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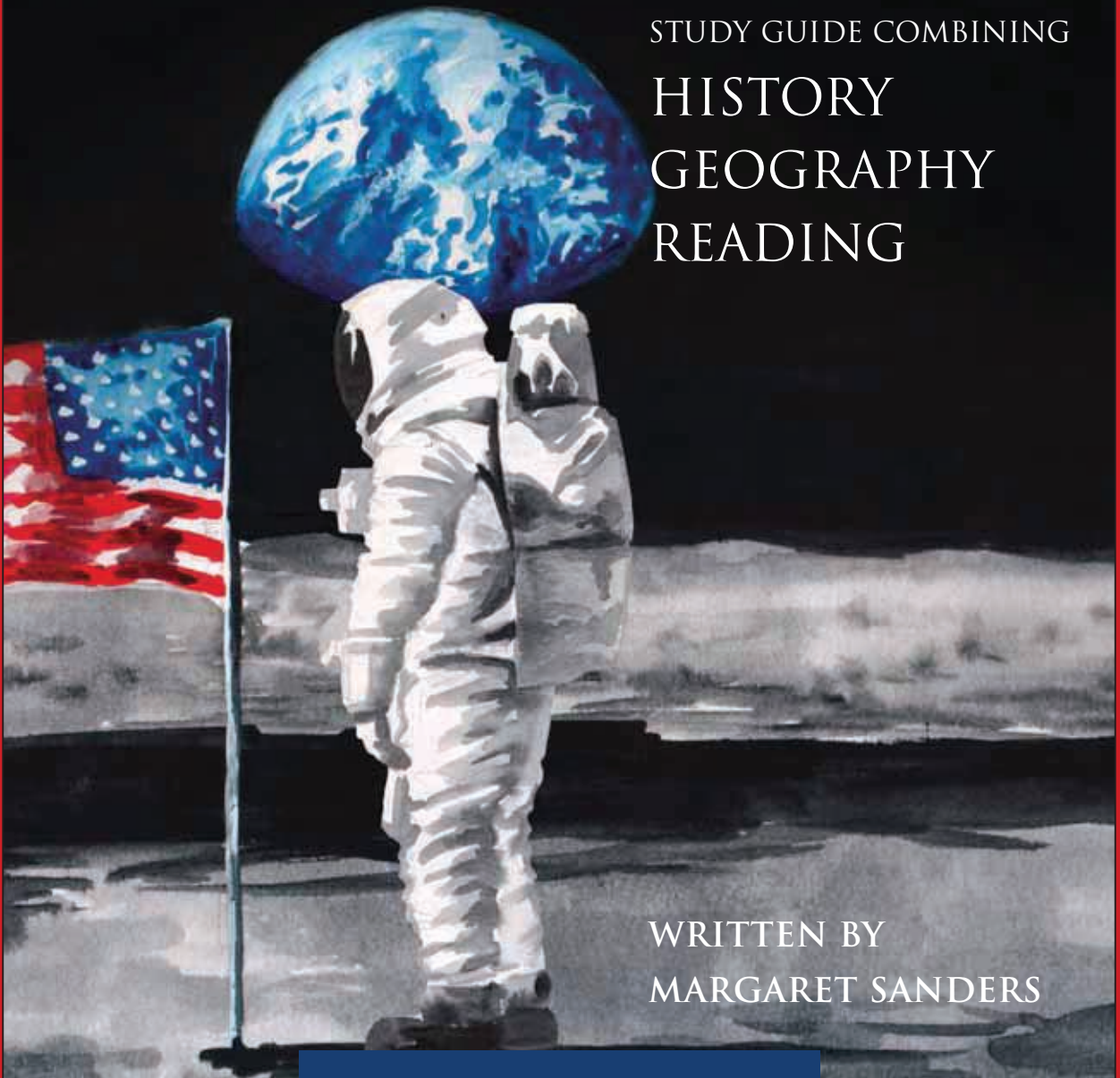


HISTORY ODYSSEY

MODERN TIMES

PREVIEW

AN ACTIVITY-BASED
STUDY GUIDE COMBINING
HISTORY
GEOGRAPHY
READING



WRITTEN BY
MARGARET SANDERS

LEVEL ONE

HISTORY ODYSSEY

MODERN TIMES LEVEL ONE PREVIEW

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WRITTEN BY MARGARET SANDERS

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Publisher, Pandia Press

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LETTER TO PARENTS AND TEACHERS

Thank you for purchasing this *History Odyssey* study guide. If you are familiar with a classical approach to history, you know your child will be spending the next school year immersed in the wonderful story of modern times history. If this is your first time using *History Odyssey*, take the time to read through these introductory pages, gather materials, and work out a schedule for history based on your child's abilities. *History Odyssey* provides the structure and framework for using and organizing many of the best resources available for the study of mankind. This is not a textbook approach! *History Odyssey's* unique approach for this age group is one that encompasses literature, writing, activities, and geography. As your child progresses through this guide, he or she will be learning about modern history through reading many of the best books written about this time period. Your child will be learning geography and be engaged in exciting activities. *History Odyssey* presents history in a way that is exciting and memorable. Most parents and teachers find themselves wishing they had been taught history this way. So don't be surprised if you find yourself learning and having fun right along with your child or student!

This edition of *History Odyssey* Level One is appropriate for third- through sixth-grade. We do not recommend using this course for a child younger than third-grade without some significant alterations. This course covers more violent content than previous Level One courses, including several wars, the atomic bomb, and assassinations. Also, the writing assignments in this course are more advanced, preparing the student for Level Two *History Odyssey* courses.

HOW TO USE THIS GUIDE

Adapting for Different Levels

These lesson plans are written for a student who is in the grammar or logic stage of a classical education or in the third- through sixth-grade (approximately 8 to 11 years old). That is a big span. There can be a tremendous reading- and writing-skill discrepancy between a typical third- and sixth-grade student. These plans have been carefully formulated to provide material to meet the needs of all students in this age span no matter what their level or ability. Here are some further suggestions for adapting these plans for students at either end of the spectrum:

Advanced Level (advanced reading and writing skills) -

Independently read books or read aloud to the group

Heavy focus on map work

Add resources (especially whole books and classic literature)

History lessons three times per week (use the third lesson for further research or independent reading)

Outline lessons or write summaries

Beginning Level (beginning reading and writing skills) -

Read books aloud

Less focus on map work

More focus on coloring and activities

History lessons two times per week

Copy or dictate writing assignments

Sequence

In a classical education, history is studied chronologically. Ideally, a student will study the entire history of mankind over a four-year period three separate times, each time building on his knowledge.

1st grade, 5th grade, and 9th grade -	Ancients
2nd grade, 6th grade, and 10th grade -	The Middle Ages
3rd grade, 7th grade, and 11th grade -	Early Modern
4th grade, 8th grade, and 12th grade -	Modern Times

However, it has been our experience that many students are unable to follow this schedule exactly from first-through twelfth-grade. Don't worry if your child or student has to miss a period of history in one or more of the stages of education. He has three times to learn it! What is important is that your child is building on knowledge in a sequential way and is enjoying history.

Required Resources

Main Reference Spine: *The Usborne Internet-Linked Encyclopedia of World History*

Optional Additional Reference Spine: *A Child's History of the World* by Virgil M. Hillyer (Calvert Educational Services)

Books and Resources for Modern Times:

The Story of the World, Volume 4: The Modern Age by Susan Wise Bauer (Peace Hill Press)

Mysteries of Sherlock Holmes by Sir Arthur Conan Doyle, adapted by Judith Conaway (Random House)

The Last Safe House by Barbara Greenwood (Kids Can Press)

The Story of Thomas Alva Edison by Margaret Cousins (Random House Books for Young Readers)

Number the Stars by Lois Lowry (Yearling)

The Breadwinner by Deborah Ellis (Groundwood Books)

Additional Resources and Activities

Each lesson contains an additional reading list to allow students to research a topic further and to provide resources to meet the needs of students with varying abilities. Most can be found at your local library. In addition to the required resources listed above, you will need a world map or globe, a three-ring notebook or folder for each student to store his work, blank paper, simple art supplies, and a children's dictionary. You will also want to have a three-hole punch and a camera handy.

Writing Assignments

The writing activities in this guide include dictionary work, writing answers to comprehension questions, and summarizing the main points of each lesson. The latter is a prerequisite to outlining, which is required in Level Two courses. You could have your child either write each summary, copy it, or dictate to you depending on his skill level. Copying sentences helps young children learn spelling, punctuation, and basic grammar, and prepares them for writing.

History Notebook

Your child will need a place to keep his written work, map work, and coloring pages while completing this course. We recommend having a designated history folder or a three-ring binder for this purpose. All work that is collected can be used to compile the magazine writing project at the end of the course.

Lessons

These plans are based on a full school year of history studies. Many lessons contain one or more parts. **Each part is intended to take about a week to complete.** In some lessons you will find an abundance of information and you will want to take two or more weeks for these lessons. This study guide is written to include as much information as possible. Since every family has a different schooling style, these lesson plans are designed to be as flexible as possible. When a concept interests your child, use the book list or look up that topic at your library. Bring the book list from the next two lessons with you to the library to avoid having to scramble for resources. Reading at least one additional book from the book list per lesson is recommended; more if your child is interested. At the end of this study guide, you will be assisting your child in “publishing” a history magazine that will be compiled of articles about events and people he learned while studying Modern Times. It will be a wonderful keepsake for him. He can show his family and friends all he learned about modern history.

Activities: Projects, Coloring Pages, Writing Projects, and Maps

The activities in this guide include coloring pages, activity projects, writing projects, and map work. These activities provide hands-on learning experiences, and we highly recommend that you complete most of them.

Maps - There are twenty-one maps included in this course. The maps provide an excellent opportunity to learn historic and modern-day world geography. Map work includes simple labeling, coloring, and completing map keys. Your child will need a detailed wall map or atlas to complete the maps. When labeling and coloring maps, use colored pencils or crayons. Markers tend to bleed through and blot out labels. After completing each map, locate the area in an atlas. Determine where the area is in relation to where you live and point out any modern-day name or boundary changes.

Coloring Pages - There are six coloring pages included in this course. The course instructions indicate the appropriate time for each coloring page. The best way to incorporate the coloring pages is to have your child color the corresponding page while you are reading aloud.

Writing and Literature Projects - This course contains several projects involving writing and literature, including journal- and letter-writing projects, poetry writing and memorization, and creating a “magazine.” These projects will help reinforce the lesson and prepare your child for higher-level writing assignments in Level Two.

Activity Projects - There are eleven project instructions included in this guide that provide hands-on learning experiences. We highly recommend completing all of these projects. We suggest you take pictures of the projects as you go along to place in your child’s history notebook.

Project Supply List:

Lesson 2 - Henna Hand

Construction paper
Colored felt pens, markers or crayons

Lesson 5 - Make a Modern History Game

Paper	Markers, crayons, and/or colored pencils
Pencil	Ruler or yardstick
Scissors	Two pieces of posterboard
Tokens	Dice or a spinner
Modern history books	

Lesson 6 - Egyptian Recipe: Hummus

1 can garbanzo beans
¼ cup tahini (sesame paste)
2-3 tablespoons warm water
2 tablespoons olive oil
Juice of one lemon
2 cloves of garlic, minced
½ teaspoon salt
¾ teaspoon ground cumin

Lesson 7 - Make a Flag

Two 9" x 12" sheets of construction paper, one red and one white
One 8½" x 11" sheet of blue construction paper
Ruler
White paint, paint pen, or chalk (or use star stickers)
Glue

Lesson 8 - Make a Pioneer Toy

36" of heavy thread
One big, round, and flat button with either two or four holes

Lesson 10 - Tangrams

Blank sheet of paper
Poster board, cardstock, or an old cereal box
Glue
Scissors
Colored markers

Lesson 11 - Paper Poppies

Red tissue, crepe, or copy paper
Green or black paper
Green or black pipe cleaners (one for each flower you plan to make)
Clear tape
Glue

Lesson 14 - Create a Ration Book

- Construction paper
- Copy paper (or similar blank paper)
- Scissors
- Pencil
- Ruler
- Colored pencils, markers, and/or crayons
- Stapler

Lesson 16 - Hand Fatima and Star of David Charms

- Heavy gauge (jeweler's) wire, 2 pieces, each 12" to 18" long
- Pliers
- Colored beads

Lesson 21 - Rocket Launcher Experiment

- Film canister or pill bottle with non-childproof cap (ask at your pharmacy)
- 2 tablespoons vinegar
- 1 ½ teaspoons baking soda
- Paper or plastic plate (optional)
- Construction paper (optional)
- Scissors (optional)
- Markers or crayons (optional)
- Tape (optional)

Lesson 22 - Make a Trinket Tray

- A sturdy, shallow cardboard box (a flat for carrying sodas works well, or the top of a copy-paper box)
- Scissors
- Some strong, wide ribbon or belting
- Markers and/or crayons (optional)

Suggested Weekly Schedule



Week	Start Date	Lesson	Books and Supplies
1		Lesson One—Africa, 1850-1900	
2		Lesson Two—India and Afghanistan, 1850-1900	
3		Lesson Three—Victorian Era (part one)	
4		Lesson Three—Victorian Era (part two)	
5		Lesson Four—Asia, 1850-1900 (part one)	
6		Lesson Four—Asia, 1850-1900 (part two)	
7		Lesson Five—Europe, 1850-1900 (part one)	
8		Lesson Five—Europe, 1850-1900 (part two)	
9		Lesson Six—Around the World, 1850-1900 (part one)	
10		Lesson Six—Around the World, 1850-1900 (part two)	
11		Lesson Seven—Civil War and Reconstruction (part one)	
12		Lesson Seven—Civil War and Reconstruction (part two)	
13		Lesson Eight—America, 1865-1914 (part one)	
14		Lesson Eight—America, 1865-1914 (part two)	
15		Lesson Nine—Inventions and Technology 1850-1900 (part one)	
16		Lesson Nine—Inventions and Technology 1850-1900 (part two)	
17		Lesson Ten—Around the World Again, 1900-1914 (part one)	
18		Lesson Ten—Around the World Again, 1900-1914 (part two)	
19		Lesson Eleven—World War I (part one)	

20		Lesson Eleven—World War I (part two)	
21		Lesson Twelve—The Rise of Fascism	
22		Lesson Thirteen—Between the World Wars (part one)	
23		Lesson Thirteen—Between the World Wars (part two)	
24		Lesson Fourteen—World War II and the Holocaust (part one)	
25		Lesson Fourteen—World War II and the Holocaust (part two)	
26		Lesson Fifteen—Cold War and the Space Race (part one)	
27		Lesson Fifteen—Cold War and the Space Race (part two)	
28		Lesson Sixteen—The Middle East, 1945-1985	
29		Lesson Seventeen—Africa and South America, 1945–Present (part one)	
30		Lesson Seventeen—Africa and South America, 1945–Present (part two)	
31		Lesson Eighteen — Asia and India, 1945-2000 (part one)	
32		Lesson Eighteen — Asia and India, 1945-2000 (part two)	
33		Lesson Nineteen—Vietnam War and Civil Rights (part one)	
34		Lesson Nineteen—Vietnam War and Civil Rights (part two)	
35		Lesson Twenty—Iran and Iraq	
36		Lesson Twenty-One—Inventions and Technology, 1900-2001	
37		Lesson Twenty-Two—End of the Century (part one)	
38		Lesson Twenty-Two—End of the Century (part two)	



Lesson One—Africa, 1850-1900

Main Lesson:

-  ☐ In your history notebook, write the heading “Africa, 1850-1900.”
- ☐ Read UILE pages 346-47.
- ☐ Read SOTW Chapter 3: British Invasions - Wandering Through Africa.
Why did Dr. Livingstone first go to Africa? Was he successful?
-  ☐ Look at Map 1, “Africa and Its Neighbors, 1850 - 1914.” (Refer to the map in SOTW and your atlas for labeling.)
 - Can you find the places where Dr. David Livingstone traveled?
 - Color the Kalahari Desert.
 - Trace the Congo, Niger, and Nile rivers.
 - Label the Atlantic Ocean and the Red Sea
- ☐ Read SOTW Chapter 11: The Far Parts of the World - Carving Up Africa.
How did King Leopold manipulate events so that he could claim lots of African land as his own?
Why was this period of African history called “The Scramble”?
- ☐ Read SOTW Chapter 12: Unhappy Unions - The Boers and the British.
Why was Mafeking under siege?
How did the British try to control the Afrikaaners and the black Africans?
- ☐ Read SOTW Chapter 14: Two Czars and Two Emperors - Ethiopia and Italy.
What kept Yohannes and Menelik from fighting each other in a civil war?
How did the Italians try to trick Menelik? Were they successful? Why or why not?
- ☐ On Map 1, use the maps found in Chapter 12 of SOTW and on page 346 in UILE to label and shade the Union of South Africa (within the dashed lines). Record this area on the map key. Also label the following:
 - Egypt
 - Ethiopia
 - Cape Colony
 - Liberia
- Mark the path of the Great Trek with red arrows and add to the map key.
- ☐ In your history notebook, write down three things you learned in this lesson. Jot down some keywords and important names of people and places as well.
- ☐ Writing Project:
Pretend you are one of these people—David Livingstone, Henry Morton Stanley, a Boer, or a Zulu in 1879. Write a journal entry describing where you are and what is happening around you. Why are you there? Who is with you? Are you in danger? Check your grammar and spelling. Put your finished journal entry in your history notebook.

Book List:

Diouf, Sylviane A. *Kings and Queens of Africa* series (Franklin Watts)

Eyewitness: Africa. (DK Children) ISBN 0789460300

Fairman, Tony (adapter). *Bury My Bones but Keep My Words* (Puffin) ISBN 0140368892

Gershator, Phillis. *Only One Cowry: A Dahomen Tale* (Scholastic) ISBN 0531302881

Grifalconi, Ann. *The Village that Vanished* (Puffin) ISBN 0142401900

Hansen, Joyce. *African Princess: The Amazing Lives of Africa's Royal Women* (Jump at the Sun) ISBN 0786851163

Kurtz, Jane. *Saba: Under the Hyena's Feet* (American Girls) ISBN 158485829X

Mandela, Nelson. *Nelson Mandela's Favorite African Folktales* (W.W. Norton) ISBN 0393329909

Marie, D. *Tears for Ashan* (Creative Press Works) ISBN 0962168106

Musgrove, Margaret. *Ashanti to Zulu: African Tradition* (Puffin) ISBN 0140546049

Rodanas, Kristina. *Blind Hunter* (Marshall Cavendish Corpage) ISBN 0761451323

Step toe, John. *Mufaro's Beautiful Daughters* (Amistad) ISBN 0688040454

Washington, Donna L. *A Pride of African Tales* (Amistad) ISBN 0060249293



Lesson Two—India and Afghanistan, 1850-1900

Main Lesson:

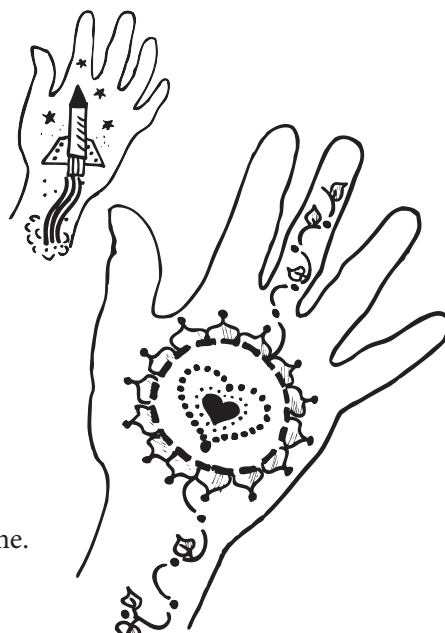
- ☐ In your history notebook, write the heading “India and Afghanistan, 1850-1900.”
- ☐ Read UILE pages 328-29
- ☐ Read SOTW Chapter 1: Britain’s Empire - The Sepoy Mutiny.
What big mistake did the East India Company make that led to the Sepoy Mutiny? What is a sepoy?
Why did Queen Victoria declare that India was a British colony?
- ☐ On Map 2, “India, 1850 - 1945,” use page 329 of UILE to color in the primary region in which the Indian Mutiny occurred (within the dashed lines). Complete the map key.
- ☐ Project: Henna Hand

In India, for special occasions women will often decorate their hands and feet with a dye called henna. The designs they use are most often geometric, but they sometimes include flowers. You can make a decorated hand at home.

You will need:

- Construction paper
- Colored felt pens, markers or crayons

Directions: First, trace your hand and wrist on the construction paper. Now use your pens, markers, or crayons to draw a design on the construction-paper hand. You may draw any kind of design you want—geometric, flowers, animals, cars, rockets, ships, etc. This is your project and your design. Have fun with it!



- ☐ Read SOTW Chapter 3: British Invasions - The Great Game.
Who was Dost Mohammad?
What was the Great Game?
Look up the word *sepoy*. Put the definition in your history notebook.
- ☐ On Map 2, use the map in SOTW from the last reading to label the cities of Calcutta, Delhi, Kandahar, and Kabul with a dot. (A dot is the proper way to label a city on a map.) Also label the Arabian Sea, Indian Ocean, and Bay of Bengal. Color India, China, Afghanistan, and Persia different colors.
- ☐ Coloring page: On page 329 of UILE is a photograph showing decorated Indian elephants. Color your own bright decorations on the following elephant coloring page. Try to find out more about trained Indian elephants. You might look in an encyclopedia, a book about India, or on the computer.
- ☐ Write down two things in your history notebook that you learned in this lesson. Be sure to jot down keywords and important names of people and places.

Book List:

Backstein, Karen. *The Blind Men and the Elephant* (Cartwheel) ISBN 0590458132

Bannerman, Helen. *The Story of Little Babaji* (HarperTrophy) ISBN 0060080930

Chatterjee, Manini. *India (Eyewitness Books)* (DK Children) ISBN 0789489716

Claire, Elizabeth. *The Little Brown Jay: A Tale from India* (Mondo) ISBN 1879531232

Galdone, Paul. *The Monkey and the Crocodile: A Jataka Tale from India* (Clarion) ISBN 0899195245

Kamen, Gloria. *The Ringdoves* (Atheneum) ISBN 0689313128

Kipling, Rudyard. *Kim* (Oxford University Press) ISBN 0192835130

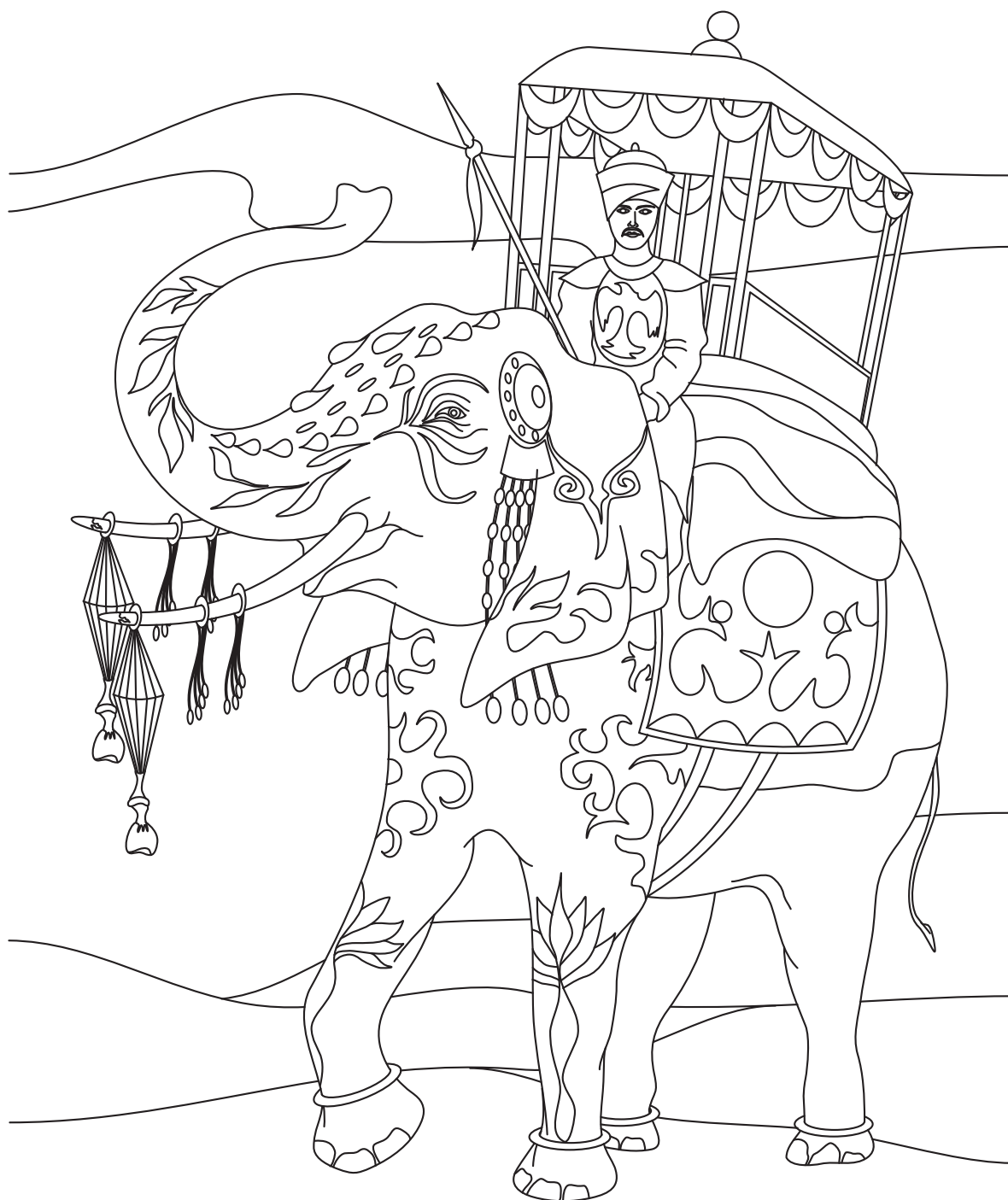
Kipling, Rudyard. *Jungle Books (Whole Story)* (Viking Juvenile) ISBN 0670856977

Krishnaswami, Uma. *Shower of Gold: Girls and Women in the Stories of India*. (Linnet Books) ISBN 0208024840

Staples, Suzanne Fisher. *Shiva's Fire* (HarperTrophy) ISBN 0064409791

Thornhill, Jan. *The Rumor: A Jataka Tale from India* (Maple Tree Press) ISBN 1897066279

Verma, Jatinda. *The Story of Divaali* (Barefoot Books) ISBN 1902283988



DECORATED INDIAN ELEPHANT

Lesson Three—Victorian Era

Main Lesson, Part One:

- ☐ In your history notebook, write the heading “Victorian Era and the Crimean War.”
- ☐ Read CHOTW Chapter 80: The Daily Papers of 1854-1865, read up to “Japanese News.”
- ☐ Read SOTW Chapter 1: Britain’s Empire - Victoria’s England.
- ☐ Read SOTW Chapter 2: West Against East - The Crimean War.
- ☐ On Map 3, “The Crimean War, 1853 - 1856,” use the map in Chapter 2 of SOTW to label the Baltic, Mediterranean, Black, and Caspian seas. Next label England, Spain, France, and the Russian Empire. Find the Crimean Peninsula and label and color it. Label Bethlehem, Jerusalem, Constantinople (Istanbul), and Sevastopol. Shade France, England, and the Russian Empire different colors.
- ☐ Read the poem “The Charge of the Light Brigade” by Alfred, Lord Tennyson found on page 19.
Memorize the poem by repeating it two or more times a day until you have it memorized. Recite it for your family or friends.

Main Lesson, Part Two:

- ☐ Read *The Mysteries of Sherlock Holmes* by Arthur Conan Doyle, adapted by Judith Conaway. Read at least one chapter each day. When you have finished the book, answer these questions in your history journal:
 - Which of the mysteries in the book was your favorite? Why?
 - How was Sherlock Holmes able to solve the mystery?
 - What new fact or facts did you learn about the Victorian Era by reading this book?
- ☐ Write down two or more things you learned in this lesson. Also, make a note of any keywords or important names.

Book List:

Adler, David. *Picture Book of Florence Nightingale* (Holiday House) ISBN 0823412849

Alcott, Louisa May. *Little Women* (Signet) ISBN 0451529308

Little Men (Indy Publish) ISBN 1404314504

Baker, Rachel. *The First Woman Doctor: The Story of Elizabeth Blackwell* (Tandem) ISBN 0613004930

Barrie, J.M. *Peter Pan* (Scholastic) ISBN 043929133X.

Burnett, Frances Hodgson. *Secret Garden* (Tor Classics) ISBN 0812505018

Little Princess (Dover) ISBN 0486414469

Little Lord Fauntleroy (Puffin) ISBN 0140367535

Carroll, Lewis. *Alice in Wonderland and Through the Looking Glass* (Penguin) ISBN 0141439769

Deary, Terry. *Barmy British Empire (Horrible Histories)* (Scholastic) ISBN 0439992257
Gorgeous Georgians and Vile Victorians (Horrible Histories) (Scholastic) ISBN 0439958970

Fritz, Jean. *You Want Women to Vote, Lizzie Stanton* (Putnam Juvenile) ISBN 0698117646

Hakim, Joy. *History of US, Book 5: Liberty for All? 1820-1860* (Oxford University Press) ISBN 0195153286

Johnston, Johanna and Deanne Hollinger. *They Led the Way* (Puffin) ISBN 0142400572

King, David C. *Victorian Days: Discover the Past with Fun Projects, Games, Activities, and Recipes* (Jossey Bass) ISBN 0471331228

Kirwan, Anna. *Victoria: May Blossom of Britannia* (Scholastic) ISBN 0439215986

MacDonald, Fiona. *You Wouldn't Want to Be a Victorian Servant* (Franklin Watts) ISBN 0531169979

Mack, Tracy and Michael Citrin. *Fall of the Amazing Zalindas: Sherlock Holmes and the Baker Street Irregulars* (Orchard) ISBN 0439828368

Malam, John. *You Wouldn't Want to Be a 19th Century Coal Miner in England* (Franklin Watts) ISBN 0531168860

Meigs, Cornelia. *Invincible Louisa* (Louisa May Alcott) (Little Brown Young Readers) ISBN 0316565946

Ross, Stewart. *The Little Queen: The Amazing Story of Queen Victoria* (Wayland) ISBN 0750225009

Steele, Philip. *Clothes and Crafts in Victorian Times* (Gareth Stevens) ISBN 0836827384

Stevenson, Robert Louis. *Treasure Island (Whole Story)* (Viking Juvenile) ISBN 0670867050.
Kidnapped (Scholastic) ISBN 0439295785.
A Child's Garden of Verses (Puffin) ISBN 014036692X

Tierney, Tom. *Late Victorian Costumes Paper Dolls* (Dover) ISBN 0486403718
Victorian Fashions Coloring Book (Dover) ISBN 0486299171

Wells, H.G. *War of the Worlds* (Aerie) ISBN 0812505158.

Whitelaw, Nancy. *Queen Victoria: And the British Empire* (Morgan Reynolds) ISBN 193179829X

Wilson, Jacqueline. *The Lottie Project* (Tandem) ISBN 0613338359

The Charge of the Light Brigade

by Alfred, Lord Tennyson

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
“Forward, the Light Brigade!
“Charge for the guns!” he said.
Into the valley of Death
Rode the six hundred.

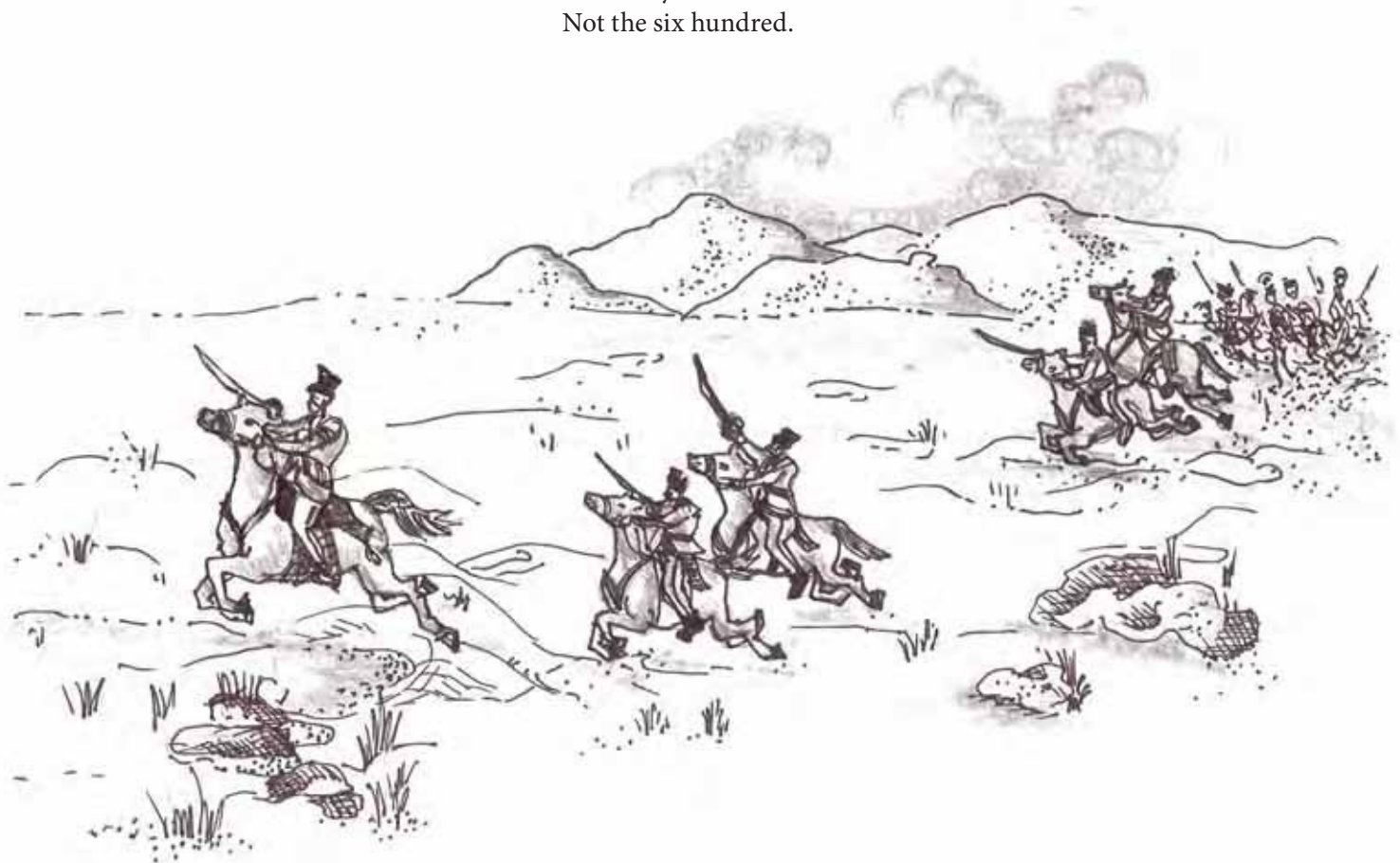
“Forward, the Light Brigade!”
Was there a man dismay’d?
Not tho’ the soldier knew
Someone had blunder’d:
Their’s not to make reply,
Their’s not to reason why,
Their’s but to do and die.
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley’d and thunder’d;
Storm’d at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

Flash’d all their sabres bare,
Flash’d as they turn’d in air,
Sabring the gunners there,
Charging an army, while
All the world wonder’d:
Plunged in the battery-smoke
Right thro’ the line they broke;
Cossack and Russian
Reel’d from the sabre stroke
Shatter’d and sunder’d.
Then they rode back, but not
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley’d and thunder’d;
Storm’d at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro’ the jaws of Death
Back from the mouth of Hell,
All that was left of them,
Left of six hundred.

When can their glory fade?
O the wild charge they made!
All the world wondered.
Honor the charge they made,
Honor the Light Brigade,
Noble six hundred.





Lesson Four—Asia, 1850-1900

Main Lesson, Part One:

- ☐ In your history notebook, write the heading “Asia, 1850-1900.”
- ☐ Read UILE pages 356-357.
- ☐ Read SOTW Chapter 2: West Against East - Japan Re-Opens.
Look up the words *shogun*, *technology*, and *samurai* in your dictionary. Write the definitions in your history notebook.
- ☐ On Map 4, “China, Japan, and Korea (1850-1945),” use your atlas and the map in SOTW Chapter 2 to find and label Japan and Korea. Next label the Pacific Ocean, the Yellow Sea, the East China Sea, and the Sea of Japan. Now find the city of Edo and label it.
- ☐ SOTW Chapter 4: Resurrection and Rebellion - The Taiping Rebellion.
How were the Taiping rebels like Robin Hood?
- ☐ On Map 4, shade the area in green that the Taiping rebels controlled (within the dashed lines) and record it on the map key. Use the map of China in Chapter 4 of SOTW as a guide.
- ☐ Read SOTW Chapter 8: Becoming Modern - Japan’s Meiji Restoration.
What do the words *daimyo* and *feudal* mean? Write down the definitions in your history notebook.
Look up the word *conscript* in your dictionary. Write the definition in your history notebook.
Look at Map 4. What happened to the city of Edo? Write the new name alongside or below the old name.

Main Lesson, Part Two:

- ☐ Read UILE pages 354-355.
- ☐ Read SOTW Chapter 9: Two More Empires, Two Rebellions - The Sick Man of Europe.
Look up the words *archipelago* and *guerrilla* in your dictionary and write the definitions in your history notebook.
- ☐ On Map 4, use the map in Chapter 9 of SOTW to label the Bay of Bengal, the Indian Ocean, Aceh, Singapore, Sumatra, and the Dutch East Indies. In which modern-day country is Singapore? Look in your atlas to find out.
- ☐ SOTW Chapter 15: Small Countries With Large Invaders - The Korean Battleground.
Look up the word *hermit* in your dictionary and write the definition in your history notebook.
- ☐ On Map 4, label Manchuria. Today, Manchuria is part of China.
- ☐ SOTW Chapter 17: China’s Troubles - The Boxer Rebellion.
Look up the words *patriotic* and *embassy* and write the definitions in your history notebook.
- ☐ On Map 4, label French-Indo China, Weihai, and Beijing. Shade in the area in which the Boxer Rebellion took place. Use the maps on page 355 on UILE and in Chapter 17 of SOTW as guides.
- ☐ Writing project: Tanka
Many Japanese people love poetry. You have probably heard of a type of Japanese poetry called haiku. It is a short poem that developed from another type of poetry called tanka. There are five lines in a tanka poem. Each line has a maximum number of syllables. Line one has five or fewer syllables; line two has seven or fewer syllables; line three has five or fewer syllables; line four has seven or fewer syllables; and line five has seven or fewer syllables. A haiku poem only has the first three lines. Usually tanka poems are poems of love

or appreciation. Try your hand at writing a tanka poem. Think about something for which you are grateful or something that means a great deal to you—a person, an experience or feeling, a piece of nature—and write about it. When you’ve got your tanka written in rough draft form, find ink and paper colors that suit the poem and write or print out your final draft in those colors. You can decorate the final draft if you like. Read your tanka aloud to your family and friends.

☐ In your history notebook, write down two or more things you learned in this lesson. Also, jot down keywords and names of important people and places.

Book List:

China. (DK Children) ISBN 0756629764

Davol, Marguerite. *The Paper Dragon* (Atheneum) ISBN 0689319924

Dillon, Doug. *A Brief Political and Geographic History of Asia: Where Are Saigon, Kampuchea, and Burma?* (Mitchell Lane) ISBN 1584156236

Flack, Marjorie. *The Story of Ping* (Grosset & Dunlap) ISBN 0448421658

Garland, Sherry. *Children of the Dragon: Selected Tales from Vietnam* (Harcourt Children’s Books) ISBN 0152342007

Lasky, Kathryn. *Kazunomiya, Prisoner of Heaven* (Scholastic) ISBN 0439164850

Major, John S. *The Silk Route: 7000 Miles of History* (HarperTrophy) ISBN 0064434780

McCully, Emily. *Beautiful Warrior: The Legend of the Nun’s Kung Fu* (Arthur A. Levine) ISBN 0590374877

McLenighan, Valjean. *China: A History to 1949* (Children’s Press) ISBN 0516027549

Simonds, Nina. *Moonbeams, Dumplings, and Dragon Boats* (Gulliver Books) ISBN 0152019839

So-un, Kim. *Korean Children’s Favorite Stories* (Tuttle) ISBN 084835918

Yep, Laurence. *The Dragon Prince: A Chinese Beauty and the Beast Tale* (HarperTrophy) ISBN 0064435180
Spring Pearl: The Last Flower (American Girl) ISBN 1584855193

Young, Ed. *Lon Po Po: A Red Riding Hood Story* (Putnam Juvenile) ISBN 0698113829

Lesson Five—Europe, 1850-1900

Main Lesson, Part One:

- ☐ In your history notebook, write the heading “Europe, 1850-1900.”
- ☐ Read CHOTW Chapter 81: Three New Postage Stamps.
- ☐ Read SOTW Chapter 4: Resurrection and Rebellion - Italy’s “Resurrection.”
Look up the words *nation* and *dervish* and write the definitions in your history notebook.
- ☐ On Map 5, “19th Century Italy and France,” use your atlas and the map in Chapter 4 of SOTW to label the following:

Atlantic Ocean	Spain	Sicily	Naples
Mediterranean Sea	Italy	Sardinia	
Adriatic Sea	Venice	Rome	

Color Italy your favorite color.

Can you find where Garibaldi, Victor Emmanuel II, and Mazzini led their troops?

- ☐ Read SOTW Chapter 7: Two Empires, Three Republics, and One Kingdom - Two Empires and Three Republics.

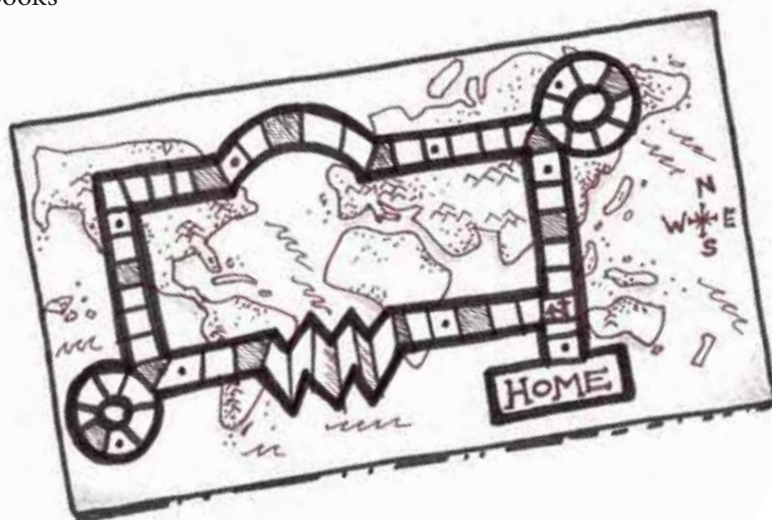
Look up the words *constitutional*, *monarchy*, and *republic* in your dictionary and write the definitions in your history notebook.

- ☐ On Map 5, use the map in the last reading of SOTW to label France, Portugal, the English Channel, North Sea, and England. Also label the cities of Paris, Versailles, Sedan, and London. Trace the Seine and the Thames with a blue crayon or pencil. Color France your second favorite color.

- ☐ Project: Make a Modern History Game

You will need:

Paper	Markers, crayons, and/or colored pencils
Pencil	Ruler or yardstick
Scissors	Two pieces of poster board
Tokens	Dice or a spinner
Modern history books	



Directions: You are going to make a board game using the facts about modern history that you have already learned in this course. As the year progresses, you may add to the game with other facts you learn.

First, use a ruler or yardstick to divide one of the pieces of poster board into a grid. Each rectangle of the grid should be 2" x 3". Cut out the rectangles. These will be your fact cards.

Now, look at your history notebook and the books, magazines, encyclopedias, etc., that you have used in this course so far. Collect five to ten facts from each lesson. The more facts you collect, the more interesting your game will be. Be sure that your facts are not too picky!

Use the facts you've collected to come up with questions to write on your fact cards. Write the answers to the questions on the same side of the cards at the bottom. You can make your questions true/false, multiple choice, or just straightforward questions. For example, "Journalist Henry Stanley found Dr. Albert Schweitzer in Africa. True or false"; or "Journalist Henry Stanley found someone in Africa. Was it (a) Albert Schweitzer, (b) Albert Einstein, (c) David Livingstone, or (d) Charles Dickens"; or "Whom did Henry Stanley find in Africa?"

Next, design your game board. What do you want it to look like? Do you want it to look like the board of a game you like? Will players move around the perimeter of the board? Or will their path(s) be circular or winding all over the board like a snake? This course covers events all over the world. Will you draw a map of the world on your board? Or write the names of different countries all over the board? Use your imagination. Make it colorful!

Make up the rules of your game. Write them down so that everyone who plays knows what they are.

Consider the following when making up the rules:

Decide how players will know when to ask another player a question from the fact cards.

What happens if the answer is correct? What if it's wrong?

Will you divide the fact cards into lessons, continents, countries, types of questions, other categories, or just jumble them all together?

How do the players move from space to space on the board? Do they roll dice? Spin a spinner? Or do they just advance a space when they get an answer right?

How will each player know when her turn is?

How will players know who has won the game?

Is the winner the person with the most points, the fewest points, the most money, the most cards, or the most chips? The person who reaches the last space first?

When you have finished designing your game and writing the rules down, play it!

Main Lesson, Part Two:

☐ Read SOTW Chapter 7: Two Empires, Three Republics, and One Kingdom - The Second Reich.

Look up the words *confederation*, *chancellor*, and *dictatorship* and write the definitions in your history notebook.

☐ In 1853 composer Richard Wagner published the operatic series *The Ring Cycle*. *The Ring Cycle* set old Germanic and Norse mythology to music. This work is often regarded as one of the single most ambitious undertakings in musical history. Locate the coloring page based on a scene from *The Ring Cycle*. Try to listen to a portion of the music from it while you color.

☐ Read SOTW Chapter 12: Unhappy Unions - Ireland's Troubles.

Look up the words *blight*, *evicted*, and *repeal* in your dictionary, and write the definitions in your history notebook.

What was the Home Rule Bill? Did it succeed?

- ☐ On Map 6, “United Kingdom,” label Ireland, England, and Scotland. Also label the North Sea, the Atlantic Ocean, the English Channel, and the Irish Sea. Draw and shade the areas in Ireland that were most affected by the potato blight. (Use the map in Chapter 12 of SOTW and your atlas as a guide.) Complete the map key.
- ☐ Write down two or more things that you learned in this lesson along with keywords and important people and places.

Book List:

Bartoletti, Susan. *Black Potatoes: The Story of the Great Irish Famine* (Houghton Mifflin) ISBN 0618548831

Denenberg, Barry. *Elizabeth: The Princess Bride, Austria-Hungary, 1853* (Scholastic) ISBN 0439266440

Dickens, Charles; adapted by Monica Kulling. *Great Expectations* (Random House Books for Young Readers) ISBN 0679874666

Eyewitness: Impressionism (DK Children) ISBN 0789455838

Eyewitness: Monet (DK Children) ISBN 0789448807

Ganeri, Anita and Nicola Barber. *The Young Person's Guide to the Opera* (Harcourt Children's Books) ISBN 0152164987

Getzinger, Donna and Daniel Felsenfeld. *Johannes Brahms and the Twilight of Romanticism* (Morgan Reynolds) ISBN 1931798214

Richard Wagner and the German Opera (Morgan Reynolds) ISBN 1931798249

Giff, Patricia Reilly. *Nory Ryan's Song* (Yearling) ISBN 0440418291

Harris, Nathaniel. *Paul Cezanne* (Franklin Watts) ISBN 0531166465

Henty, G.A. *Out with Garibaldi* (Robinson) ISBN 1590870964

Hoobler, Dorothy and Thomas. *The Italian American Family Album* (Oxford University Press) ISBN 0195124200

Hugo, Victor; adapted by Marc Cerasini. *The Hunchback of Notre Dame* (Random House Books for Young Readers) ISBN 0679874291

Adapted by Monica Kulling. *Les Miserables* (Random House Books for Young Readers) ISBN 067986668X

Leroux, Gaston; adapted by Kate McMullan. *The Phantom of the Opera* (Random House Books for Young Readers) ISBN 0394838475

Orczy, Baroness. *The Scarlet Pimpernel* (Puffin) ISBN 014037454X

Roberts, J.M. *The Age of Revolution* (Oxford University Press) ISBN 0195215257
The European Empires (Oxford University Press) ISBN 0195215265

Stevenson, R.L. *The Strange Case of Dr. Jekyll and Mr. Hyde (Whole Story)* (Viking Juvenile) ISBN 0670888710
Alternatively, try the one adapted by Kate McMullan (Random House Books for Young Readers) ISBN 0394863658

Synge, M.B. *The Growth of the British Empire* (Yesterday's Classics) ISBN 1599150174

Verne, Jules. *Around the World in 80 Days* (Viking Juvenile) ISBN 0670867934



A SCENE FROM WAGNER'S RING CYCLE

Lesson Six—Around the World, 1850-1900

Main Lesson, Part One:

- ☐ In your history notebook, write the heading “Around the World, 1850-1900.”
- ☐ Read SOTW Chapter 6: Two Tries For Freedom - Paraguay and the Triple Alliance.
Look up the words *creole* and *cholera* in your dictionary and write the definitions in your history notebook.
Re-read the last paragraph of this assignment. Do you think Lopez was a patriot or a “monster without parallel”? Why?
- ☐ On Map 7, “South America,” label Paraguay, Brazil, Argentina, and Uruguay. Trace the Paraguay River in blue. Label the Atlantic and Pacific Oceans. (Use SOTW or look on page 345 of UILE for assistance with this map.)
- ☐ Read SOTW Chapter 10: A Canal to the East and a Very Dry Desert - The War of the Pacific
If the Atacama Desert is the driest place on earth, why were Bolivia and Chile arguing about it?
How was Peru dragged into the fight?
- ☐ On Map 7, use the map found in SOTW Chapter 10 to label Bolivia, Chile, and Peru. Shade the Atacama Desert tan. Label the city of Lima.
- ☐ Read SOTW Chapter 13: The Old-Fashioned Emperor and the Red Sultan - Brazil’s Republic.
Do you think Pedro II was a good ruler for Brazil? Why or why not?
- ☐ On Map 7, label the city of Rio de Janeiro.
- ☐ Read SOTW Chapter 6: Two Tries For Freedom - The Dominion of Canada.
Look up the word *annexation* in your dictionary and write the definition in your history notebook.
Why did Canadians want a federation?
- ☐ On Map 8, “Canada,” label the following provinces: Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, and British Columbia. Label the United States. Finally, label the city of Montréal. Shade each province a different color. If you need help with this map, look at the map in the last reading of SOTW.

Main Lesson, Part Two:

- ☐ Read SOTW Chapter 9: Two More Empires, Two Rebellions - The Sick Man of Europe.
Look up the words *ambassador* and *sultan* in your dictionary and write the definitions in your history notebook.
Why did Czar Nicolas I call the Ottoman Empire “a sick man”?
Why did the British not want to help Russia annex any of the Ottoman Empire?
- ☐ On Map 1, refer to SOTW Chapter 9 to shade the Ottoman Empire (within the dotted lines) and complete the map key. Label Anatolia, Bulgaria, and Greece. Look in your atlas to find the modern-day name for Anatolia.
- ☐ Read SOTW Chapter 13: The Old-Fashioned Emperor and the Red Sultan - Abdulhamid the Red.
Look up the words *deport* and *secular* in your dictionary and write the definitions in your history notebook.
Why was Abdulhamid called the Red Sultan?
Who were the Young Turks?
- ☐ Read SOTW Chapter 10: A Canal to the East and a Very Dry Desert - The Suez Canal.
Look up the word *canal* in your dictionary and write the definition in your history notebook.
Why were European countries so interested in the Suez Canal?

What does the word *khedive* mean? Write the definition in your history notebook.

At the end of this reading, what country controlled Egypt?

Can you remember what other countries or regions Britain controlled?

☐ On Map 1, use the map in SOTW Chapter 10 to label Cairo. Draw in orange the Suez Canal and add it to the map key.

☐ Recipe-Hummus (with adult supervision)

Hummus is a paste made of garbanzo beans, also called chickpeas. It is high in protein and often made in the Middle East. Easy to make, hummus can be used as a dip or a sandwich filler.

You will need:

One can garbanzo beans

¼ cup tahini (sesame paste)

2-3 tablespoons warm water

2 tablespoons olive oil

Juice of one lemon

Two cloves of garlic, minced

½ teaspoon salt

¾ teaspoon ground cumin



Directions: Combine all ingredients in a food processor or blender. Use the food processor or blender WITH ADULT SUPERVISION ONLY. Use 2 tablespoons of water at first. If the hummus does not seem creamy enough, add the remaining tablespoon.

If you are using hummus as a dip, serve it with multi-grain chips, tortilla chips, or pita bread cut into eighths. If you want to make a sandwich out of your hummus, try putting it in a half a piece of pita bread with lettuce, tomato, bean or alfalfa sprouts. Enjoy!

☐ Read SOTW Chapter 11: The Far Parts of the World - The Iron Outlaw.

☐ Writing Project: Write a Letter.

Pretend you are one of the Australians petitioning the governor for Ned Kelly's release. Write a letter to the governor urging him to let Ned go. Be sure to open and close your letter properly. Check your rough draft for spelling and grammar. Read it aloud to be sure it makes sense. Put a final draft in your history notebook.

☐ On Map 9, "Oceania," use the map in SOTW to label the Pacific Ocean and the Southern Ocean. Now label Tasmania and New Zealand. Label the Australian provinces—Western Australia, South Australia, Queensland, New South Wales, and Victoria. Finally, label Melbourne. Shade each province a different color.

☐ Read SOTW Chapter 14: Two Czars and Two Emperors - The Next-to-Last Czar of Russia.

Look up the word *autocracy* in your dictionary and write the definition in your history notebook.

Why does SOTW say that Alexander III was an autocrat?

How did Alexander III save his family's life?

☐ Write down two or more things you learned in this lesson along with keywords and the names of important people and places. If you like, make up some more fact cards for your modern history game.

Book List:

Ada, Alma Flor. *The Gold Coin* (Aladdin) ISBN 0689717938

Adam, Winky. *Around the World Coloring Book* (Dover) ISBN 0486439836

Crew, Gary and Anne Spudvilas. *Bright Star* (Kane/Miller) ISBN 0916291758

Ehlert, Lois. *Market Day* (Voyager) ISBN 0152168206

Henty, G.A. *Dash for Khartoum* (Robinson) ISBN 1590871189

Herman, Charlotte. *The House on Walenska Street* (Puffin) ISBN 0141301295

Hobbs, Will. *Down the Yukon* (HarperTrophy) ISBN 0380733099

Jaramillo, Nelly Palacio. *Grandmother's Nursery Rhymes: Lullabies, Tongue Twisters, and Riddles from South America* (Henry Holt) ISBN 0805046445

Knutson, Barbara. *Love and Roast Chicken: A Trickster Tale from the Andes* (Carolrhoda Books) ISBN 1575056577

Lasky, Kathryn. *Broken Song* (Puffin) ISBN 0142407410

Little, Jean. *The Belonging Place* (Toronto: Puffin Penguin) ISBN 0140386637

McDermott, Gerald. *Jabuti the Tortoise: A Trickster Tale from the Amazon* (Voyager) ISBN 0152053743

Menick, Stephen. *The Muffin Child* (Philomel) ISBN 0399233032

Montgomery, Lucy Maud. *Anne of Green Gables* (Signet Classics) ISBN 0451528824

Neuberger, Richard. *The Royal Canadian Mounted Police* (Landmark series) (Random House)

Pavlova, Anna. *I Dreamed I Was a Ballerina* (Atheneum) ISBN 0689846762

Soffer, Ruth. *Australian Wildlife Coloring Book* (Dover) ISBN 0486451674

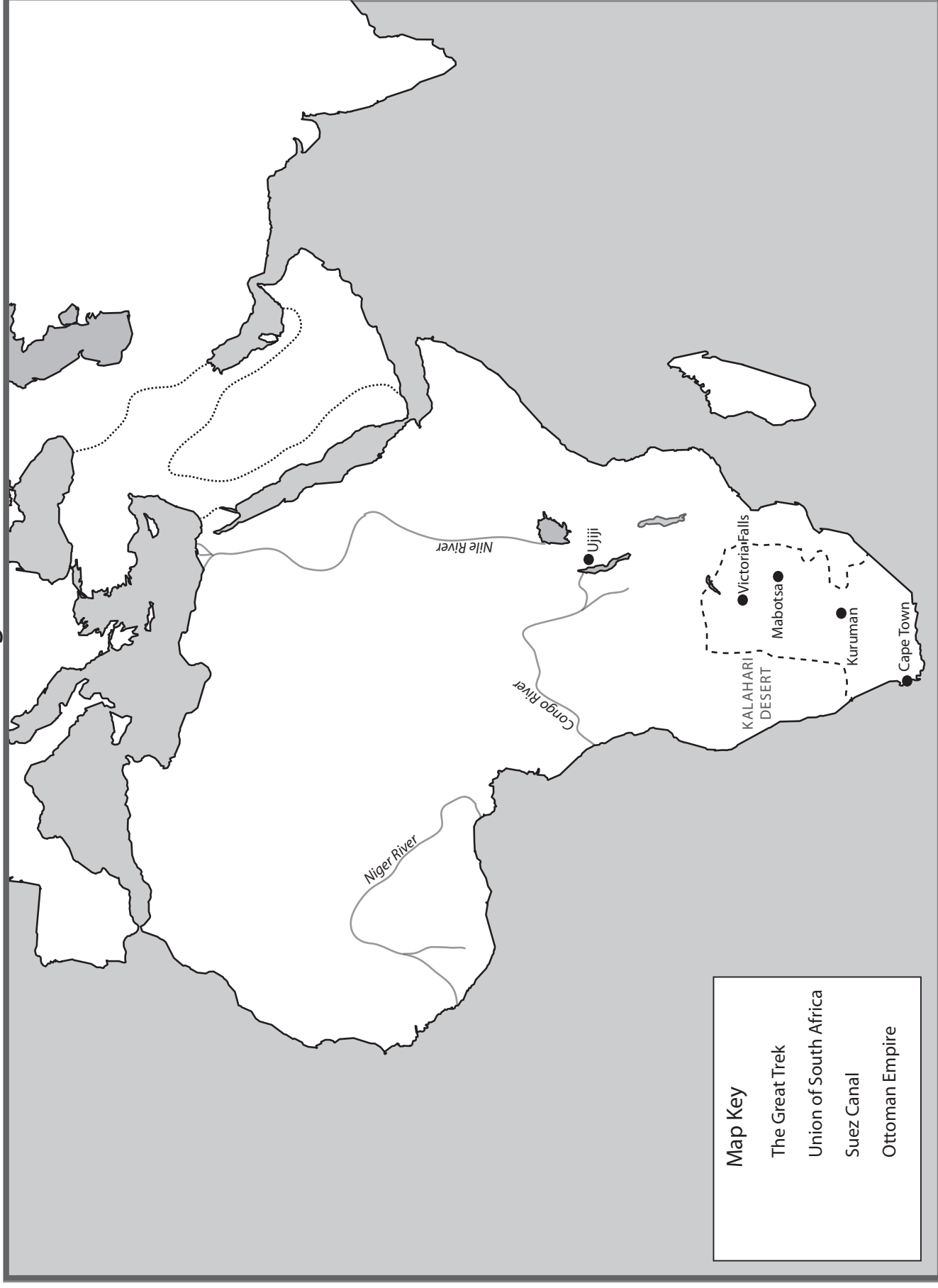
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Africa and Its Neighbors, 1850 - 1914

Map 1



India, 1850 - 1945

Map 2



The Crimean War, 1853 - 1856

Map 3



China, Japan, and Korea (1850 - 1945)

Map 4



19th Century Italy and France

Map 5



United Kingdom

Map 6



South America

Map 7



Map 8

Canada



Oceania

Map 9

