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

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

2. Plan B (Using Predrawn Figures)

Rather than make your own figures, you may choose to use the predrawn ones from *History Through the Ages*. (See **Photo 3**.) These figures, which are a separate purchase, can be photocopied onto colored paper to match the theme of the time period or used as is. (Or you may purchase the figures on CD-ROM and choose to print the ones you need.) Students can color and/or cut out the figures prior to placing them on the timeline. You can make this option as simple or as complicated as you want. Some students may even want to incorporate some of the creative ideas from Plan A into Plan B by decorating the predrawn figures with a few extra details. For all of Amy Pak’s pieces to fit on the smaller pattern board (Wright’s brand), place about 12 figures per line.

D. Attaching the Figures

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

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

The first figures placed on the board will be from Lessons 1, 2, and 3 of Week 1. On the next page is an excerpt from Week 1 that indicates my suggestions for homemade figures (**Photo 11**) or predrawn

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

The Great Pyramids
The Great Pyramids of Giza are one of the most famous ancient wonders of the world. They were built by the ancient Egyptians as tombs for their pharaohs. The pyramids are made of limestone and are located on the west bank of the Nile River. The Great Pyramid of Giza is the largest of the three and is still the tallest pyramid in the world.

The Sphinx
The Great Sphinx is a massive limestone statue of a sphinx, a mythical creature with the head of a human and the body of a lion. It is located on the east bank of the Nile River, near the Great Pyramids of Giza. The Sphinx is believed to have been built by the pharaoh Khafre.

The Nile River
The Nile River is one of the longest rivers in the world and is the source of life for the ancient Egyptians. It flows north from Lake Nasser in Sudan to the Mediterranean Sea. The ancient Egyptians relied on the Nile for irrigation and transportation.

The Egyptian Gods
The ancient Egyptians believed in many gods and goddesses. Some of the most important gods were Ra, the sun god; Osiris, the god of the dead; and Isis, the goddess of magic. The gods were often depicted with human heads and animal bodies.

The Egyptian Calendar
The ancient Egyptians used a calendar based on the cycles of the sun and the Nile River. The calendar was divided into 12 months, each with 30 days. The ancient Egyptians used the calendar to plan their agricultural activities and religious festivals.

The Egyptian Writing System
The ancient Egyptians used a writing system called hieroglyphs. Hieroglyphs are pictures that represent words or sounds. The ancient Egyptians used hieroglyphs to write their language and to record important events.

The Egyptian Mummies
The ancient Egyptians believed in life after death and used mummies to preserve the bodies of their dead. Mummies were made by removing the organs and drying the body in natron, a natural salt. The mummies were then wrapped in linen and placed in a coffin.

The Egyptian Pyramids
The ancient Egyptians built pyramids as tombs for their pharaohs. The pyramids were made of limestone and were located on the west bank of the Nile River. The Great Pyramid of Giza is the largest of the three and is still the tallest pyramid in the world.

Photo 12

Remember, your timeline may not turn out perfectly, but it is just one of many ways to observe and appreciate God's marvelous hand in history. I hope you enjoy it!

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

Wall of Fame Timeline Suggestions

♦ **Creation (c. 4004 B.C.)** — Cut seven circles, about 3 inches in diameter, from cardstock or index cards. Label the circles “Day 1,” “Day 2,” etc. Follow the Bible to draw on each circle something symbolic of what God created on each day of Creation. Line up these circles on the bottom (beginning) of your timeline. [From *History Through the Ages*, use *The Creation*.]

♦ **Adam and Eve (c. 4004 B.C.)** — Create the figures of Adam and Eve (using the template or pattern provided in “Wall of Fame Timeline Suggestions” in the front of this *Companion Guide*). Write the names “Adam” and “Eve” on your figures and give them each a gold cross to indicate that they are in the lineage of Christ. Add the date. If you are industrious, glue small leaves on the figures to represent the efforts of Adam and Eve to cover their sin and shame. Place Adam and Eve just after Creation on your timeline. [Use *Adam and Eve* and also, if you wish, *Cain and Abel*.]

♦ **Jubal and Tubal-Cain (Seven Generations after Adam)** — Use the template provided to create two male figures. Before cutting them out, sketch one figure holding a harp and the other an iron rod. Cut them out and label the figures properly. Place these on your timeline after Adam and Eve. Since we are not giving them an exact date, you may choose to write “Seven Generations after Adam” on a small strip of paper. Attach the strip below both figures on your timeline. [Use *Jubal and Tubal-Cain*.]

The Creation c. 5000 B.C.
God's plan for bringing the world into existence, spanning seven days: day one, light and darkness; day two, separating the waters; day three, the land and plants; day four, the universe; day five, the beasts of the sea and air; day six, man and animals; day seven, He rested.



History Through the Ages Figure — The Creation



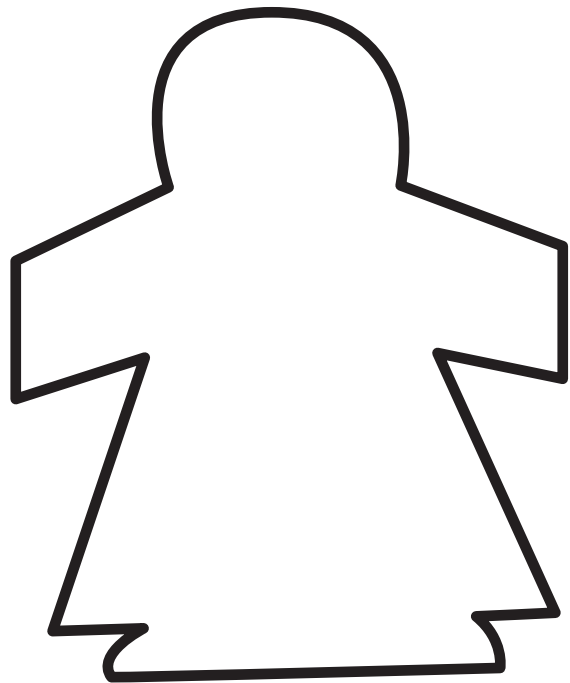
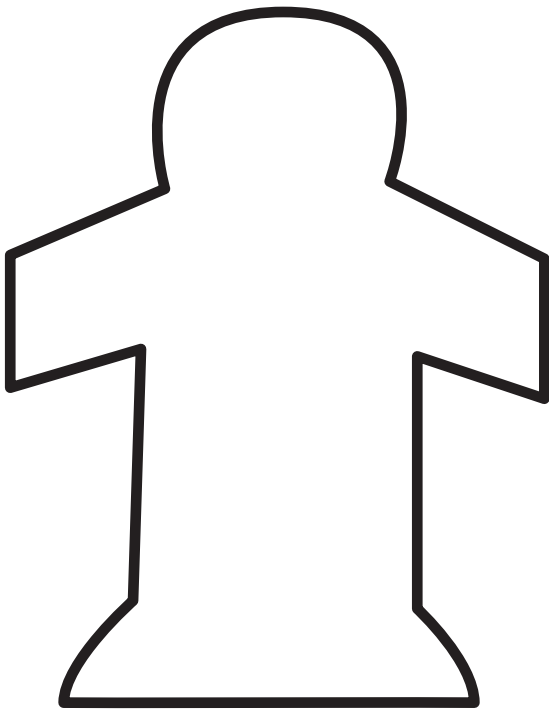
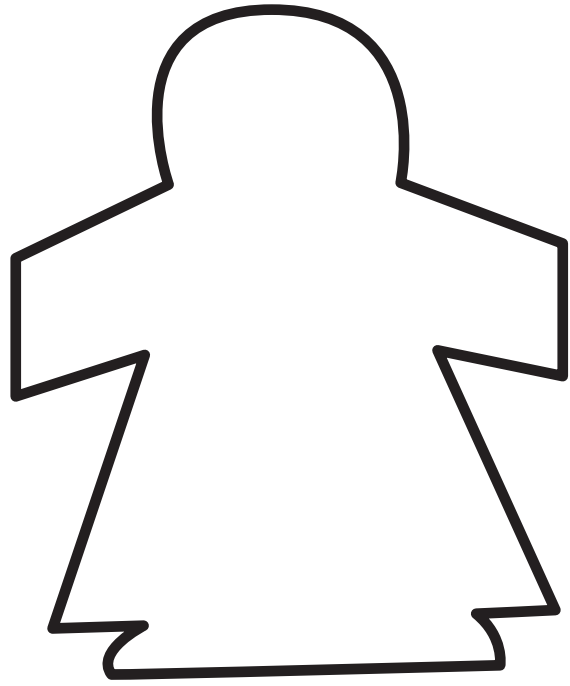
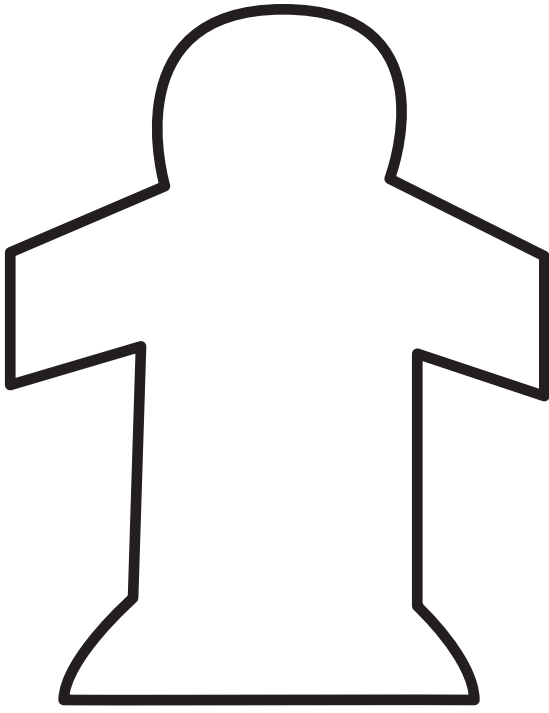
Adam and Eve c. 5000 B.C.
The first man and woman created by God, Adam being formed of the dust and given the breath of life, and Eve being formed from the rib of Adam's side. They lived in the Garden of Eden until The Fall, when Satan's temptation caused them to sin against God.

History Through the Ages Figure — Adam and Eve



Jubal and Tubal-Cain c. 5000 B.C.
Descendants of Cain, Jubal is known for his invention of the harp and lyre. Tubal-Cain mastered working with iron and bronze.

History Through the Ages Figure — Jubal and Tubal-Cain



Grading Tips

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

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

For **Middle Students**, I recommend giving an assortment of check marks, points (1–100), and fractional grades (e.g., 18/20) for work that is completed or quizzes that are taken. It is reasonable that Middle Students receive grades only on the quizzes and semester tests—to see how they're doing with retention. Beyond that, it's reasonable to give them simple check marks for everything else! However, some students will want more. If they're industrious or highly motivated by grades, by all means offer points and grades for work they're proud of. Just keep in mind that the optional components of this curriculum are designed for enrichment and to help with retention. I don't think it is necessary for Middle Students to complete *all* the work in this *Companion Guide* or for you to grade it all. You know your students' best efforts, and you know their worst. I recommend that you use grades for Middle Students when needed to manage, measure, and motivate. Use the Progress Report as a guideline for you *and* the Middle Student.

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

As a maximum guideline, you could grade every component of the curriculum with check marks, points, and/or grades to measure effort, retention, and understanding. In the online high school classes that I teach, I integrate a point system *and* a grading system together. It's not for everyone. But if you're interested, this is how I grade my high school students:

1. Students can earn up to 100 points for all the weekly assignments that are completed. (See the “Weekly Assignment Points” chart below.)
2. I give a standard percentage grade for each weekly quiz, exercise, or semester test. (One of these three options is offered each week.) For example, if a student gets 14 correct answers on a 15-question quiz, he or she receives a 93%.
3. The student’s final weekly grade is an average of the weekly assignment points and the quiz score. For example, if a student earned 80 weekly assignment points and received a 90 on a weekly quiz, the weekly grade would be 85 ($80 + 90 \div 2 = 85$).
4. At the end of the year, I add up all the weekly grades and divide by 36 (the total number of weeks in this course) to get a final grade. For those interested, I created a **Grade Record** sheet with boxes to log weekly assignment points and weekly quiz grades. Use the Progress Report and the Grade Record sheet *with* your Older Student to monitor how the course is going.

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

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

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

The Mystery of History – Progress Report

Student _____ Year/Grade _____

QUARTER 1 (Semester I) – THE MYSTERY BEGINS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
Pretests									
Lessons									
Activities									
Memory Cards or Timeline Figures									
Mapping									
Total Points									

QUARTER 2 (Semester I) – THE MYSTERY EXPANDS

	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18
Pretests									
Lessons									
Activities									
Memory Cards or Timeline Figures									
Mapping									
Total Points									

QUARTER 3 (Semester II) – THE MYSTERY BUILDS

	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26	WEEK 27
Pretests									
Lessons									
Activities									
Memory Cards or Timeline Figures									
Mapping									
Total Points									

QUARTER 4 (Semester II) – THE MYSTERY IS REVEALED

	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36
Pretests									
Lessons									
Activities									
Memory Cards or Timeline Figures									
Mapping									
Total Points									

The Mystery of History – Grade Record

Student _____ Year/Grade _____

QUARTER 1 (Semester I) – THE MYSTERY BEGINS									
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
Weekly Points									
Quiz or Exercise %									
Weekly Grade									

QUARTER 2 (Semester I) – THE MYSTERY EXPANDS									
	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18
Weekly Points									
Quiz or Exercise %									
Weekly Grade									

QUARTER 3 (Semester II) – THE MYSTERY BUILDS									
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26	WEEK 27
Weekly Points									
Quiz or Exercise %									
Weekly Grade									

QUARTER 4 (Semester II) – THE MYSTERY IS REVEALED									
	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36
Weekly Points									
Quiz or Exercise %									
Weekly Grade									



What Do You Know?

Pretest 31



Jeopardy! I provide the answers; you give me the right question for each from the list on the right.
Draw neat lines in different colors to connect them.

- | | |
|------------------------|---|
| 1. Elephants | a. What Seleucid ruler sacrificed a pig on the Jewish altar? |
| 2. The Alps | b. What was the greatest trade item made by the Chinese? |
| 3. Salt | c. What animal did Hannibal use to fight against the Romans? |
| 4. Silk | d. What was miraculously provided at Hanukkah? |
| 5. Paper | e. What mountains did Hannibal cross with his war elephants? |
| 6. Antiochus Epiphanes | f. What substance was allegedly scattered across Carthage to ruin it? |
| 7. Oil | g. What does the word <i>Hanukkah</i> mean? |
| 8. Dedication | h. What did the Chinese invent during the Han dynasty? |

Hannibal, Elephants, and the Punic Wars

Activities for Lesson 91

91A—Younger Students

Pet Elephant! Create a story about what it would be like to have a pet elephant. What would you want him to do for you? Where could he take your family? Where would he sleep, and how much would he eat? To make your story believable, research some information about elephants in an outside source and weave these facts into your story. Dictate the story to your teacher and include it in your Student Notebook under “Africa: Tunisia.” (Tunisia is the modern country in Africa where Carthage used to be.)

91B—Middle Students

Diary of a Soldier. Pretend you are a soldier with Hannibal’s army. Write a diary page of what it is like to travel with the elephants. Although it was not a funny expedition, you could write your diary page in a humorous fashion. Use your imagination. File your page under “Africa: Tunisia.”

91C—Older Students

1. Punic Wars. Write a synopsis of each of the three Punic Wars. These wars were considered pivotal to history, and the tactics of Hannibal were ingenious. Pay attention to the name Scipio. More than one man was named Scipio. File your research under “Africa: Tunisia.”

2. Battle of Zama. Are you a war buff? If you like battle scenes, research the details on the Battle of Zama—Scipio versus Hannibal. It was quite a showdown.

The Han Dynasty

Activities for Lesson 92

92A—Younger Students

Fine China. Does your family have any dishes that are made of fine china? If so, compare them to regular dishes. Of course, you will need to handle the china carefully! Fine china can break very easily. With permission, eat a snack or your lunch on the china dishes. Research with your teacher how these dishes are made. Talk about what makes them so easy to break.

92B—Middle Students

Camels Caravan the Silk Road. The Chinese traders depended on camels for the long journeys on the Silk Road. Research the interesting characteristics of these animals that make them perfect for such travel. Write three paragraphs on “Camels Caravan the Silk Road.” File this paper in your Student Notebook under “Asia: China.”

92C—Middle and Older Students

Chinese Dynasties. Update your list of Chinese dynasties with the following information on the Qin and Han dynasties. For the “Special Notes” column, review the lesson for each dynasty and list what you consider the most significant achievements of each. Keep your list filed under “Asia: China.”

<i>The Dynasties of China</i>		
<i>Date of Power (Years Ruling)</i>	<i>Name of Dynasty</i>	<i>Special Notes</i>
221–206 B.C. (15 years)	Qin	
206 B.C.—A.D. 220 (426 years)	Han	

92D—Older Students

1. Hsin Dynasty. Investigate the short-lived Hsin dynasty. It is based on one man who overthrew an infant on the throne of China to fight for the peasants' rights. Find out who the "Red Eyebrows" were in the story. Record your findings in your Student Notebook under "Asia: China."

2. The Tomb of Lady Dai. Research the recent discovery (1972) of the tomb of Lady Dai. She lived sometime during the Han dynasty and probably died about 150 B.C.

The Maccabean Revolt

Activities for Lesson 93

93A—Younger Students

1. Light a Menorah. *Adult supervision needed.*

Obtain a real menorah as used by the Jews on Hanukkah (or make one out of nine candleholders). With adult supervision, use the middle candle to light the other eight candles from left to right. It is a tradition to recite these words in addition:

“We kindle these lights because of the wondrous deliverance You performed for our ancestors.”

Take a picture of your candles, tape or glue it to a piece of paper, and title it “The First Hanukkah.” Place it in your Student Notebook under “Asia: Israel.”

2. The Game of Dreidel.

Materials: A dreidel top, counters (coins, bingo markers, etc.)

The spinning game of dreidel has been a popular Hanukkah game for centuries. A dreidel is a top with four sides; each side is imprinted with a Hebrew letter. The letters stand for the expression *Neis gadol haya sham*, which means “A great miracle happened there” (sometimes written as “here”). In the game of dreidel, the four letters are used to stand for game instructions.

Here’s how to play the game: Each person begins with an equal number of counters. Every player places at least one counter (or any other agreed-upon number) in the “pot.” Players take turns spinning the dreidel until it stops. Players win or lose counters based on what letter is right-side up when the top stops spinning. Use the following as a guide:

Nun “None” – The player gets nothing.

Gimel “Get” – The player gets the entire pot.

Hei “Half” – The player gets half the pot.

Shin “Share” – Everyone puts one counter into the pot.

Continue to spin the top until either one person gains all the counters or all players agree to quit the game. If all players agree to end the game, the player with the most counters wins.

93B—Middle Students

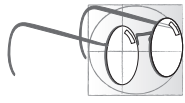
Potato Pancakes. It is a Jewish tradition at Hanukkah to fry food in oil to remember the miracle of the oil that God provided. One favorite dish is the potato pancake. With supervision, make the following recipe.

1 large onion	Salt and pepper to taste
½ cup matza meal	Vegetable oil for frying
7 medium potatoes	Applesauce
2 eggs	Sour cream

Grate the potatoes and chop the onion. Drain excess liquid from both. Mix all ingredients together. Then heat the oil in a large frying pan. Drop the batter by tablespoons into the hot oil and fry over medium heat until crisp and golden on each side. (When the batter stops bubbling, that side is ready.) Drain on paper towels. Serve with applesauce and sour cream.

93C—Older Students

Original Works. Obtain a copy of the Apocrypha. Then look up 1 Maccabees 4:52–59 and 2 Maccabees 10:6 to follow the story of Hanukkah.



Take Another Look!

Review 31: Lessons 91–93

Memory Cards

Make your Memory Cards for Lessons 91–93.

Wall of Fame

- ✦ **Hannibal, Elephants, and the Punic Wars (218 B.C.)**—Find or draw a picture of an elephant. Of course, write Hannibal's name and the date on it. [From *History Through the Ages*, use *The Punic Wars*, *Hannibal*, and *Scipio Africanus*.]
- ✦ **Han Dynasty (206 B.C.–A.D. 220)**—Tape a small sample of silk (or imitation silk) on a card marked "Han Dynasty." Add the date for your timeline. [Use *The Han Dynasty*.]
- ✦ **Maccabean Revolt (165 B.C.)**—Sketch or photocopy a small menorah, the eight-candle lampstand used by the Jews to celebrate Hanukkah. Or tape eight small birthday candles to a card for the timeline. Title and date the card appropriately. [Use *Antiochus Epiphanies & the Maccabean Revolt* and *The First Hanukkah*.]

SomeWHERE in Time

Younger Students

1. **Hannibal's March.** On the map provided in your *Student Reader* or *WonderMaps* ("Hannibal's March – 218 B.C."), use your finger to trace a route from Carthage in North Africa to New Carthage (Cartagena) in Spain. This represents Hannibal's first leg toward his march on the Roman Republic. Trace now New Carthage (Cartagena) to the city of Rome. This represents Hannibal's famous march up and over the Alps in 218 B.C.! (By the way, Hannibal did not reach the actual city of Rome, as your map indicates. But he did reach the Roman Republic, which many would nickname "Rome.") Now, can you find the same route on a globe with raised elevation and "feel" the Alps? Talk about the amazing journey of Hannibal and his elephants!

Middle Students

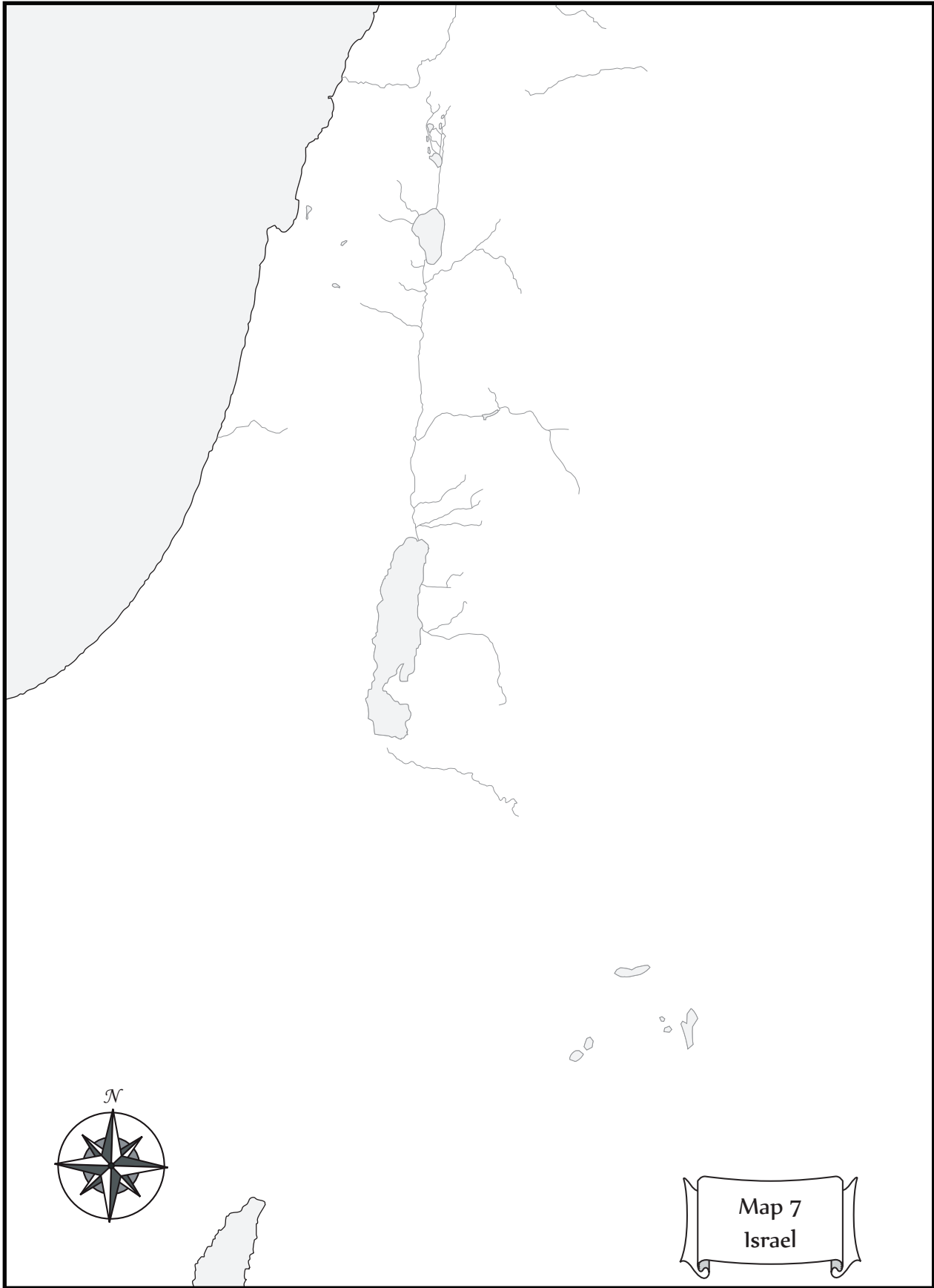
2. **Judea under the Maccabees.** Both *WonderMaps* and Tim Dowley's *Student Bible Atlas* have beautiful maps titled "Palestine under the Maccabees." Using one of the two as a resource, find and label the following on a copy of Outline Map 7, "Israel."

Sea of Galilee, Dead Sea, Mediterranean Sea

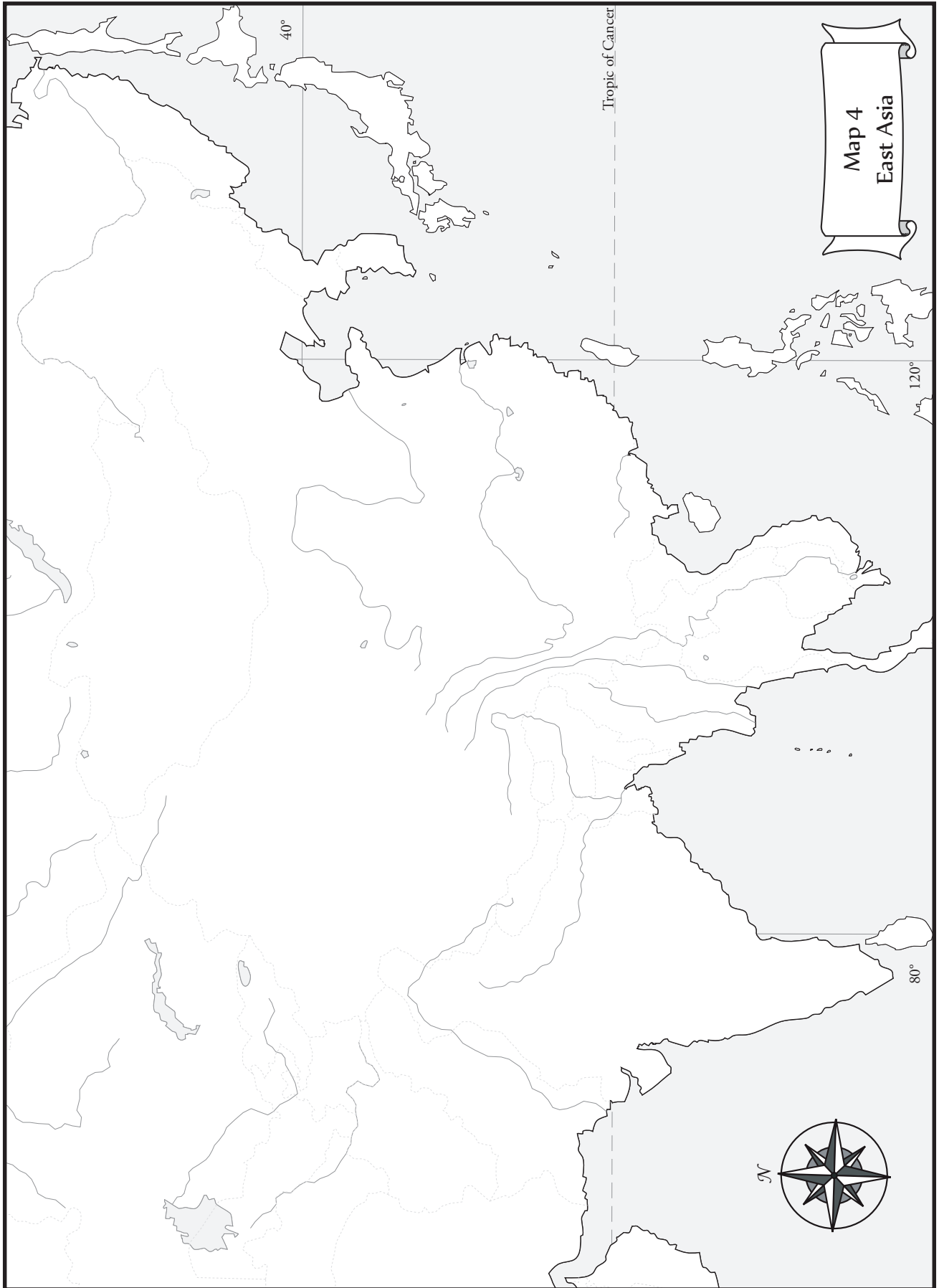
With these bodies of water in place, do your best to draw in light pencil the boundaries of Judea under the Maccabees. This may take a few tries. Once you are satisfied with the drawing, darken it with heavier pencil. Label the region "Judea under the Maccabees." Find and label the city of Jerusalem. Shade Judea in light orange. An answer key map titled "Review 31-2" has been provided. File your map in your Student Notebook under "Asia: Israel."

Older Students

- 3. The Silk Road.** Using outside sources or a historical atlas (such as Rand McNally's *Historical Atlas of the World*), find the approximate routes of the Silk Road. Mark that information, and more, on Outline Map 4, "East Asia."
- On Outline Map 4, "East Asia," find and label the following features:
 - ✦ Altai Mountains
 - ✦ Tien Mountains
 - ✦ Takla Makan Desert
 - ✦ Gobi Desert
 - ✦ Kunlan Mountains
 - ✦ Himalayas
 - ✦ Optional: Find and label the city Ch'iasha (Kashgar). This city was a popular stop for caravans traveling along the Silk Road but is hard to find in atlases!
 - Using "Review 31-3 Answer Key" as your guide, mark dashes to illustrate the approximate location of the major and minor branches of the Silk Road trade route.
 - Bonus: With a physical map of China as your guide, use colored pencils to shade the general terrain of the Silk Road. For example, shade the deserts in light brown, the higher mountains in light purple, the lower mountains in dark green, and other land areas in light green. Create a key indicating your color choices for the topography.
 - Title your map "The Silk Road of China" and file it in your Student Notebook under "Asia: China."



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What Did You Learn?

Week 31: Quiz

I. True or False? Circle your answer.

1. Sir Richard Owen first used the term *dinosaur*, which means “megalithic lizard.” T F
2. According to the Bible, man’s language was confused at Stonehenge. T F
3. Ancient Egyptians built pyramids as tombs. T F
4. Hammurabi, who wrote a code of 300 laws, was the king of Crete. T F
5. The Tabernacle was a worship tent used for about 40 years in the Wilderness. T F
6. Rahab protected the Hebrew spies in the city of Jericho. T F

II. Multiple Choice. Circle the correct answer for each question.

7. Samson delivered Israel from the _____ just as an angel foretold to his mother.
 - a. Phoenicians
 - b. Midianites
 - c. Philistines
 - d. Egyptians
8. When the kingdom of Israel divided, how many tribes became known as Judah?
 - a. 12
 - b. 10
 - c. 2
 - d. 14
9. In the Old Testament, Elisha helped to cure Naaman of _____.
 - a. blindness
 - b. leprosy
 - c. bone disease
 - d. mental illness

10. The prophet Hosea was brokenhearted over the unfaithfulness of his wife, _____.
a. Bathsheba
b. Jezebel
c. Delilah
d. Gomer
11. Sennacherib of Assyria tried to defeat Judah under the reign of _____.
a. David
b. Gideon
c. Hezekiah
d. Daniel
12. The prophet Jeremiah suffered being _____.
a. silenced
b. imprisoned
c. exiled
d. placed in stocks
e. all of the above

III. Matching. Match the people on the left with the places on the right by putting the correct letter next to each number.

- | | |
|--------------------------|--------------|
| 13. _____ Nebuchadnezzar | a. Israel |
| 14. _____ Aesop | b. India |
| 15. _____ Buddha | c. Babylonia |
| 16. _____ Confucius | d. Greece |
| 17. _____ Artaxerxes | e. Persia |
| 18. _____ Haggai | f. China |

IV. Fill in the Blanks. Use the Word Bank provided at the end of this section.

19. Alexander the Great had a beautiful and spirited horse named _____.
20. _____ was an intelligent Greek scientist who discovered the principle of displacement while soaking in the tub.
21. Emperor Asoka of India planted _____ across his country for travelers.
22. Shi Huang Ti, the emperor of the Qin dynasty, was responsible for expanding the _____ of China.
23. To try to defend the city of _____ from Rome, Hannibal marched across the Alps with elephants.
24. Judas Maccabee was successful in ridding the Jews of _____ and his ruthless rule.

WORD BANK

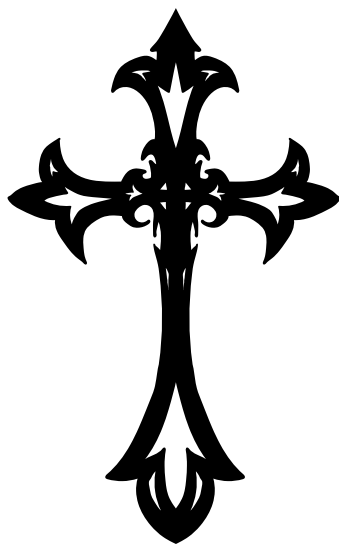
banyan trees
Bucephalus

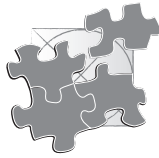
Archimedes
Great Wall

Carthage
Antiochus Epiphanes

V. Writing. Answer these questions in complete sentences on a separate sheet of paper.

25. Why did the Egyptians believe it to be so important to mummify the human body at death?
What did this reflect of their understanding of life after death?
26. What features of the Septuagint make it such a special book?





Put It All Together

Worksheet 4: Lessons 82–108

It's time again to "Put It All Together." To complete this worksheet, you may use your *Student Reader*, Memory Cards, timeline, and maps. This worksheet, along with Worksheet 3, will help prepare you for your Semester II Test, which covers only the second half of this book.

I—Dates to Memorize. There were four dates I wanted you to memorize in this quarter. Recopy them here four times each.

Alexander the Great

336 B.C.

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

Julius Caesar

49 B.C.

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

Augustus Caesar and the Roman Empire

27 B.C.

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

Jesus Christ, His Birth

c. 4 B.C.

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

II—Who/What Came First? Circle the right answer.

1. Archimedes or Aristotle?
2. Judas Maccabee or the Septuagint?
3. Spartacus or Hannibal?
4. Augustus Caesar or Julius Caesar?
5. Plato or Alexander the Great?
6. Cleopatra or the Qin Dynasty?
7. Jesus Christ or John the Baptist?
8. The Crucifixion or the Resurrection?

III—Who Goes Where? Below are the names of 12 men. Write their names in the appropriate boxes below according to the country each is associated with.

Malachi, Plato, Judas Maccabee, Spartacus, Julius Caesar, Archimedes, Herod the Great, Aristotle, Mark Antony, Augustus Caesar, Hippocrates, John the Baptist

<i>Greece</i>	<i>Rome</i>	<i>Israel</i>
9. _____	13. _____	17. _____
10. _____	14. _____	18. _____
11. _____	15. _____	19. _____
12. _____	16. _____	20. _____

IV—Military Might. We studied four battles or wars this quarter (in addition to those of Alexander the Great). In the chart on the next page, list the names of these battles, who fought against whom, and who won. (Do not include Alexander's battles.) Indicate the winner by circling the name. An example from the last quarter is given.

<i>Name of Battle</i>	<i>Fighters</i>
Ex. Battle of Marathon	Greeks vs. Persians
21.	
22.	
23.	
24.	

V—In Memoriam. In this quarter, we read about some unusual deaths. Match the names of the victims with their manner of death by placing the correct letter next to the number.

- | | |
|--|------------------------|
| 25. _____ Crucifixion | a. Julius Caesar |
| 26. _____ Malaria, high fever, or other | b. Herod the Great |
| 27. _____ Assassinated by Senate | c. Hannibal |
| 28. _____ Suicide by poisonous snake | d. Archimedes |
| 29. _____ Killed by a Roman soldier | e. Jesus |
| 30. _____ Suicide by poison stored in a ring | f. Alexander the Great |
| 31. _____ Beheaded | g. Cleopatra |
| 32. _____ Died of strange diseases | h. John the Baptist |

VI—Name the Seven Wonders of the Ancient World. (You will need information from the other quarters to complete this unless you remember them!)

33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____

VII—True or False? Circle your answer. Then use the blank space provided after each question to change false statements into true ones.

40. John the Baptist's father was blinded for his disbelief until John was born. T F
41. The Bible contains 13 prophecies that Jesus would be born of the lineage of David. T F
42. While on earth, Jesus forbade anyone to worship Him. T F
43. The Jews considered it blasphemy that Jesus claimed to be God. T F
44. After the trial of Jesus, Herod "washed his hands" of Jesus' death. T F
45. Jesus' three closest disciples were Matthew, Mark, and Luke. T F
46. At the Last Supper, Jesus instituted the tradition of communion. T F
47. At the ascension, the angels said that Jesus would return the same way He left. T F

VIII—Writing. Answer these questions in complete sentences on a separate sheet of paper.

48. What principle did Archimedes discover while in the bathtub?
49. What type of tree was planted around India for travelers to rest under?
50. How long did the Han dynasty last?
51. Who made up the First Triumvirate of Rome?
52. Who were the three leaders in the Battle of Actium?
53. Which angel told Mary that she would conceive a son?
54. For what reason did the Jews want to stone Jesus?
55. Which of Jesus' disciples was a tax collector?

Appendix

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Outline Maps*

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Map 9	The World	459
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**Note to Teacher:* All Outline Maps are provided for each week in the *Companion Guide* to print as you need. But if you prefer to print all the maps ahead of time, we've provided a chart on the next page indicating how many copies of each Outline Map you'll need per student, per age group.

Outline Maps

Note to Teacher: This chart shows the number of copies of each Outline Map that you'll need per student per age group, should you desire to print all the maps ahead of time. Otherwise, each Outline Map is provided in the *Companion Guide* in the week needed after the mapping directions.

Map Number and Title	Younger Students	Middle Students	Older Students
1—Persia	0	0	1
2—Greece	0	0	2
3—Egypt	0	1	0
4—East Asia	0	4	5
5—Europe	0	1	1
6—The Middle East	2	7	7
7—Israel	2	5	4
8—Eastern Mediterranean	0	1	1
9—The World	2	2	3
10—United States of America	1	1	1
Total Maps Needed:	7	22	25

Section B—Supplemental Books and Resources

Compiled by Melissa E. Craig and Linda Lacour Hobar

The Mystery of History is written as a stand-alone world history course. However, it is the author's desire that students of all ages would enrich their studies with a wide variety of quality literature (read-alouds, historical fiction, living books, biographies, primary sources, classics, films, and more) to develop a greater sense of the time period covered and to expand their minds. Therefore, this list has been created to assist you in finding these kinds of materials.

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

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

Listed under **Topic Resources** are the general books, resources, atlases, etc., that you might want to consider adding to your school or family library. Subtopics of this category include **Atlases, Bible Resources, Time Period Classics, Primary Source Materials, Read-Aloud Favorites, World History Reference Books, and Creation Science Museums and Zoos**. Suggestions for All Students are listed first; when applicable, further suggestions are then listed by age group—Younger, Middle, and Older Students. Some overlap occurs. Keep in mind that a vast number of history resources are written from a secular viewpoint and do not necessarily reflect the views of the author or of Bright Ideas Press.

Listed under **Lesson Resources**, the second and larger category of the two, are specific books, films, and Bible chapters that correlate to the lessons found in the *Student Reader*, Volume I. These resources follow the *Student Reader* table of contents lesson by lesson. Similar to the first category, resources for All Students are listed first, and then further resources are provided for Younger, Middle, and Older Students. A little overlap occurs, and you will find some repetition from the Topic Resources.

Though Bible references are listed here, for your convenience, we have created an additional easy-to-read chart for Bible reading that correlates to the lessons. (See Section C in the Appendix.)

Last, the easiest way to approach this list is to break it down into quarters or a few lessons at a time. Try to work ahead of your students by doing your online research, shopping, or library visit *before* these books and films are needed. The experience will be more enjoyable and the fruit of your labors richer. Remember, all these materials are optional and supplemental! The season of your life and the skill base of your students may dictate the amount of supplementing that is right for you.

Frugal families may wish to focus on whichever of these books you can find at your library. If you want to purchase just a few books, the “Read-Aloud Favorites” and/or “Time Period Classics” would be a great place to start. To simplify your shopping, an “Amazon Recommended Reading Store” link is provided on the author's website, www.TheMysteryofHistory.com.

TOPIC RESOURCES

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

Atlases

All Students

WonderMaps by Tyler Hogan. Bright Ideas Press.

Younger and Middle Students

The Student Bible Atlas by Tim Dowley. Augsburg (ISBN 978-0-8066-2038-1).

Middle and Older Students

Historical Atlas of the World. Rand McNally (ISBN 978-0-5288-3969-6).

Then and Now Bible Maps. Rose Publishing (ISBN 978-0965508209); 1997; 24 pp. (Other versions are also available.)

Bible Resources

All Students

Celebrating Biblical Feasts by Martha Zimmerman. This book explains the deeper meaning of the feasts of the Bible for all ages. Bethany House (ISBN 978-0764228971); 186 pp.

Younger Students

The Child's Story Bible by Catherine Vos. Eerdmans Books for Young Readers (ISBN 978-0802850119); 382 pp.

The Doré Bible Illustrations by Gustave Doré. Dover Publications (ISBN 978-0486230047); 1974; 241 pp.

Middle Students

The Victor Handbook of Bible Knowledge by V. Gilbert Beers. Nicely illustrated and organized for all ages. Victor Books (ISBN 0-88207-811-9); 640 pp.

Middle and Older Students

Genesis—Finding Our Roots by Dr. Ruth Beechick. This book beautifully illustrates Genesis 1–11 and provides a rich, detailed Bible study/curriculum for Middle/Older Students. Mott Media (ISBN 978-0880621397); 2016.

Older Students

Harper's Encyclopedia of Bible Life by Madeline S. and J. Lane Miller. An excellent resource for the serious student. Harper and Row (ISBN 0-06-065676-X).

Lesson 88 — Emperor Asoka of India (273–232 B.C.)

Younger Students

Count Your Way through India by Jim Haskins. A beautiful and informative book on India. Carolrhoda Books, Inc. (ISBN 978-0876145777); 1989; 24 pp.

Lesson 89 — The Septuagint and the Colossus of Rhodes (277 B.C., 292 B.C.)

Younger Students

From Arapesh to Zuni: A Book of Bibleless People by Karen Lewis. Wycliffe Bible Translators (ISBN 978-0938978077); 1986.

Lesson 90 — The Qin (Ch'in) Dynasty (221–206 B.C.)

All Students

The Terra Cotta Army of Emperor Qin by Caroline Lazo. This is a good book with pictures and information. New Discovery Books (ISBN 978-0027546316); 1993; 80 pp.

Terra-Cotta Soldiers: Army of Stone by Arlan Dean. Children's Press (ISBN 978-0516250939); 2005; 48 pp.

The Emperor's Silent Army: Terracotta Warriors of Ancient China by Jane O'Connor. Viking Juvenile (ISBN 978-0670035120); 2002; 48 pp.

The Terracotta Army of the First Emperor of China by William Lindesay. Odyssey Publications (ISBN 978-9622177963); 2008; 28 pp.

Ancient China. A DK Eyewitness Book. DK Eyewitness Books do a beautiful job of using photos and illustrations to bring history to life. DK Children (ISBN 978-0756613822); 2005; 72 pp.

Videos

**First Emperor of China* (1995). IMAX Movie. This is about Qin in the third century B.C. Not Rated.

**Forbidden City: The Great Within* (1995). Documentary with Rod Steiger. Discovery Channel.

Lesson 91 — Hannibal, Elephants, and the Punic Wars (218 B.C.)

Younger and Middle Students

Hannibal: Rome's Worst Nightmare by Philip Brooks. Franklin Watts (ISBN 978-0531221747); 2009; 128 pp.

Older Students

The Young Carthaginian: A Story of the Times of Hannibal by G. A. Henty. Historical fiction. Lost Classics Book Co. (ISBN 978-1890623012); 2001; 430 pp.

**The Young Carthaginian: A Story of the Time of Hannibal* by G. A. Henty is also available as an audiobook through Jim Hodges Audiobooks. <https://jimhodgesaudiobooks.com/shop/the-young-carthaginian-a-story-of-the-times-of-hannibal-bc-218/>

Video

**Africa's Elephant Kingdom* (1998). IMAX Movie. This will give students a better appreciation of the amazing elephant. Not Rated.

Lesson 92 — The Han Dynasty (206 B.C.–A.D. 220)

All Students

Ancient China. A DK Eyewitness Book. DK Eyewitness Books do a beautiful job of using photos and illustrations to bring history to life. DK Children (ISBN 978-0756613822); 2005; 72 pp.

Younger Students

The Story about Ping by Marjorie Flack and Kurt Wiese. This is simple fiction about a duck, but it also depicts life on a houseboat. Viking Press (ISBN 978-0448421650); 2000; 32 pp.

Lesson 93 — The Maccabean Revolt (165 B.C.)

Younger and Middle Students

Jason's Miracle: A Hanukkah Story by Beryl Lieff Benderly. Albert Whitman & Co. (ISBN 978-0807537817); 2000; 114 pp.

Hanukkah at Valley Forge by Stephen Krensky. This sweet tale tells the original Hanukkah story in conjunction with the American war for independence, offering a fresh look at two inspiring events. Dutton Juvenile (ISBN 978-0525477389); 2006; 32 pp.

Middle and Older Students

Apocrypha.

Maccabee by David C. Carson. Well-written historical fiction set during the time of the Maccabean revolt. Outskirts Press (ISBN 978-1432701659); 2007; 428 pp.

Section C—Bible Reading List

This chart is provided for students and families wishing to line up their personal Bible readings with corresponding lessons from *The Mystery of History*, Volume I.

Quarter 1	Bible	Quarter 2	Bible
Lesson 1	Genesis 1	Lesson 28	Judges 13–16
Lesson 2	Genesis 2–3	Lesson 29	
Lesson 3	Genesis 4	Lesson 30	1 Samuel 1–8
Lesson 4	Genesis 6–9	Lesson 31	1 Samuel 9–31
Lesson 5		Lesson 32	1 Samuel 16–2 Samuel; Favorite Psalms
Lesson 6		Lesson 33	1 Kings 1–11; Favorite Proverbs; Ecclesiastes; Song of Solomon
Lesson 7		Lesson 34	
Lesson 8	Genesis 9	Lesson 35	1 Kings 12
Lesson 9		Lesson 36	1 Kings 17–19; 2 Kings 2
Lesson 10		Lesson 37	1 Kings 19:19–21; 2 Kings 2–8:15, 13:14–21
Lesson 11		Lesson 38	Joel; Obadiah
Lesson 12		Lesson 39	
Lesson 13	Genesis 12–23	Lesson 40	
Lesson 14	Genesis 25–35; Job	Lesson 41	
Lesson 15	Genesis 37–50	Lesson 42	Jonah; Amos
Lesson 16		Lesson 43	
Lesson 17	Exodus 1	Lesson 44	Isaiah; 2 Kings 19–20; Micah
Lesson 18		Lesson 45	2 Kings 17
Lesson 19	Exodus 2–24	Lesson 46	Hosea
Lesson 20	Exodus 25–30	Lesson 47	2 Kings 18–20 or 2 Chronicles 29–32
Lesson 21	Joshua 1–6	Lesson 48	
Lesson 22		Lesson 49	
Lesson 23		Lesson 50	2 Kings 21; 2 Chronicles 33
Lesson 24		Lesson 51	Matthew 27:46
Lesson 25		Lesson 52	2 Kings 22–23; 2 Chronicles 34–35
Lesson 26	Ruth	Lesson 53	Nahum; Zephaniah
Lesson 27	Judges 6–8	Lesson 54	Jeremiah; Lamentations

Quarter 3	Bible	Quarter 4	Bible
Lesson 55		Lesson 82	Malachi
Lesson 56	Habbukuk; 2 Kings 22:14 or 2 Chronicles 34:22	Lesson 83	
Lesson 57	2 Kings 25 or 2 Chronicles 36:15–21	Lesson 84	
Lesson 58	Daniel 1–4	Lesson 85	
Lesson 59	Daniel 5–12	Lesson 86	Daniel 8, 11 (if previously missed)
Lesson 60		Lesson 87	
Lesson 61	Ezekiel	Lesson 88	
Lesson 62	Daniel 3 (if previously missed)	Lesson 89	
Lesson 63		Lesson 90	
Lesson 64		Lesson 91	
Lesson 65		Lesson 92	
Lesson 66	Daniel 5 (if previously missed); Isaiah 44:28–45:1	Lesson 93	
Lesson 67		Lesson 94	
Lesson 68	Ezra 1–6	Lesson 95	
Lesson 69	Haggai; Zechariah; Ezra 5:1–2	Lesson 96	
Lesson 70		Lesson 97	
Lesson 71		Lesson 98	
Lesson 72		Lesson 99	
Lesson 73	Esther	Lesson 100	
Lesson 74	Esther	Lesson 101	Luke 2:1–7
Lesson 75		Lesson 102	Isaiah 40:3; Malachi 3:1, 4:5–6; Mark 1:1–11, 6:14–29; Luke 1, 3; John 2:19–28, 3:22–36
Lesson 76		Lesson 103	Matthew 1, 2; Luke 1:26–Chapter 2
Lesson 77		Lesson 104	Gospels of Matthew, Mark, Luke, and John
Lesson 78	Ezra 7–10	Lesson 105	Luke 20:25; Matthew 27; Mark 15; Luke 23; John 18:28–40, 19:5–24; Matthew 14:1–12
Lesson 79	Nehemiah	Lesson 106	Matthew 4:18–22, 10:1–4; Mark 1:16–20, 3:13–19; Luke 5:1–16, 27–32, 6:12–16; John 1:35–51
Lesson 80		Lesson 107	Matthew 27, 28; Mark 15, 16; Luke 23, 24; John 19, 21; Acts 1:1–11
Lesson 81		Lesson 108	Hebrews 13:8

Answer Key

Section D

Week 31

Pretest 31

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

Week 31: Quiz

I.

1. F
2. F
3. T
4. F
5. T
6. T

II.

7. c
8. c
9. b
10. d
11. c
12. e

III.

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

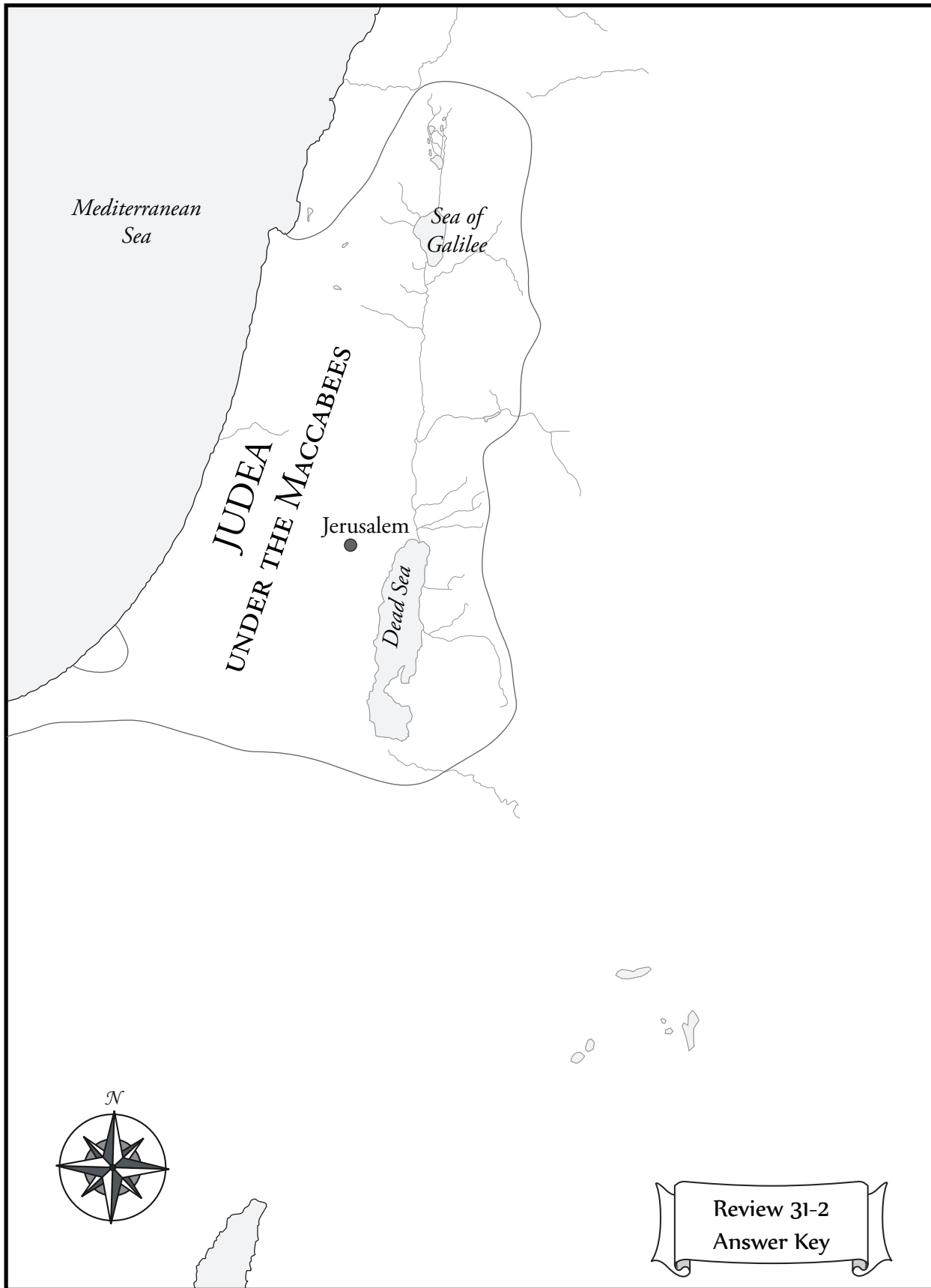
IV.

19. Bucephalus
20. Archimedes
21. banyan trees
22. Great Wall
23. Carthage
24. Antiochus Epiphanes

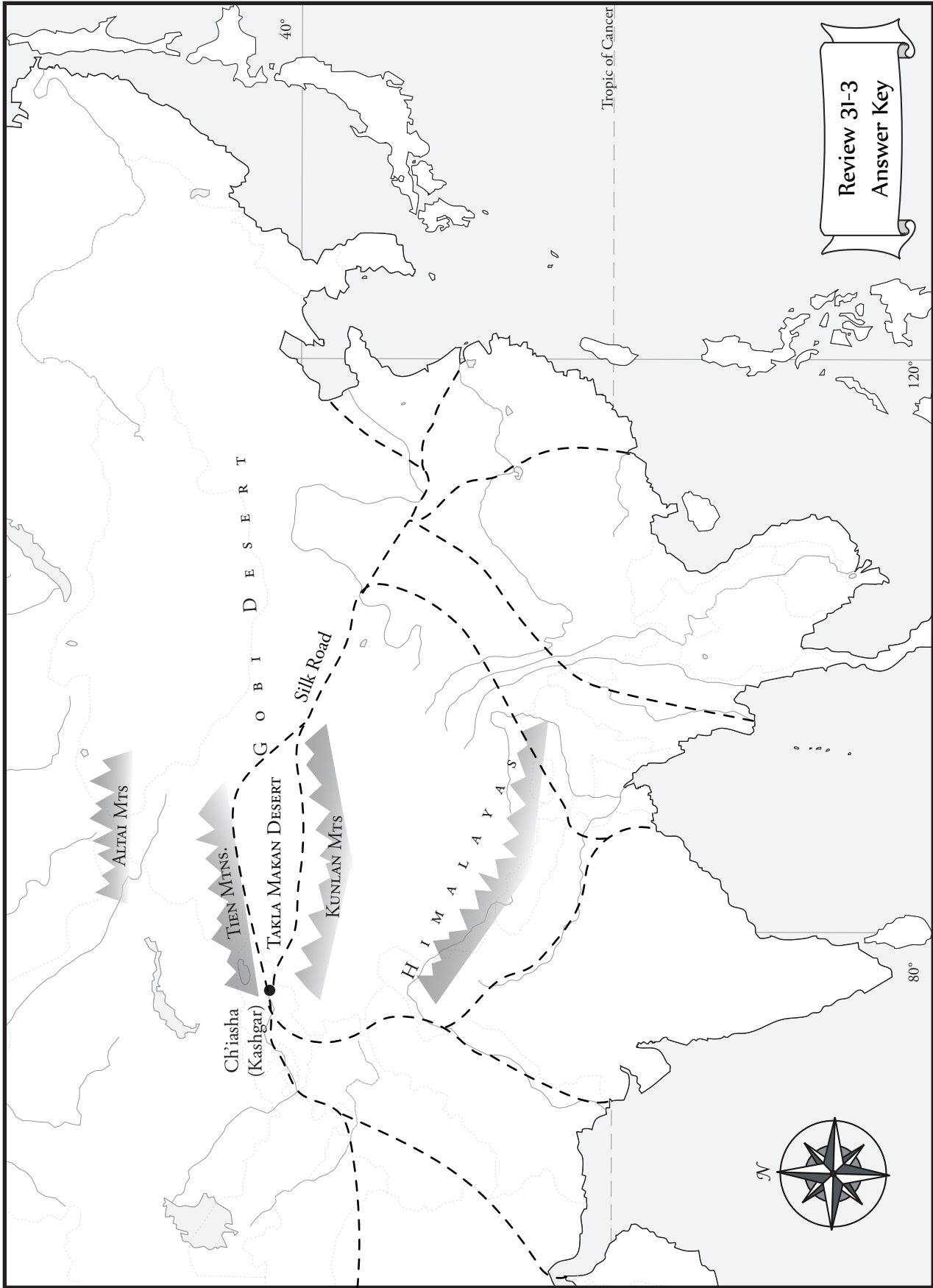
V.

Answers will vary.

25. The Egyptians believed that the body needed to be preserved for the next life. They thought it was necessary to bury useful things and people with them for the next life.
26. It was written by 70 men in 70 days. It is the first Old Testament translation. It is what the early Christians used before the New Testament was available.



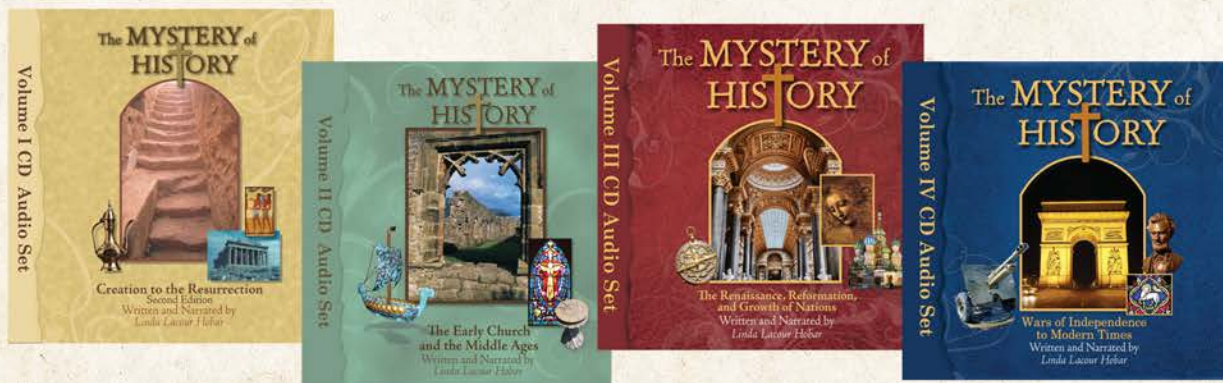
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