



I lovingly dedicate this study of history  
to my 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 the most!*

Now to him who is able to establish you by my gospel and the  
proclamation of Jesus Christ, according to the revelation of the **mystery**  
hidden for long ages past, but **now revealed** and made known through  
the prophetic writings by the command of the eternal God,  
**so that all nations might believe and obey him—**  
to the only wise God be glory forever  
through Jesus Christ!

(Romans 16:25–27)



# Acknowledgments

I want to take this opportunity to thank both the big people and the little people who were brave enough to first try this curriculum and participate in The Mystery of History Club. There were many days that the picture of your sweet faces kept me going. Your feedback as busy mothers, teachers, and students played a huge part in helping me shape this curriculum to be what it is today. Thank you!

- The Yeager Family: Matt and Wendy, Ellie, Tabi, Hannah, Lydia, and Josh
- The Schoch Family: Chip and Sharon, Stephen, and Matthew
- The McDowell Family: Dave and Jenn, Quinn, Breann, Kayla, Delaney, and Keegan
- The Messer Family: John and Theresa, Dan, Zachary, Meredith, and Carolyn
- The Clark Family: Steve and Christina, Dayna, Bryn, Tristan, and Skye



**Back row:** Stephen Schoch, Dan Messer, Quinn McDowell, Matthew Schoch, Kyle Hobar **Front row:** Ellie Yeager, Breann McDowell, Ashley Hobar, Tabi Yeager

I especially want to thank Wendy Yeager for inspiring me to write this book. You are a great friend as well as a faithful sister in Christ. Your enthusiasm and your “history-loving” girls made a great difference in helping me finish. I can’t wait to see what God has in store for you.

I want to thank Cynthia Brandon for your hours of preliminary work on the computer and your encouragement along the way.

I thank Dr. James Vardaman for your great knowledge and love of history, which planted a seed in me years ago at Baylor University. I appreciate, too, your input to the original manuscript.

I also want to thank Ivy Ulrich-Bonk and Christy Shaffer for bringing these pages to life through your artistry and design. I’m so pleased.

I especially want to thank Kathryn Dix for your countless hours of editing. With your incredible ability for detail work, you really put this book together. And you did all of this hard work with a good sense of humor and such graciousness toward my inadequacies. Thank you.

I thank Maggie Hogan for being so friendly at homeschool conventions, which led to our great working relationship. You are a true encourager, a “dream” publisher, and a gift from God. Thanks!

I, of course, thank my own husband and children, Ron, Heather, Kyle, and Ashley, for allowing me to be a less-than-perfect mom and wife this year. I’d much rather stare into your eyes any day than at a computer screen. Kids, thank you for riding the white board through the house, drawing sea horses on the TV, keeping sled dogs in the closet, bombarding me with erasers, and still scoring high on your tests. Our laughter together changes my life. Honey, thank you for the priceless video. It is one of the nicest things anyone has ever done for me. Lord willing, “the best *is* yet to come.”

Last, I thank the Author of all history who really wrote this story. Thank you, Lord, for allowing me the awesome privilege of retelling the events You ordained. I learned more than my students ever will. Thank You for choosing to reveal Yourself through history so that life might not be such a mystery.



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# **PREFACE**

It is with great joy that I welcome you to *The Mystery of History*. But there are a few disclaimers I would like to make.

First, if I waited for this book to be perfect in every aspect, it would never make it to print. The story of the world is beyond the scope of any of us because only the Creator knows the truth of His Creation. But even with the unintended flaws and oversights, I think you'll still find much beauty here. Not because I wrote it, but because the Lord is the author of the original script! He is perfect.

Second, for the sake of easier reading, I frequently use the terms “man” or “mankind” (and sometimes “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 is it intended to disrespect the unique makeup and design of the sexes.

Third, all Scripture used in this text was selected from the New King James Version. With the numerous choices there are today, as well as the various viewpoints toward versions of the Bible, I tried to choose one that would appeal to a wide range of readers without compromising my own standards for the accuracy of the Word.

Fourth, although I have tried to write this text as a true history of the world, it would be negligent of me not to mention that I undoubtedly have left my own bias in the book as a natural result of my heritage. Though it is not intentional, this book leans much more heavily toward the history of the Western Hemisphere because it more directly relates to the development of my own culture.

Furthermore, without apology, this book is quite obviously written from a Christian worldview because of my personal faith in Jesus Christ. Much care was taken in accurately explaining opposing faiths in this text with dignity and respect yet through the grid of what I believe the Bible says is true.

With that in mind, I hope that you not take my words as your final source on the Scriptures but rather look to the Word itself by conducting as much of your own Bible study as possible. I suggest that owning or having easy access to a thorough Bible encyclopedia and/or an illustrated Bible dictionary, as well as a Bible concordance, may prove to be very helpful in executing the many research possibilities in this curriculum. Even younger students can benefit from sketches and photos found in these special resources. (There are so many available that it would be unfair of me to recommend one over another.)

In closing, this book is long. But at every thought of cutting a lesson or two to shorten it, I found myself pale and weak in the knees. It's all here for a purpose, a purpose that is beyond me. The story isn't mine—it's the Lord's. To Him be the glory and may He help you with your school hours each and every day to accomplish that which will most minister to you and your family and bring you to a greater knowledge of our Lord and Savior.

For the sake of the Mystery,  
Linda Lacour Hobar

# LETTERS TO THE STUDENTS

## Younger Students (K–2nd Grade)

Hi! My name is Mrs. Hobar. I wrote this history course with someone just like you in mind. You see, I have a little girl who is about your age. I really wanted her to understand history, and I also wanted her to begin to understand God. I think that God is the reason for **all** of history. So I wrote about them both. 😊

I wish I could meet you myself and tell you some of the neat things I have learned about history. I don't ever think it's boring! Instead, I think it's fascinating! Why? Because history is just a great story. 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 since the very beginning of the world!

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 good like King David, and some were very bad like Sennacherib. Some people lived to be very old like Noah, and some people only lived short lives like King Tut.

And out of all those people who have ever lived, each of them was once a child like you, special and unique. I believe that God hand-designed every person who has ever lived! 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 named it that because I believe, that through God, there are answers for all the questions of life. I think the mystery behind everything is God Himself trying to help us know Him. So, when you see the title of your book, think about the Lord revealing Himself to man. He did it best through the life of Jesus Christ who lived and died for our sins so we could be with Him forever in heaven.

If you have never before trusted Christ to be your Savior, read with your teacher the points of the Gospel (“Would You Like to Belong to God’s Family?”) in the Appendix 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 neat YOU learned in history, write me at:

Linda Hobar  
3008 Larchwood Ct.  
Maineville, OH 45039

I would love to hear from you! I hope you enjoy your study. 😊

## **Middle Students (3rd–5th 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 actually 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 want to write about things that are really worth knowing.

That is not an easy assignment. But I believe a lot of history is worth our 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 I think it is? I believe the mystery to all things is God trying to reveal Himself to man. Since the Garden of Eden, He has been showing us 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 really is astounding to think about just how many people God has created. We will only be able to cover a 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 man 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 ("Do You Want to Belong to God's Family?") in the Appendix 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 Hobar  
3008 Larchwood Ct.  
Maineville, OH 45039

I hope to hear from you. Enjoy this course! ☺



## Older Students (6th–8th Grade and Up)

Hi! What I have to say might surprise you. You may be expecting some “rah! rah!” letter from me on how you ought to love history and all that. But, you know what? I won’t bother. I was your age once and as a young teen, I didn’t give a flip about history!

I’ll tell you why. At your age, as far as I was concerned, the world revolved around me. I didn’t mean for it to. It just did because 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 mediocre in this life and live just within your own perimeters, or you can GROW. 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.

**I want to see world-changers develop out of you. That’s my challenge!** Maybe you won’t love this history course. You might not even like it. But will you give it a good chance? Will you allow yourself to really think about other cultures, other people, and other philosophies? Will you turn off the TV and the stereo long enough to listen to what is going on in the world and care about it?

History is in the making all around us. It is the ongoing story of man since the beginning of time. He’s been around for about six or eight thousand years. Some good, some terrible. Some events in history are flat-out terrifying, and others are heartwarming. But it is all real.

Besides being the story of man, I believe that history is the story of God. I titled this course *The Mystery of History* because I think there ARE answers to the questions of life. Who made us? Why are we here? What is our purpose in existing? The mystery of life lies in the Gospel itself, which is God revealing Himself to man. One of the greatest ways He did that 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! But, if you are not sure where you stand with knowing God, please take time to read the points of the Gospel (“Do You Want to Belong to God’s Family?”) in the Appendix of this book. Though maturity is looking beyond yourself, wisdom is occasionally looking within yourself. I do recommend examining your relationship to God regularly.

So, I guess I AM writing a rah! rah! letter about history after all. I hope you get the big picture of it in this or any course of study. Are you being challenged to care about the world around you? What does the world need from you? What do you have to offer it instead of what does it have to offer you? I challenge you to study with integrity. Study to really know something of value, to be wise, and to be a world-changer.

Keep in mind that I wrote this history curriculum for several age groups. I expect you, as an older student, to do more than read my lessons. That would be too easy for you. This course is just a guide for you if you are in high school. Take the research activities seriously and stretch yourself. Some are real easy and others will take some time to complete. And always read original sources when you can. Don’t take my lessons as the final word.

May the Lord bless you in your study. If you ever have a question or thought you want to share with me, write me at:

Linda Hobar  
3008 Larchwood Ct.  
Maineville, OH 45039

I would get a kick out of hearing from you!

# LETTER TO THE TEACHER

My dear friends,

First, I want to commend you for your desire and commitment to educate your children. Homeschooling is a sacrificial phenomenon that is only really understood by other homeschoolers. Relax. I am one of those other homeschool moms. My desire is not to overwhelm you with another curriculum but to help make your teaching easier. What you will find in these pages is a friendly format. I have done the work for you in researching, creating activities, and laying things out in a concise manner. I want to explain three things to you: Why I wrote this curriculum, how it is laid out, and suggestions for its use.

## I. Why I Wrote This Curriculum

I have been homeschooling for 11 years. During that time I have learned many heart lessons about patience, anger, love, and sacrifice. I have also learned many head lessons like the names of cloud formations, how to dissect a cow's eye, who found the Rosetta Stone, and when Cleopatra lived. One thing I figured out was that my children and I could learn just about anything at one sitting. However, to *remember* that information and use it again was an entirely different matter. I began to feel discouraged at the end result of my children's education. What content were they really absorbing after all the countless hours we had put in for the sake of a "better education"?

Of course they could remember their math facts and how to read. Those were skills they acquired at young ages and then kept using over and over again. But, what about other pieces of information? Why was I bothering to teach some things that were only good for their short-term memory banks?

Granted, some learning is only useful for the short term. Like the parts of a flower for example. They may not need to know that to get by in this world, but they can learn the information in one afternoon to appreciate God's perfect design of plants. But weren't there SOME things really worth their time to have a greater knowledge of and to remember for the long run?

To me, all these questions run along the path of man's bigger question of "why" he exists. For a kid it comes out as, "Why do I have to learn this stuff?" It's a great question! (Please don't scold them for asking.) The only answer I can come up with as to why we are even here on earth is **to know God and to make Him known**. I believe that IS why we are here and that IS why we learn. If that is the case, then the STORY of God and man is worth our extra attention.

I concluded that I wanted my own children to have a deep knowledge and appreciation of world history. In my opinion, it is the story of God and man at its best. As others have already put it, history is "HIS-Story." I believe that throughout the ages God has revealed Himself and His purposes through an exact plan in time. It is really beyond our comprehension. But, by studying history, we can appreciate this awesome God and be better prepared to make Him known. That, my friends, is why I write. I named this course *The Mystery of History* because according to the scriptures, **the Gospel of Jesus Christ IS the mystery behind all history**.

I also wrote because I discovered a personal passion for the topic of history. In college I sat under two outstanding world history professors who had the gift of telling great stories (Dr. James Vardaman and Mr. Robert L. Reid of Baylor University). They first captivated my attention toward history. I then found as I taught my own kids that at times I would weep over the things we were learning because they were so moving to me. Who can be untouched by the stories of the slaves in America? Or the Trail of Tears that the Native Americans took with their families as they were moved from their homeland? I still cry at the part of the story when Joseph revealed himself to his brothers and when Joan of Arc gave her life as a martyr.

History is oftentimes sad, but it is real. I am enthused by the great stories of God’s justice, of man’s patriotism, and ultimately of martyrdom itself. We live such cushy, comfy lives of which I have no complaints. But in order to fully appreciate our luxuries, our freedom, and our God, we must know what life has been like in the world otherwise.

## **II. The Curriculum Layout**

With that in mind, consider how I have laid out this curriculum. There is a specific reason for every aspect of it. I will begin by explaining a typical layout for a 3rd or 4th grader through 8th grader. However, in the next section I have provided adaptations for both younger and older students. This curriculum could be a framework for all grade levels.

### **Step #1—“Around the World” Summaries**

You will observe that at the beginning of each quarter, there is a summary of events around the world to introduce the time period. This is also a place to make mention of some great and wonderful things that just didn’t make the final cut. For example, the Seven Wonders of the Ancient World were scattered throughout different times and countries. The man who categorized the Seven Wonders is introduced in an “Around the World” section. He was not important enough to include in a lesson of his own.

There will not be any test questions from this material nor are there activities for these summaries. These pages are just bonus materials to help students grasp the incredible world in which we live.

### **Step #2—Pretests (“What Do You Know?”)**

Students begin each week by taking a Pretest—titled “What Do You Know?”—to expose them to new terms and names that they may never have heard before (such as *The Epic of Gilgamesh*). These pretests are no longer than eight questions and are broad-based in content. They are not meant to discourage students but to prick their curiosity. All the answers will be revealed as they continue their study. The pretests are also designed to somewhat stump the students who “think” they know it all. (You may or may not have one of those kids in your home. Most do.) I don’t recommend recording grades on these pretests. Many of them we only do orally with no record kept at all as to right or wrong answers.

### **Step #3—Lessons**

There are about 100 lessons in one volume of material. Approximately three lessons should be covered each week to accommodate a traditional 36-week school year. These lessons are written on about a 6th-grade level. They may be read out loud by the teacher, the student, or both. On some hectic days (which we all have), the lesson may only be read independently by the student. I would prefer that to be the exception. Reading and learning the lessons together will be more beneficial.

One thing I observed in my years of homeschooling was that in some subjects, I couldn’t teach what I didn’t know. History was certainly one of those subjects. I often found myself scrounging through reference materials trying to get a date on an event or a better synopsis of something. My kids could easily tell when I wasn’t prepared. If I turned them over to textbooks, they were bored and quickly forgot the material. If I followed many of the numerous “activity guides” to history, we were bogged down on cool projects but not getting a big picture of the significance of key people in specific time periods.

I also felt that the approach of reading “fictional historical novels” left my children with greater knowledge of a person who never existed than of true figures. We also found gaps of time and gaps in cultures that were never written about.

I still recommend reading lots and lots of historical novels for enrichment and for the feel of daily life in a particular time period, but I don't recommend depending on them for facts. For example, we have loved the *American Girl* series and learned a lot about early American life through these stories. But, we wouldn't necessarily understand the American Revolution, the Civil War, or the Great Depression through these stories alone.

Last, I chose lesson topics that I hoped would help a child from a Christian home to incorporate his or her beliefs into a historical framework. From my observation, we are most often locked into a Sunday school-only mentality toward people such as Joshua, Ruth, and Jonah, for example. We usually treat these fascinating Bible stories separately from other history.

But isn't it interesting to know that Joshua lived in the same century as the legendary King Tut? Ruth lived about the same time as Helen of Troy. And Jonah lived just about when the first Olympics were taking place in Greece. I firmly believe that this kind of knowledge helps the people of the Bible to seem more real. And in a world that most often criticizes the authenticity of the Bible, that's important.

Though it has been a tremendous undertaking, I have researched and written for you what I believe are the key things that a student ought to know for each lesson. I had many choices of topics but felt these were some of the most significant for developing a Christian worldview.

### **Step #4—Activities**

After every lesson, there is a corresponding Activity section. You will quickly see that the activities are broken down by age groups. This is done simply to accommodate families with children at various grade levels, which includes most homeschool families. I will elaborate in the next section on my definition of the age groups and my deeper reason behind the breakdown.

For now, note that the activities are written as a means to REINFORCE the material just learned in the lesson. I believe that younger children, in particular, will learn and retain information better if they can touch, taste, smell, burn, dye, or do whatever with it. The activities were created to involve many of the senses and to be fun for the little guys. This is their first exposure to school and learning. I want them to love it!

The activities should also appeal to various learning styles. The teacher and student may want to choose the activities that most interest them. Skip the ones that will cause them to grumble. (Unless it's just time to force-feed some research!) Some busy days just won't allow time for any activity with the lesson. Don't sweat it!

Last, if you are not familiar with Bloom's Taxonomy, you might want to read more about it in the next section, "A Classical Approach to Education." Bloom's Taxonomy is simply an approach to education that involves thinking on many levels, from simple to more complex.

I have kept Bloom's theories in mind in creating the activities as many of them require the children to process the information learned in the lesson by application, analysis, and synthesis. I particularly do so for the older children. An example would be when I ask the older children to consider the modern-day pro-life movement in comparison to the Egyptian midwives who saved the Hebrew babies from death by the pharaoh's orders. Other examples include the creation–evolution debate and Christian apologetics. These are obviously not "fill-in-the-blank" issues but ones that demand deeper thinking.

### **Step #5—Memory Cards**

At the start of the Activity section for every third lesson, I remind students to make their Memory Cards. These are simply fact cards made by the students on 3-by-5-inch cards. They are designed to help students handle information learned earlier in the week. They will also use these cards for future games and drills and as a study aid. I have more information on these cards and how to make them in the section titled "Memory Cards."

## Step #6—Reviews (“Take Another Look!”)

Upon completion of three lessons (and hopefully after a few activities have been done), the students are ready for a review time. The review sections—titled “Take Another Look!”—offer guidelines for timeline work and map work that correspond to the material just studied. Though some families may prefer to do some timeline and map work each history day, I personally prefer to “pull out” the necessary supplies, timeline, and maps only on a review day. Furthermore, by spreading out the activities in the Review section, you are allowing more time for the students to absorb the material. You particularly will want to utilize the map work for the sake of geography skills. Geography is generally a weak subject in American schools.

For the mapping exercises, I’m including 10 outline maps that have been especially designed for *The Mystery of History*. (These maps are located in a special section at the back of this book.) Because each map is used several times, you’ll want to photocopy them in the quantities recommended below for each student:

Map #	1	2	3	4	5	6	7	8	9	10
Quantity	3	8	1	6	4	7	4	1	1	2

You’ll also need to have on hand atlases from which to obtain the information to record on your maps. I recommend both a Bible atlas and a historical atlas. Also, a globe is helpful for seeing the big picture.

Encourage your students to be creative with fine-tip markers, colored pencils, neat handwriting, symbols, drawings, and so forth. You may want to copy a few maps for yourself and color right along with your students in the beginning to help set a standard for neatness and creativity. Have fun with it! A well-done map is a piece of art!

And don’t be surprised if you enjoy the timeline more than your children do. You see, for your kids, it’s all new information that happens to be taught in order. But, for most adults it’s a revelation experience to see history put on a timeline because most of us received a smattering of history here and a dose of Sunday school there. When we mesh the two together, we are amazed. Most adults have also learned far more American history than world history. It’s exciting to put into perspective things that we have only had glimpses of in our own education.

I have a separate section on a suggested layout for a timeline if this is a new endeavor for you.

## Step #7—Exercises (“What Did You Miss?”)

At the end of every three lessons, you will find a page of exercises (or a quiz; I explain those next). My point in including these is for the review of the material already studied. Please appreciate the great value of this approach. I feel the exercises will help pull together the individual cultures that have been taught in chronological order. For example, there will be multiple lessons on famous Egyptians, but they won’t all be taught at the same time. They will be taught in the order in which the people lived. But I think it will benefit a student to stop and put these people all together on a page under the kingdoms in which they ruled.

On the flip side, the exercises will also help to place famous people with their contemporaries from other parts of the world. You will find that I am not a stickler for the memorization of dates, but I am very much concerned that children have a broad grasp of time periods. For example, the period of the prophets from the Old Testament is the same time period during which the Mound Builders were active right here in America.

Last, the exercises are designed for the children to use the book for assistance. So if I do ask for a date, they can look it up. This should help them develop basic study skills.



## **Step #8—Quizzes (“What Did You Learn?”)**

The next item in the curriculum layout (which alternates weekly with the Exercise) is a Quiz titled “What Did You Learn?” Pay close attention to what I have to say about these quizzes. To me, this is THE MOST unique feature of this curriculum. Each and every quiz is designed to review material from the very beginning of the course. They are *cumulative* reviews. I have never come across this format in any other history curriculum. I have seen the idea of cumulative review only in other subjects, such as math.

I would expect a child from 3rd or 4th grade to 8th grade to begin to receive real grades for his quiz performance to motivate good study habits and to develop test-taking skills, which are sometimes lacking in the homeschool environment. I don’t believe in testing for the sake of busy work. Nor do I believe that tests can always reflect true learning. However, these cumulative quizzes will help a child to practice the retention of those facts that I believe are worth remembering. (For grading suggestions and format, see the section titled “The X File: Tips on Grading” later in this frontmatter.)

I tried to avoid overly specific questions that would discourage the average student but to include questions challenging enough to captivate the brighter student. Overall the quizzes are not so difficult that most students couldn’t perform well. They are meant to BRING BACK to mind topics and names that a student might otherwise forget. Generally, the selected questions are asked in the chronological order in which the content was studied so that even at a glance, the children see an outline of when events took place. You will observe that the quizzes become longer throughout the text and appear more complex. However, the questions are not necessarily harder. The format is just more intimidating. By all means, give assistance to those students who would be overwhelmed.

## **Step #9—Quarterly Worksheets (“Put It All Together”)**

By the end of each quarter, students will have learned many lessons. To help them sum it all up without confusing who is who, the students are asked to complete a worksheet at the end of each nine-week quarter. They ARE expected to use the lessons to answer the questions! The worksheets are similar to the exercises but vary in length and depth.

## **Step #10—Semester Tests**

At the conclusion of each semester, the students are given a long test. The test covers material just from the previous two quarters studied. The semester tests vary from the quizzes only in length. Each semester (which is two quarters, or half of one school year) covers one major time period.

There are ultimately 10 time periods in which to study. My intent is to write five volumes of this history curriculum in which two time periods are covered in each volume. (Pray that the Lord will allow the completion of this project!) For your information, this is the probable breakdown for this and future volumes. Exact dates are subject to change.

- |  |                    |
|--|--------------------|
| 1. Volume 1: Creation to the Resurrection          | (Creation–A.D. 29) |
| 2. Volume 2: The Early Church and the Middle Ages  | (A.D. 30–1460)     |
| 3. Volume 3: The Renaissance and Growth of Empires | (1461–1707)        |
| 4. Volume 4: Revolutions and Rising Nations        | (1708–1914)        |
| 5. Volume 5: The World at War and the Present Day  | (1915–Present Day) |

## **Step #11—Student Notebooks**

Besides *The Mystery of History* book, which students and teachers use together, each student should have an individual three-ring Student Notebook. This notebook should contain eight dividers, one for each of the seven continents and one for miscellaneous items. This notebook will grow over time. As students complete an activity or map that is on paper, they file it under the appropriate continent.

Subsequent dividers can be made out of regular notebook paper and labeled with individual country names, such as “China” or “Ancient Greece.” I will often tell the student to file a project under the continent name and the country name, for instance, “Asia: China” or “Europe: Ancient Greece.” I want the student to really “own” the notebook as a scrapbook of his studies. In it he will file maps, reports, photos of activities, and some exercise pages. It would also be a great place to file pictures of family vacations and brochures from special places.

### III. Suggested Schedules and Adaptations

#### Younger Students

For those whose oldest students are still in the kindergarten to 2nd grade stage, I would consider choosing two to three lessons a week to read and doing one to three corresponding activities. (The curriculum would last more than one year at this pace.) Some children with 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 take pretests or complete the exercises or the quizzes unless they are particularly inclined to sit-down work. The questions of the pretests, exercises, or quizzes could be skipped altogether or presented orally instead and kept “fun” like a game show. Memory Cards could be made by the teacher and pulled out for games or drills.

Timeline figures could be made for favorite figures in history but not for all. Maps could be done on an “as-interested” basis. Many of the geography skills involve only “finger mapping” where a student finds a spot on a globe or map with his finger but is not required to transfer this information to paper. These exercises would be very appropriate for children to learn about the basic makeup of their world without stressing them out over more paperwork.

To summarize, here might be a typical week for a family with the oldest child being the age of kindergarten up to 2nd grade.

<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thur</b>	<b>Fri</b>
Oral Pretest; Lesson 1	Activity 1	Lesson 2	Activity 2	Timeline

A variation to this format could be:

<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thur</b>	<b>Fri</b>
Lesson 1; Activity 1	No history	Lesson 2; Activity 2	No history	Mapping

Or:

Read Lesson 1	Read Lesson 2	Read Lesson 3	Do one activity from Lesson 1, 2, <i>or</i> 3	Oral quiz
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## Middle and Older Students

For the family who has the oldest child in 3rd–8th grades, a schedule might be as follows:

<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
Pretest; Read Lesson 1; Activity 1	Read Lesson 2; Activity 2	Read Lesson 3; Memory Cards or Quiz	Review; Exercise	OFF

The activities may be skipped sometimes as in the example above on Wednesday. The other activities are chosen based on what is best for the 3rd–8th grader as well as any younger siblings. If the activities are simple, a family may have two children doing a fun, hands-on project and two working on more challenging research—whatever accommodates the family as a whole.

Another sample week (that fits what we most often do) would look like the one below. My children are older and have longer attention spans. Therefore, it is a better use of our time to do a lot of history on one day rather than a little every day. Besides, my kids love science and don't want to share those days with history!

<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
Pretest; Read Lesson 1–2 Activity 1 <i>or</i> 2	Science day, no history	Read Lesson 3; Activity 3; Make Memory Cards	Science day, no history	Review; Exercise or Quiz

For those who may have **high schoolers**, this material could serve as a **framework** for further research and study on their part. Some of the “Older Student” activities are perfectly suitable for the high schooler whereas the quizzes and mapping would not be challenging enough for them.

Most high school students will want one year of world history and one year of American history on their high school transcript. Economics and government are generally taught together to comprise the senior year of high school. That would total three years of history in high school.

I opt instead for teaching history in four years. I would teach what I call “World History and Geography” in two years (9th and 10th grades) and what I call “American and Modern History” in 11th. The senior year can still be reserved for economics and government. My reasoning for two years of world history rather than one is simply that I believe it is too vast a subject to teach adequately in one year!

Therefore, if a high schooler chose to use *The Mystery of History* as a framework for study, it might look something like this:

Volumes 1–3	9th and 10th grade
Volumes 4–5	11th grade



# A CLASSICAL APPROACH TO EDUCATION

I want to expand on the design of this curriculum in regard to the classical approach to education. For those of you not familiar with that philosophy, let me explain.

A classical education is one that is language-centered, which means that students will 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. I will briefly describe each.

Stage one is referred to as the **Grammar** stage. It would primarily describe children in the grades of kindergarten through 3rd or 4th grade. The authors of the book *The Well-Trained Mind* consider these ages as those that are most **absorbent**. They believe it is not so much a time of “self-discovery” as it the accumulation of new ideas, new words, new stories, and new facts. This can be a fun stage for a teacher. At the same time, the immaturity of this age range can create a battle for “how” this information is obtained!

Stage two 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 would include 4th and 5th graders through about 8th grade. The reason that students begin to ask more “why” questions at this stage is because their ability to think abstractly has been further developed. They should begin to process things more logically. Unfortunately, some children question authority at this stage as well!

The third stage of the trivium of learning is referred to as the **Rhetoric**. These are students from about 9th grade up. By this stage, students should be **applying** information that has been learned. The challenge I have found at this last stage is in the interest level of the student. “Ability” does not always equate with “desire”!

In summary, the grammar student absorbs information, the logic student questions information, and the rhetoric student should be able to analyze or defend information. Of course, these stages are only generalities. Learning styles, personalities, and maturity can certainly affect the way any student learns.

In this curriculum, I have considered the trivium of learning and hoped to incorporate it throughout. Here is how.

The **grammar stage**: I believe the *reading* of the lessons *is* the primary source of absorbing new information for these students. The activity is then designed to be fun and to reinforce what they have learned. This student may be interested in the activity for either “Younger Student” or “Middle Student.” The Memory Cards will be especially helpful in capturing the new information the student has learned.

The **logic stage**: Again, the reading of the lesson is the primary source of absorbing new information. However, these students will find that the “Middle Student” and “Older Student” activities force them to a more in-depth handling and processing of the information. Some activities are merely fun, whereas others are designed to be thought provoking. The biweekly exercises and quizzes complement the handling of the material when the student is required to make lists, compare dates, and so forth. Memory Cards will be essential in summarizing and organizing what the student has learned.

The **rhetoric stage**: This begins for most students in high school, but I know there are some mature 6th through 8th graders who are ready to touch on this level of interpreting and applying information. Therefore, some of the “Older Student” activities were written with them in mind. Many are research-oriented or at least require further reading and writing. I wrote many of the older activities

with the hope of developing a strong Christian worldview in a student. I especially want the older students to become masters at expressing thoughts.

One last aspect of classical education is the process of repeating the presentation of some material at each level of the trivium. In other words, a good classical education would provide information to a student in the younger years, repeat it on a higher level in the middle years, and repeat it again at an even higher level of learning in the older years.

Not all curricula will fit that mold. My hope is that *The Mystery of History* will. If a family's oldest child is in preschool, I would hope that they could cover Volumes 1–5 of this course until 3rd grade. If they waited until kindergarten to begin, that would require some skipping around because there are only four years in that time span. In both instances, I would hope the pressure would be low on the written work but high in listening and reading the lessons and high in doing some of the activities for enrichment and enjoyment.

Ideally, that same student could repeat *The Mystery of History*, Volumes 1–5, between the years of 4th grade and 8th grade as a true **day-to-day curriculum**. That would include pretests, lots of activities, all the quizzes, and use of the Memory Cards.

Last, a high school student could once again repeat the material in *The Mystery of History* as a skeleton or framework for further study. It would require three years to complete Volumes 1–5 (as described in the “Letter to the Teacher” section).

I also want to elaborate on “Bloom’s Taxonomy.” Benjamin Bloom was an educational psychologist in the 1950s. He helped educators identify six different classifications of learning. They range from lower-level learning to higher level in this order: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

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

I just want you to know that I’ve kept Bloom’s theories in consideration when writing my material. But I don’t feel I solved the problem through my tests. You will notice that they, too, are primarily focused on the recall of 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 some higher-level thinking, I created activities after each lesson that would challenge the students’ minds to apply, analyze, synthesize, and evaluate information. An example would be that of the activity on Cleopatra in which students are asked to creatively write diary pages of either Cleopatra herself or Julius Caesar when he met her. The students have to really think about what these characters thought and felt in order to accurately portray them in writing. For more examples, see the “Letter to the Teacher” (Step #4—Activities).

If you would like more information and better definitions of Bloom’s Taxonomy, I recommend looking for it on the Internet. There are numerous sites available that explain Bloom’s theories in better detail.

I hope many of you make it for the long haul in home education. As I write this material, my own three children are each in one of the three stages of the trivium. Presently, Ashley is 8 years of age, Kyle is 12, and Heather is 15. Each stage has its own rewards and challenges. I love them all (the kids and the stages!) and find the training of the mind to be a fascinating adventure. Enjoy it!

# MEMORY CARDS

## I. Making the Cards

Ideally, students will make “Memory Cards” as a tool for reinforcing the material they have learned. (Younger students whose hands tire of written work may be the exception.) By making your own cards, your cost for this study is kept down and the students learn!

For one volume of study, obtain about 100, 3-by-5-inch ruled cards. White cards will be sufficient. There are 10 time periods to study in the five volumes of *The Mystery of History*, so you will need 10 colored markers to distinguish these eras from one another. These are the colors I will be using on my cards. Follow if possible because I may refer to the colors in future memory games.

• Volume I-A	Creation and Early Civilizations	Dark green
• Volume I-B	The Classical World	Red
• Volume II-A	The Early Church	Light purple
• Volume II-B	The Middle Ages”	Gray
• Volume III-A	The Reformation and Renaissance	Light green
• Volume III-B	The Growth of Empires	Dark blue
• Volume IV-A	Revolution and Independence	Dark pink
• Volume IV-B	Rising Nations	Black
• Volume V-A	The World at War	Orange
• Volume V-B	The Modern World	Dark purple

Using a dark green marker, set up the cards for Volume I-A to look like this sample.

(Front, blank side)	(Back, lined side)
	Vol 1-A
	7
The Sumerians	(summary sentence of Sumerians in pencil)
	c. 3500–2500 B.C.

The front of the card is simply the name of the lesson as given in the Contents. The back of the card should contain three or four items.

1. The upper left corner should give the volume number and either an “A” or a “B.” An “A” refers to the first semester of study, or first time period of that volume. A “B” refers to the second semester of study, or second time period of the same volume. Each volume will cover two time periods, or semesters, of study.

2. The upper right corner should give the number of the lesson as given in the Contents and on the lesson page itself. There are about 50 lessons per each semester.
3. The middle of the card leaves space for one- to three-sentence summaries of the lesson. (Use pencil or pen for this because the marker will be too broad.) This activity of writing the sentences will vary for different ages. Younger children may help the teacher by narrating a sentence summary. Middle and older students can do more of this independently. I encourage the use of their book.
4. The very bottom of the card should give the date of the lesson or its approximate time span.

## II. Using the Cards

The exercise of making the cards is in itself valuable because the student records the information and is reminded of the lessons studied. The cards also serve to help a student develop good organizational skills. In preparing for quizzes and tests, the cards can be used as study guides.

I recommend that a student (or siblings who share the job) make the cards at one time about every three lessons. **I remind students of these cards on the activity page of every third lesson.**

Families and groups should incorporate review of the cards in some systematic fashion. The cards could be pulled out, shuffled, and refiled. They could be brought out before quizzes to see what topics need to be studied. They might be used in games of trivia. Use your own imagination.

**I do not necessarily expect every date and lesson to be memorized.** Maybe some of you will choose to be that industrious. I prefer instead that a student be able to place a lesson in the proper **time period**. That is the reason for the emphasis on the specific marker color on the card. The colors will help the mind to visualize where a piece of information **fits into history**.

**However, there are 12 significant dates I do recommend that students memorize.** I will make reference to them throughout the text.

## III. Storing the Cards

I recommend two methods of storing your cards. First, the Oxford Company that makes the 3-by-5-inch cards also makes a small two-ring binder for the cards. It is called the “Oxford Index Card Binder.” Office supply stores as well as some superstore grocers carry them. (It appears to be item No. 73501.) This binder could easily hold cards for one volume. It would serve to keep the cards very handy while that period of time was being studied. Besides that, the binders are cool gadgets to make school a little more exciting.

Second, after completing one volume, those 100 or so cards could be filed in a standard 3-by-5 card file that holds approximately 600 cards. The binder would then be free for the next volume’s cards. The card file could be used again and again over the years to review previously learned material.



# **WALL OF FAME**

## **TIMELINE SUGGESTIONS**

As mentioned earlier, part of the Review for each week consists of adding timeline figures to the “Wall of Fame.” Though I have seen many beautiful timelines created for homeschoolers that could wrap around a wall in one’s home, we have never had the space for such a luxury. Even if I had the space, I’m not so sure that I want to “see” the timeline on an everyday basis. I will share the one method that has worked best for our family.

We opted to make a foldable timeline out of a sewing board that can easily be stored in a closet or tucked behind a cupboard and brought out when it is review time. In fact, we have two of them. One board is for B.C. figures and the other for A.D. figures. Here are the details for the assembly of it. (I did not create the idea of using a sewing board and would love to give credit to the person who did. I just don’t know who came up with the idea!)



1. To make a timeline just for this volume of study, only one foldable sewing board would be necessary. The board is about 2 yards in length and 1 yard in width. The outside is decorated with measurements but the inside is blank. The blank inside is where you will build your timeline. Fabric boards or sewing boards can be purchased at most fabric stores for about \$10.

2. You now have two options for placing dates on your board.

a. The dates could be marked with different-colored markers directly onto the blank inside of the sewing board.

b. Or, you may opt to adhere laminated strips of paper onto the inside of the board with dates written on them. The advantage to laminated strips would simply be that when necessary to move figures around, which we occasionally do, the tape on the figures will not tear the laminated strips (but it will sometimes tear the bare cardboard).

Your budget may dictate which method to choose as some cost is involved with laminating.

3. If you are going to make strips, follow these next instructions.

a. Purchase two pieces of standard-size poster board. I recommend the same color to keep things simple.

b. On the first poster board mark off 15 strips that are 1½ inches wide and 18 inches long. **DO NOT CUT THEM YET, DO NOT CUT THEM YET, DO NOT CUT THEM YET.** (You will want to laminate them first!)

c. Repeat this step on the second poster board and again, **DO NOT CUT THE STRIPS YET, DO NOT CUT THE STRIPS YET, DO NOT CUT THE STRIPS YET!**

d. You are now going to write a beginning and ending date on each of your 30 strips using a dark marker.

e. Follow the pattern as given. **STILL, DO NOT CUT THE STRIPS YET.**

IVY, MAKE BOXES FOR THESE PER THE ATTACHED MS SAMPLE.  
 BE SURE TO MAKE B.C. SMALL CAPS.

99 B.C.	0
299 B.C.	200 B.C.
499 B.C.	400 B.C.
699 B.C.	600 B.C.

(Blank)	(Blank)
199 B.C.	100 B.C.
399 B.C.	300 B.C.
599 B.C.	500 B.C.

(Make identical strips of the years 899 B.C. to 700 B.C. because this is when the Kingdom of Israel divided. Students will be placing figures such as the prophets on the top line to signify the Northern Kingdom and on the bottom line to signify the Southern Kingdom. This will become clearer as we approach the subject.)

899 B.C.	800 B.C.
899 B.C.	800 B.C.
1099 B.C.	1000 B.C.
1299 B.C.	1200 B.C.
1499 B.C.	1400 B.C.
1699 B.C.	1600 B.C.
1899 B.C.	1800 B.C.
2099 B.C.	2000 B.C.
2299 B.C.	2200 B.C.

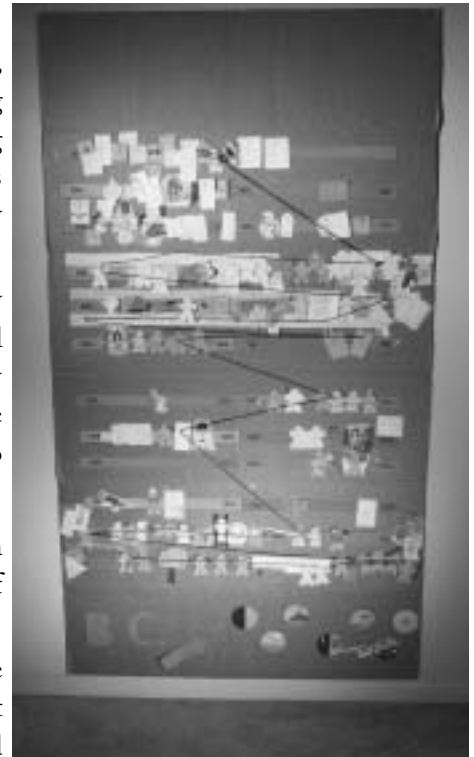
799 B.C.	700 B.C.
799 B.C.	700 B.C.
999 B.C.	900 B.C.
1199 B.C.	1100 B.C.
1399 B.C.	1300 B.C.
1599 B.C.	1500 B.C.
1799 B.C.	1700 B.C.
1999 B.C.	1900 B.C.
2199 B.C.	2100 B.C.



2499 B.C.	2400 B.C.
Blank	Blank

2399 B.C.	2300 B.C.
Blank	Blank

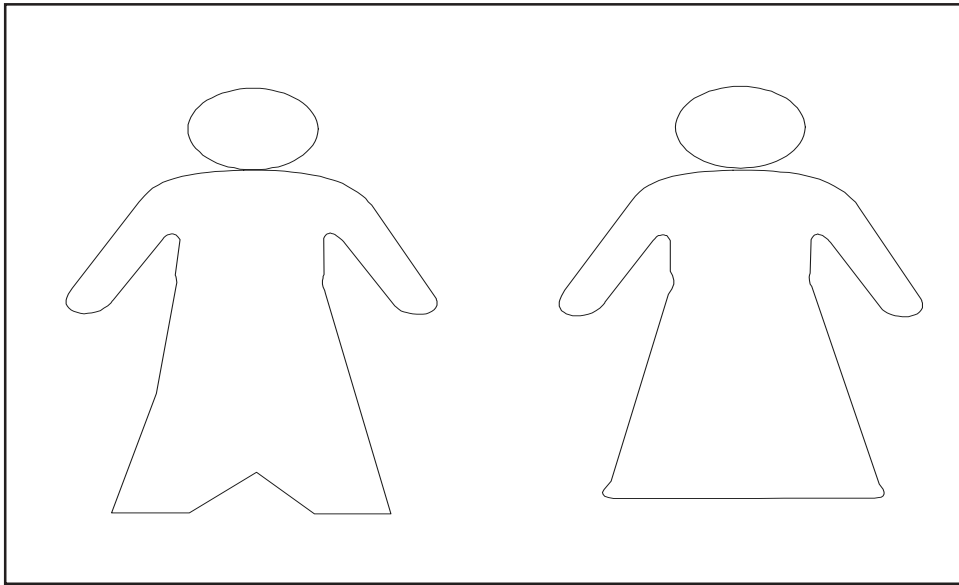
- f. Now that the strips are properly labeled, you will take them to a copy store and kindly have them laminate the entire poster board for you.
- g. NOW YOU MAY CUT OUT THE STRIPS!
- h. Lay them out on your sewing board as shown on the preceding pages, working from the bottom up. I used a very sturdy double-sided adhesive to adhere the strips.
- i. On the bottom of the first panel of your sewing board, you may want to come up with some creative lettering for the Seven Days of Creation. We will not be giving these days of Creation a date. You may use the scraps of poster board that were already laminated or use any colored paper.
- j. At the other end or the top of your timeline, you may want to creatively spell out “Before Christ” with special emphasis on the letters “B” and “C.” This will quickly identify your timeline. (Instructions for an A.D. timeline will be in Volume 2.) A few figures will overlap the two major divisions of time.
4. If you are not going to cut strips but rather “draw” them on the cardboard, follow the directions for the spacing of your lines as shown on the preceding pages.
5. When we do use the timeline, I find it easiest to use the blank side of 3-by-5 cards. You can cut three figures out of one card if you angle the figures slightly. I recommend (though it is not necessary) that you color-code your figures. For example, the Oxford Company sells a pack of 300 assorted color 3-by-5 cards. These colors could be used at your own discretion or you could follow my suggested code below. In a corner of your timeline, set up a key to correspond to the major cultures we will study.



Israelites	Purple
Egyptians	Salmon
Greeks	Green
Romans	Blue
Chinese	Yellow
All others (Persians, Macedonians, etc.)	White

6. Throughout the text I give guidelines for adding detail to your figures. Your children’s interest level may dictate how extensive you get on decorating your figures. I have most certainly made several figures myself over the years to move the process along.

7. I do recommend that you trace and cut a pattern similar to the one below for convenience. I often have the pattern traced ahead of time for the children but not always cut out. For example, if we add a trumpet to the figure of Gideon, it is easiest to draw it attached to his hand, and *then* cut it out.



8. On review day we most often are in need of creating just three figures. We follow the directions for each and simply tape them on at the appropriate place in time. Some families prefer to make the timeline figures on the day that they study the corresponding lesson. I prefer the exercise later in the week as a means of bringing back information taught earlier in the week.
9. On the top center point of my timeline, I used a hole-puncher to create a hole just large enough so that I can “hang” my timeline on a nail on the wall while we are using it. I highly recommend this! It could also remain flat on the floor. It is large though!
10. PLEASE TAKE NOTE AHEAD OF TIME: I give instructions for a very special timeline project on the last Review page of the book. It involves running a piece of yarn throughout the entire timeline at the end of the course to display the lineage of Christ. You might want to stop and read it now so you will be thinking about the figures you’ll include ahead of time.





# **THE X FILE: TIPS ON GRADING**

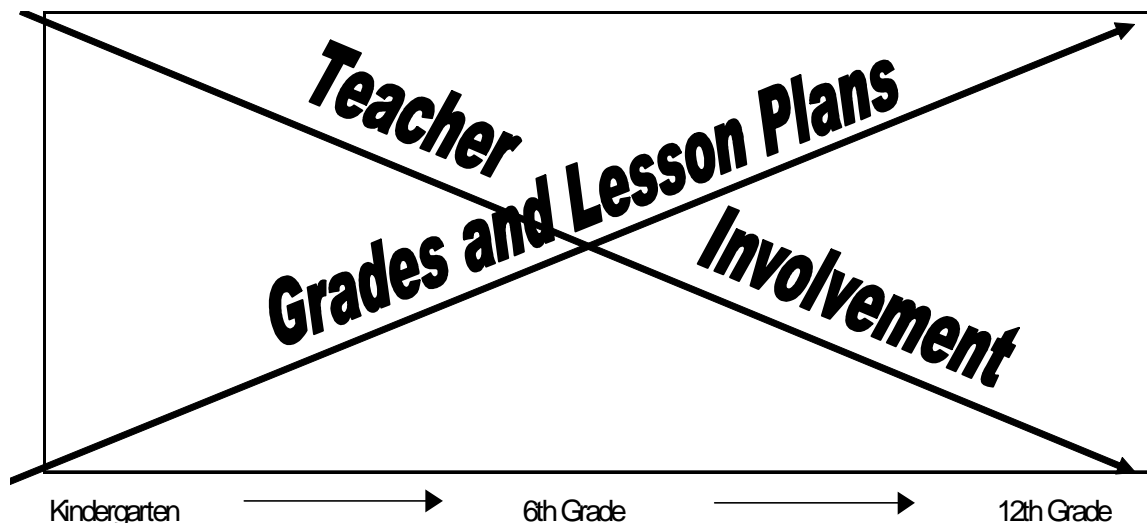
To aid you in the philosophy of grading and record keeping, I have created a diagram that I hope you'll find helpful. As you can see, at the younger grade levels I believe that grading and daily lesson plans should be loosely kept. The main reason is that teacher involvement is naturally high. The teacher should know how well lessons are being grasped because of one-on-one interaction. Younger students need most things read and explained to them. Enjoy this time; it's rewarding to be directly interacting with their young minds. Their questions and perspectives are amazing.

On the other end of the spectrum, the older student should be well into studying independently. Therefore, grades and lesson plans are absolutely essential in giving them guidance and in knowing whether or not they are learning the material. Teacher involvement will be low because there are usually younger children to be taught and because ultimately, most teachers are "mothers." We are not biology teachers, algebra teachers, or Latin teachers. We can give guidance and help. But I have observed that successful older homeschool students are those who find that THEY must take the responsibility to learn. They become self-teachers, which is a great achievement in and of itself.

I believe the middle years are the more trying ones as teacher involvement naturally goes down and the need for grades and efficient record keeping goes up. Middle students need to be weaned from too much teacher involvement (assuming the student can read and follow directions), while at the same they still need to be well taught! Too much help from a teacher can lead to students becoming lazy with their work and leaning on the teacher to get it done. Not enough help can lead to student frustration and poor understanding. It's a delicate balance requiring frequent adjustments because subjects vary in their need for teacher involvement.

To summarize, for younger students I don't feel it is necessary to keep "grades" per se, and my lesson plans are loosely kept to allow for creative bursts. For the middle student, however, I record grades in essential courses and maintain basic lesson plans. For the older students, I feel it is absolutely necessary to record grades and map out the work to be completed through detailed lesson plans. Thus a shift takes place from teacher to student as the diagram represents.

With that philosophy lesson behind us, let me give you a systematic plan for keeping the grades that you decide to keep. I don't mean to insult you, but I will be very specific. For some of you, this is new territory.



Beginning with the pretests, I would grade one just after it was taken, but I would not necessarily RECORD the grade. I would simply let the student take the pretest and grade it with a 100 if they are all correct. Or, give them a fraction on the top of the page made up of the number of questions answered correctly over the total number of questions on the pretest. For example, 6/8 means the student missed two questions. The purpose of the pretest is not to measure what they know. It is to spark interest.

For the quizzes, however, I would begin to record these grades and accumulate them. **The quizzes ARE designed to measure what they have learned.** First you have to grade them with a fraction to represent the number of questions answered correctly over the total number of questions on the quiz. For example, 14/18 means that the student missed 4 questions. If you punched those numbers into a calculator, you would do 14 “divided by” 18 “equals” 78. On a scale of 1–100, a 78 means something to a student. You may decide on your own grading scale as to what you believe is a fair letter grade. I keep it simple with 90–100 being an A, 80–90 a B, and so on.

As I go through the year, **I choose to record the fractions**, not the final letter grade. This is why. The fractions will automatically “weigh” the quizzes, tests, and worksheets fairly. You see, the worksheets and tests are longer, giving the fractions greater denominators. A test grade may look like 28/36. They missed far more than the earlier quiz I described. They missed 8 questions instead of 4. But, if you put 28/36 on a calculator, it also equals 78. The student answered more questions correctly because there were more questions! Hope you follow that.

Through the year I keep track of their fractions so that at any given time I can stop and calculate their present grade. I simply add ALL the denominators of the fractions and write this number down. Then I add ALL the numerators of the fractions and write this down. Next, I divide the numerator sum by the denominator sum and voila! I have a numerical grade that I can now give a letter grade based on my grading scale.

If you think that your student does not perform well on quizzes or tests, **consider stacking up his or her grade average with credit for lessons and/or activities.** If he reads his lesson, he could get a 10/10 to average in. If he completes an activity, give it a 10/10. If he gets sloppy on activities, give him less credit, like a 7/10. That will bring down his average, as maybe it should. Use the grades as you need them to motivate, reward, or punish.

I like to use grades to reward hard work done, like reading, being creative, or having studied hard for a test. You can determine what to grade and when to grade and throw them all in the same pot for an average every nine weeks. At the end of this section, I have provided a grid on which to record grades. Some days may remain blank. If you have two graded pieces fall on the same day, just record them together. Add the numerators and the denominators separately. They will average out the same.

In regard to special activities or **projects**, I recommend establishing a point system. For example, if your student is going to do a particularly hard project, make it worth 50, 75, or 100 points. Then break it down such as neatness = 10 points, creativity = 10 points, content = 15 points, research = 10 points, and so forth. Then your student might achieve 43/50 points on a special project, and that fraction can be averaged into his grade.

I do present my children with a **report card** every nine weeks so they know where they stand. This gives ample time for pulling up grades if need be. It is also a healthy tool for keeping family members informed as to how the students are performing.

I find this form of record keeping the least painful way to track the work my middle and older students are doing. For a student below 4th grade, I don’t bother at all with the grade average. For middle or older students, I use this same method in all the courses that I keep grades for, such as spelling, math, and so on. I can quickly look at the grade record to see what the student has completed and what I have graded. I may only actually grade their work every week or so and at that time fill in a week of grades. But, with one glance at the grade record, I can pick up where I left off and stay on track.

# GRADE RECORD

**STUDENT** \_\_\_\_\_ **GRADE** \_\_\_\_\_  
**SUBJECT** \_\_\_\_\_ **YEAR** \_\_\_\_\_

## First Quarter

	<i>Wk 1</i>	<i>Wk 2</i>	<i>Wk 3</i>	<i>Wk 4</i>	<i>Wk 5</i>	<i>Wk 6</i>	<i>Wk 7</i>	<i>Wk 8</i>	<i>Wk 9</i>
<i>Mon.</i>									
<i>Tues.</i>									
<i>Wed.</i>									
<i>Thurs.</i>									
<i>Fri.</i>									

## Second Quarter

	<i>Wk 1</i> <i>(10)</i>	<i>Wk 2</i> <i>(11)</i>	<i>Wk 3</i> <i>(12)</i>	<i>Wk 4</i> <i>(13)</i>	<i>Wk 5</i> <i>(14)</i>	<i>Wk 6</i> <i>(15)</i>	<i>Wk 7</i> <i>(16)</i>	<i>Wk 8</i> <i>(17)</i>	<i>Wk 9</i> <i>(18)</i>
<i>Mon.</i>									
<i>Tues.</i>									
<i>Wed.</i>									
<i>Thurs.</i>									
<i>Fri.</i>									

## Third Quarter

	<i>Wk 1</i> <i>(19)</i>	<i>Wk 2</i> <i>(20)</i>	<i>Wk 3</i> <i>(21)</i>	<i>Wk 4</i> <i>(22)</i>	<i>Wk 5</i> <i>(23)</i>	<i>Wk 6</i> <i>(24)</i>	<i>Wk 7</i> <i>(25)</i>	<i>Wk 8</i> <i>(26)</i>	<i>Wk 9</i> <i>(27)</i>
<i>Mon.</i>									
<i>Tues.</i>									
<i>Wed.</i>									
<i>Thurs.</i>									
<i>Fri.</i>									

## Fourth Quarter

	<i>Wk 1</i> <i>(28)</i>	<i>Wk 2</i> <i>(29)</i>	<i>Wk 3</i> <i>(30)</i>	<i>Wk 4</i> <i>(31)</i>	<i>Wk 5</i> <i>(32)</i>	<i>Wk 6</i> <i>(33)</i>	<i>Wk 7</i> <i>(34)</i>	<i>Wk 8</i> <i>(35)</i>	<i>Wk 9</i> <i>(36)</i>
<i>Mon.</i>									
<i>Tues.</i>									
<i>Wed.</i>									
<i>Thurs.</i>									
<i>Fri.</i>									