

the Story  
of the  
World  
HISTORY FOR THE CLASSICAL CHILD

Activity Book Three: Early Modern Times  
From Elizabeth the First to the Forty-Niners



Edited by Susan Wise Bauer

With activities and drawings by:  
Suzanne Bryan, Sara Buffington, Sheila Graves, Lisa Logue, Justin Moore  
Tiffany Moore, Sarah Park, Kimberly Shaw, Sharon Wilson

# The Story of the World Activity Book Three

*Early Modern Times*

From Elizabeth the First to the Forty-Niners

**Edited by Susan Wise Bauer**

Turn *The Story of the World* into a multilevel history curriculum!  
This book includes comprehension questions and answers, sample narrations,  
recommended readings, maps, coloring pages, and projects to accompany  
*The Story of the World; Volume 3: Early Modern Times*



With activities, maps, and drawings by:  
Peter Buffington, Sara Buffington, Justin Moore,  
Tiffany Moore, Charlie Park, Sarah Park, and Elizabeth Weber



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SP=Student Pages, located at the back of the book

## How to Use The Story of the World: Activity Book Three

History is the most absorbing and enthralling story you can tell a young child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they *really existed!*

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the “best way to tell a story,” as the King tells Alice in *Alice in Wonderland*, “is to begin at the beginning and go on to the end.” When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask an elementary-age student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

How do you study history classically? Find a central text, or “spine,” that tells the story of history chronologically. This activity guide is designed to go along Volume 3 of Susan Wise Bauer's *The Story of the World: History for the Classical Child*. Think of each section in *The Story of the World* as a “springboard” into the study of world history. This book provides you with a simple, chronological overview of the progression of history. It isn't intended to be complete, but when you do history with elementary-grade students, you're not aiming for a “complete” grasp of what happened in Early Modern Times. Instead, you want to give the child an enthusiasm for history, a basic understanding of major cultures and an idea of the chronological order of historical events.

### Using this guide at home

For each section in *The Story of the World*, follow this pattern:

- 1) Read the child one section from *The Story of the World*. Longer chapters are divided into several sections, each section appropriate for one session of history. Good readers can read the section to you instead.
- 2) For each section, ask the child the Review Questions provided. Answers given are approximate; accept any reasonable answer. You can also make up your own questions. Always allow the child to look back over the text when answering questions, especially if proper names are part of the answer. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he's really understanding what he's reading).
- 3) Have the child tell you in two to five sentences what the history lesson was about. You can prompt the child with the Review Questions. Encourage the child to include the major facts from the history reading, but not EVERY fact. We have supplied sample narrations simply to give some idea of acceptable answers, not to imply that your child's narration should match word for word!
- 4) Write down the child's narration if the child is not writing independently. Good writers can be asked to write the narration down themselves. To help with this process, listen carefully to the child's narration and repeat it back to her while she writes; this will help with “writer's block.” For any given section, you can instead ask the child to draw a picture of her favorite part of the history lesson and then describe the picture to you. Write the description at the bottom of the picture. Put the narration or picture in a History Notebook—a looseleaf notebook that will serve as the child's record of her history study.
- 5) When you have finished all the sections of a chapter, stop and do additional reading and activities on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional reading, along with maps, coloring pages, crafts, and hands-on activities. Some topics will have many more resources available to elementary-age children than others.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself and don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in difficulty from first grade independent reads to advanced fourth grade. When appropriate, ask the child to draw pictures or narrate about the additional reading as well. Put these pictures and narrations in the History Notebook, which should begin to resemble the child's own one-volume World History. Don't ask the child to narrate every book, or she'll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

We have provided cross-reference numbers to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia*, *The Usborne Book of World History*, and *The Usborne Internet-Linked Encyclopedia of World History*. Use these books for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.

- 6) Choose appropriate titles from the recommended literature lists and read these with your child. Most elementary students should also be doing a phonics program and/or a phonics-based spelling program; this reading should supplement those programs. Classical philosophy discourages the use of "reading textbooks" which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore, an assignment that has to be finished, rather than a wonderful way to learn more about the world. Instead of following a "reading program," consider using the "real books" from these literature lists. (**RA = read aloud; IR = independent read; for children reading on a 2-3 grade level**)
- 7) Optional: You can administer written tests (available separately from Peace Hill Press in 2004) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

### **Multilevel teaching**

*The Story of the World* series is intended for children in grades 1–4, but is often used by older students: Volume I is written primarily for grades 1–4; Volume II for grades 2–5; Volume III for grade 3–6. The maps and many of the activities in this book are also appropriate for children in grades 5–8. Each chapter of the activity guide contains cross-reference page numbers for the *Kingfisher History Encyclopedia* and the earlier edition of this work, *The Kingfisher Illustrated History of the World*. Both are good middle-grade world history reference works. In late 2004, Kingfisher will release a new version of their *History Encyclopedia*. We have not reviewed this text, but we expect that you will be able to easily substitute it for the 1999 edition, should you have difficulty finding the earlier version. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*; follow this with the appropriate pages from the *Kingfisher History Encyclopedia*; place all important dates on a timeline; do additional reading on his or her own level. For book lists and more detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home*, by Jessie Wise and Susan Wise Bauer (W. W. Norton, 2004), available from Peace Hill Press ([www.peacehillpress.com](http://www.peacehillpress.com)) or anywhere books are sold.

### **For parents**

Families differ in their attitudes about potentially sensitive subjects that will come up during the study of history. We suggest that you skim through the activities in this guide, glance through the literature that we recommend, and skip anything that might be inappropriate for your own family. In addition, both the *Kingfisher History Encyclopedia* and the *Usborne Internet-Linked Encyclopedia of World History* contain a number of pages on prehistoric peoples which may not agree with your family's convictions about humankind's beginnings. If this might pose a problem for you, preview these books before purchasing them.

### **Using this book in the classroom**

Although this Activity Guide was initially designed to be used by home-schooling families, it adapts well to the classroom. Here is a sample of how a chapter may be taught:

- 1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days. The children should write their summaries (narration exercises) in their history notebooks and then share them aloud.
- 2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help them prepare for the upcoming test. If you would like to administer formal tests, you may purchase them separately from Peace Hill Press.
- 3) Have the students do the maps and coloring pages in the Student Pages. To purchase a license to photocopy the reproducible pages for student use, contact Peace Hill Press.
- 4) Select one or two activities, found in the Student Pages. Some are more appropriate for classroom use than others.
- 5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as "Around the World" or "Last One Standing."

- 6) On the day before the test, have the students color their chapter review card.
- 7) Test the students.
- 8) You will want to periodically review the past review cards so that the students remember history chronologically.

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**For families:** You may make photocopies of the coloring pages and maps for use WITHIN YOUR OWN FAMILY ONLY. Peace Hill Press publishes a separate set of Student Pages, which includes all consumable pages from the Activity Book in a looseleaf, shrink-wrapped format. Since we sell these at cost, it is often more economical for you to buy these separate pages than to photocopy the entire consumable section of the Activity Book. If you would like to purchase these, visit our website, at [www.peacehillpress.com](http://www.peacehillpress.com). Photocopying the pages so that the Book can then be resold is a violation of copyright.

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## Pronunciation Guide for Reading Aloud

Abbas I—ah BAHS  
Abolitionist—ab oh LISH uhn ist  
Aborigine—AB uh RIJ uh nee  
Agustín de Iturbide—ah goos TEEN day ih TUR bih day  
Ahmet—AH met  
Akbar—AHK bar  
Alamo—AL ah moh  
Alba—ALL bah  
Allegheny—al eh GAYN ee  
Amsterdam—AM ster dam  
Angola—ang GOH luh  
Antilles—an TILL eez  
Antonio Lopez de Santa Anna—an TOH nee oh LOH pez day san tah ANN ah  
Archangel—AHRK ayn juhl  
Assyrian—ah SEE ree uhn  
Aurangzeb—ahr ahng zeb  
Austria—AH stree uh  
Azov—ah ZAWF  
Aztec—AZ tek  
Babur—BAW bur  
Babylonian—bab ill OH nee uhn  
Baghdad—BAG dad  
Bahadur—bah HA door  
Balkan—BALL kuh  
Bandar—bahn DAR  
Bastille—ba STEEL  
Belgium—BEL jum  
Bengal—ben GAHL  
Berezina—by er ZHEE nah  
Boer—BOHR  
Bohemia—boe HEE mee uh  
Bombay—bom BAY  
Bosporus—BOSS porr uhs  
Bowie (Jim)—BOO ee  
Boyars—BOY arzh  
Braddock—BRAD uhk  
George Buchanan—byoo KAN an  
Calcutta—kal CUTT uh  
Cap-Francais—ca frahn SAY  
Catesby (Robert)—KAYTS bee  
Champlain (Samuel)—sham PLAYN  
Charbonneau—SHAR buh noh  
Charlemagne—SHAR luh MAYN  
Charles Victor Emmanuel Leclerc—leh KLERK  
Cherokee—CHAYR uh kee  
Chi'en-lung—CHEHN lohn  
Chia-ch'ing—Chyuh Ch ing  
Coleridge—COHL er ij  
Concord—KON kurd  
conquistadores—kon KEE stah DOR ez  
Creole—KREE ohl  
croissant—krwah SAHN  
czar—ZAR

Daimyo—DIE mee oh (quickly slur syllables together)  
 Dalai Lama—DAH lye LAH muh  
 Dara—DAR ah  
 Dauphin—doh FAN (“fan” with an “a” like “apple”; barely say the “n”)  
 Deccan—DEK un  
 Defenestration—dee fen uh STRAY shun  
 Defoe (Daniel)—duh FOE  
 Delhi—DEH lee  
 diet—DIE ett  
 Dingane—dinn GAH neh  
 Dinwiddie—DIN wid ee  
 Dolores—doh LOR ess  
 Don Miguel—dohn mee GELL  
 Duc de Simon—DOOK day see MOHN  
 Edo—EH doh  
 El Dorado—ell dor AH doe  
 El Libertador—ell LEE behr tah DOR  
 Electors—eh LEC turz  
 Empresarios—em pres AHR ee ohs  
 Encomiendas—en coe mee EN duz  
 Farrukhisiyar—fahr rook HIS see yar  
 Fawkes (Guy)—Fawx  
 Filles du Roi—FEE duh RWAH  
 François Jarret—fran SWAH JAHR ay  
 Francis Xavier—FRAN siss ex ZAY vee uhr  
 Fukien—FOO jiyen  
 Galileo—GAL ih LAY oh  
 Genghis Khan—JENG iss KAHN  
 Ghaznavids—GAHZ nuh vidz  
 Gobi—GO bee  
 Gonzales—gun ZAHL ez  
 Grand Vizier—grand viz EER  
 Grito—GREE toh  
 Guanajuato—gwahn ah HWAH toh  
 Guangzhou—GWAHN joh  
 guerilla—gerr ILL uh  
 guillotine—GEE yuh teen  
 Gustavus I—guh STAY vus  
 Habitants—hab ih TAHN  
 Haiti—HAY tee  
 Han—HAHN  
 Hanover—HAN oh ver  
 Hassan Ali—hah SAHN AH lee  
 Hawaii—huh WYE ee  
 Henrietta Maria—hen ree ETT ah mah REE uh  
 Heretic—HAYR eh tik  
 Hidalgo—hih DAHL goh  
 Hidetada—HEE deh TAH dah  
 Hideyori—HEE deh YOH lee  
 Hideyoshi—HEE deh YOH shee  
 Ho-Shen—hoh SHEN  
 Hone Heke—HOH neh HEH keh  
 Huron—HYUHR on  
 Husain Ali—hoo SAYN AH lee

Ibrahim—ih bra HEEM  
 Iemitsu—EE yeh MEE tsoo  
 Ieyasu—EE yeh YAH soo  
 Inca—INK uh  
 Indentured—in DEN churd  
 Iran—ir AHN  
 Iraq—ir AHK  
 Iroquois—IR uh kwoi  
 Isaac Newton—EYE zack NEWT uhn  
 Ismail—ISS my eel  
 Jahan—juh HAN  
 Jahangir—juh han GHEER  
 Janissaries—JAN iss ayr ees  
 Jean-Baptiste—zhahn bap TEEST  
 Jean-Jacques Dessaline—ZHAN ZHAK dess ah LEEN  
 José de San Martín—hoh ZAY day san mar TEEN  
 Johannes Kepler—yoh HAHN ess KEP ler  
 José Joaquín—hoh ZAY wah KEEN  
 José María Morelos y Pavón—hoh ZAY muh REE ah mor EL ohs ee pah VOHN  
 Juet (Robert)—ZHOO ay  
 Junta—HOON tah  
 K'ang Hsi—KAHN shee  
 Kara Mustafa—KAR uh moo STAH fah  
 Kebec—keh BEK  
 Khan—KAHN  
 Khoikhoi—koy koy (the two “k” sounds are throat clicks, but non-native speakers find them almost impossible to reproduce)  
 Khurram—kuhr AHM  
 Kifunji—ki FUHN jee  
 Königsberg—KEH nigz berg  
 Kongo—KON goh  
 Koran—kuh RAHN  
 Kororareka—koh roh rah REH kah  
 Leiden—LIE den (LIE to rhyme with “sky”)  
 Lenape—leh NAH pay  
 Leonardo da Vinci—lee oh NAR doh dah VIN chee  
 Li Tzu-ch'eng—lee ZOO chuhn  
 Lin Zexu—LEEN tzeh SHOO  
 Llaneros—yah NAY rohz  
 Locke (John)—rhymes with “sock”  
 Louis—LOO ee  
 Louvre—LOO vruh  
 Luddite—LUD dite (rhymes with “kite”)  
 Mahmud—mah MOOD  
 Malaria—mah LAYR ee ah  
 Manchu—man CHOO  
 Manchuria—man CHOO ree ah  
 Mandan—MAN dan  
 Maori—MAH ohr ree  
 Marathas—ma RAH tahs  
 Marie-Antoinette—muh REE an twah NETT  
 Marie-Madeleine—muh REE mad LEHN  
 Marseillaise—mar say EZ  
 Mary of Guise—MAYR ee of GEEZ

Massasoit—MASS ah soyt  
 Matamba—mah TAHM bah  
 Mausoleum—mah suh LEE um  
 Maya—MY uh  
 Maximilien de Robespierre—MACK sih mill ee uhn duh ROHBZ pyair  
 Mazarin—MAZ uh rin  
 Mbandi—em BAHN dee  
 Mecca—MEHK ah  
 Medina—muh DEE nuh  
 Meriwether—MAYR ee weth uhr  
 Mestizos—meh STEE zohs  
 Mediterranean—MED ih tuhr AYN ee uhn  
 Metacom—met ah kohm  
 Mfecane—ummf eh KAH nay  
 Mir Jafar—meer ja FAHR  
 Moghul—MOH guhl  
 Mongols—MON golz  
 Montagnis—mon TAN yees  
 Montreal—mon tree AHL  
 Mpande—uhm PAHN day  
 Mtetwa—uhm TET wa  
 Muhammad—moo HAHM ahd  
 Mukumbu—muh KOOM boo  
 Mumtaz Mahal—mum TAHZ mah HAHL  
 Murad—myur AHD  
 Muslims—MUZ limz  
 Nadir—NAY dir  
 Nagasaki—nah guh SAH kee  
 Nandi—NAHN dee  
 Napoleon Bonaparte—nuh POHL ee uhn BOHN ah part  
 Narragansett—nayr ah GAN sett  
 Narva—NAR vah  
 Natal—nuh TAHL  
 Nawab—nuh WAHB  
 Ncome—en COH may  
 Ndomba—'n DOHM bah (the first syllable is pronounced like “en” but without the “e” sound)  
 Netherlands—NETH ur lands  
 Neva—NAY vah  
 New Leicestershire—NEW LESS ter sher  
 Notre Dame—NOH truh DAHM  
 Nzinga—en ZING ah  
 Oda Nobunaga—OH dah NOH boo NAH gah  
 Ohio—oh HI oh  
 Olaudah Equiano—oh LAH duh EK wee AH noh  
 opium—OH pee um  
 Osman—OZ mun  
 Ottoman—OT uh muhn  
 Paheka—pah KEE ha  
 Paraguay—PAHR uh gway  
 Pardos—PAR dohz  
 Parliament—PAR lah ment  
 Parthia—PAR thee uh  
 Pasha—PAH shuh

Pepys (Samuel)—PEEPS  
 Peking—PEH keen  
 Peninsulares—payn in soo LAHR ayz  
 Pennsylvania—pen sill VAYN yuh  
 Persia—PER zha (“zh” is like the s in “treasure”)  
 Pinyin Jiqing—PEEN yeen jee CHING  
 Pocahontas—POH kuh HAHN tuss  
 Pompey/Pompy—POMP ee  
 Portuguese—POR choo geez  
 Potomac—puh TOH mik  
 Powhatan—POW uh tan  
 Prague—PRAHG  
 Principia Mathematica—prin KIP ee ah math eh MAT ic ah  
 Prussia—PRUSH ah  
 Ptolemy—TOL eh mee  
 Qing—CHING  
 Quakers—QUAY kers  
 Queue—KYOO (pronounced exactly like the letter Q)  
 Quito—KEE toh  
 Reich—rike (rhymes with bike)  
 Rejeb—REJ eb  
 Rembrandt—REM brant  
 Richelieu—reesh uh LYOO  
 Rowlandson (Mary)—ROW land son (ROW rhymes with “cow”)  
 Sa’adabat—suh AH dah baht  
 Sacagawea—SAK ah ja WEE ah, or sah kahg ah WAY uh  
 Safavids—SAH FAH vidz  
 Saint Croix—saynt KRWAH  
 Saint Domingue—saynt doh MING  
 Saint Menehould—saynt men-eu  
 Samurai—SAH moo rye (“rye” is really a quick “rah-ee”)  
 Sassanids—SASS ah nidz  
 Sebastian Cabot—seh BAST yuhn CAB uht  
 Sebastiao—seb ass tee OW (rhymes with “cow”)  
 Seigneur—sehn YUHR  
 Seine—SENN  
 Sekigahara—sek ee gah HAHR ah  
 Seleucids—sel OO sidz  
 Seleucus—sel OO suss  
 Seljuk—SEL juk  
 Shah—SHAHH (rhymes with Fa-la-lah)  
 Shaka—SHAH kah  
 Shoshone—shoh SHOH nee  
 Siesta—see ES tah  
 Simón Bolívar—see MOHN boh LEE var  
 Siraj—sir AHZH (ZH is like the s in “treasure”)  
 Shimabara—SHEE mah BAH lah  
 Shogun—SHOH gun  
 Shogunate—SHO gun ayt  
 Sioux—SOO  
 Sousa—SOO sah  
 Sophia—soh FEE ah  
 Squanto—SQAHN toh  
 Ssu-ku ch’üan-shu—soo koo CHWAHN shoo

Strait—STRAYT  
 Stuyvesant (Peter)—STY vess ant (“STY” rhymes with “sky”)  
 Sultan—SUHL tun  
 Surat—suh RAT  
 Sydney—SID nee  
 Tahiti—tah HEE tee  
 Taj Mahal—TAHZH muh H AHL (“zh” is like the s in “treasure”)  
 Tao-kung—tow (rhymes with “cow”) KOONG  
 Tecumseh—tuh KUM she  
 Tenskwatawa—tenz kwa TAH wah  
 Teton—TEE tahn  
 Thackeray—THAK er ee  
 Thames—TEMZ  
 Tigris—TYE gris  
 Tippecanoe—tip eh kuh NOO  
 tobacco—toh BAK oh  
 Tokugawa—TOH koo GAH wah  
 Toussaint L’Ouverture—too SAN LOO ver teur  
 Townshend (Charles)—TOWN zund  
 Trafalgar—truh FAL gar  
 treatise—TREE tiss  
 Tuileries—TWEE luh reez  
 Turkestan—TURK es tan  
 Ulan Bator—OO lahn BAH toh  
 Ulrich—ULL rik  
 Ural—YOOR ul  
 Venezuela—venn ez WAYL ah  
 Verchères—vehr SHAYR  
 Vermeer—ver MEER  
 Versailles—ver SYE  
 Vienna—vee ENN uh  
 Vicente Guerrero—vin SEN tay gerr AYR oh  
 Voltaire—vohl TAYR  
 Voyageurs—vwah yah ZHUR  
 Wallenstein (Albert of)—VAHL ehn steyn (rhymes with “fine”)  
 Wampanoag—WAHMP an OH uhg  
 Waitangi—WHY tahng gee  
 Westphalia—wes FAYL yuh  
 Wittenberg—VITT en buhrg  
 Xanadu—ZAN ah doo  
 Yangtze—YAHN zoo  
 Zou Fulei—joh FOO lay  
 Zulu—ZOO loo

## CHAPTER TWENTY

### The Imperial East

UBWH 153, UILE 352-353

KIHW 432-433, 502, KHE 262-263, 283 (picture)

#### **Review Questions: Emperor Chi'en-lung's Library**

Where was the Forbidden Palace? *The Forbidden Palace was in Peking.*

What was Chi'en-lung doing by moonlight? *Chi'en-lung was copying a famous poem by Zou Foulei.*

Was Chi'en-lung Han Chinese or Manchu? *He was a Manchu emperor (the fourth).*

Who was his grandfather? *His grandfather was K'ang-hsi.*

Is the Chinese empire strong and powerful at the time of Chi'en-lung? *Yes, the Chinese empire at the time of Chi'en-lung was strong and powerful.*

Before the time of Chi'en-lung, the stories of China were scattered throughout the country. What did Chi'en-lung do to make the greatness of China known throughout the world? *Chi'en-lung decided to gather all of China's greatest literature together in one enormous collection.*

Did Chi'en-lung undertake the task of collecting literature alone? *No, he appointed twelve scholars to head up this task.*

Can you name two of the four categories of the most important books? *The four categories were history, literature, philosophy, and classics.*

Deciding on the list of books was the easy task. What difficult task did the scholars face after deciding on the list of books? *The works had to be copied out into a single huge set!*

What was one of the challenges of the Chinese language? *The Chinese language has many symbols for different sounds and letters—over forty thousand.*

How many copies were made of the Complete Library in the Four Branches of Literature? *Seven copies were made.*

What did Chi'en-lung do with books that made unflattering remarks about the Manchu? *He had them destroyed.*

What did Chi'en-lung love even more than books? *He loved his power.*

#### **Narration Exercise: The Imperial East**

“During the reign of the fourth Manchu emperor, China's poems and novels and other books were all scattered through the country. Chi'en-lung decided to collect them all. Scholars helped him find important books in four different categories. Then they copied all these books out—seven times! This was ‘The Complete Library in the Four Branches of Literature.’ The emperor saved these books, but he ordered other books that criticized him to be burned.” OR

“Chi'en-lung was the grandson of K'ang-hsi. He ruled over a huge and powerful Chinese empire. His capital city was Peking—the largest city in the world! Chi'en-lung wanted the world to see how great China's writings were. So he hired scholars to collect books from all over China. They put the most important books together and called them ‘The Complete Library in the Four Branches of Literature.’ Then Chi'en-lung had copies put in his palaces and in libraries. But he ordered books that made unflattering remarks about the Manchu burned.”

#### **Review Questions: The Land of the Dragon**

(Note: you may want to look at a map while you answer these questions.)

What two rivers were at the center of the Chinese empire? *The Yellow and Yangtze Rivers were at the center of the Chinese Empire.*

Describe two characteristics of the imperial dragon. *The imperial dragon, the symbol of the emperor's power, had five toes on each foot. His body was long and snakelike; his tail was the tail of a fish. His head was crowned with the sharp antlers of a deer. His eyes glowed red!*

What is the name of the huge dry plain in the northern part of China? *The huge dry plain is the Gobi Desert.*

What was the name of Mongolia's capital city? *Ulan Bator was the capital city of Mongolia.*

The people of Chinese Turkestan were not Buddhists. What religion did most of them follow? *Most people of Chinese Turkestan were Muslim (or, followed Islam).*

In the country of Tibet lies the highest mountain in the world. What is its name? *The name of the mountain in Tibet is Mount Everest.*

What was special about the people of the mysterious Shangri-la? *Those who lived in Shangri-La were never hungry; no one grew old in Shangri-La, and no one died!*

What two people ruled in Tibet? *A Buddhist monk called the Dalai Lama ruled alongside a Mongol prince.*

The emperor of China sent some soldiers to “help” the Dalai Lama rule in Tibet. What were the two leaders of this group of soldiers called? *The two Chinese officials called “High Commissioners” were “helping” the Dalai Lama rule.*

What was the name of the land to the east of the Bay of Bengal? *The land to the east of the Bay of Bengal was called Burma.*

From Burma, you flew across the South China Sea. What long thin country lies along its western edge? *The country of Vietnam lies along the western edge of the South China Sea.*

What small island lies off the coast of China? *Taiwan lies off the coast of China.*

At this time in history, what proportion of the world’s population lived under the flag of the Chinese imperial dragon? *At this time in the world, one-third of the world’s population lived under the flag of the Chinese imperial dragon.*

### ***Narration Exercise: The Land of the Dragon***

Instead of asking the child to narrate, ask him to locate the following places on the map on p. 190 of *The Story of the World, Volume 3*.

The Yellow River  
The Yangtze River  
The Gobi Desert  
Mongolia  
Ulan Bator  
Turkestan  
Tibet  
The Bay of Bengal  
Burma  
Vietnam  
Taiwan  
Korea

### **Additional History Reading**

*A Look at Vietnam*, by Helen Frost (Pebble Books, 2002). For reluctant or beginning readers, a very simple introduction to the culture of Vietnam. (IR 2-4)

*Art in China*, by Craig Clunas (Oxford University Press, 1997). Check your library for this adult introduction to Chinese art, which includes many color photographs of Chinese poems written on scrolls and decorated; see p. 152 for a photograph of the plum branch and poem described in *The Story of the World, Volume 3*. (RA 3-6, IR 7-12)

*Beijing: Cities of the World*, by Deborah Kent (Children’s Press, 1996). Provides a brief history of Peking (Beijing), along with many photographs and information about food, dress, customs, and other aspects of life in the city. (RA 2-3, IR 4-6)

*The Dalai Lama*, by Demi (Henry Holt, 1998). This picture-book biography of the present Dalai Lama also describes the history of this Tibetan title. (RA 2, IR 3-5)

*Far Beyond the Garden Gate: Alexandra David-Neel’s Journey to Lhasa*, by Don Brown (Houghton Mifflin, 2002). The true story of the first Western woman who enters the forbidden Tibetan city of Lhasa. (RA 1-2, IR 3-5)

*The Fourteenth Dalai Lama*, by Whitney Stewart (Lerner Publications, 2000). More difficult than the Demi title listed above, this illustrated biography of the present Dalai Lama also pays attention to the history of Tibet. (IR 5-7)

*Korea: True Books*, by Elaine Landau (Children’s Press, 2000). An illustrated introduction to the country and its past. (RA 2, IR 3-5)

*Long is a Dragon*, by Peggy Goldstein (Pacific View Press, 1992). Unfortunately out of print; check your library for this introduction to Chinese writing, which presents the formation and history of 75 characters. (RA 2-3, IR 4-6)

*Look What Came from China!* by Miles Harvey (Orchard Books, 1999). This entertaining guide to the history of common



objects, foods, and more illustrates the wide influence that Chinese culture exerted on the rest of the world. (RA 2, IR 3-5)

*Mongolia: Cultures of the World*, by Guek-Cheng Pang (Benchmark Books, 1999) For advanced readers or older students, this history of Mongolia offers a brief history along with details on daily life. (RA 4, IR 5-7)

*Mongolia: Festivals of the World*, by Frederick Fisher (Gareth Stevens, 1999). An easy-reader introduction to Mongolia, thorough profiles of its most important national holidays. (RA 2, IR 3-4)

*Myanmar: Countries of the World*, by Frederick Fisher and Pauline Khng (Gareth Stevens, 2000). Written for fourth graders and above, this history of the country also known as Burma has illustrations and maps. (RA 3, IR 4-7)

*The People of Vietnam*, by Dolly Brittan (Powerkids Press, 1997). A simple, easy-reader introduction to the history of this southeast Asian country and the ancient influences of China on its culture. (RA 1, IR 2-3)

*Taiwan in Pictures*, by Ling Yu (Lerner Publications, 1997). A good basic introduction to the country of Taiwan, for advanced third-grade readers and above. (RA 2-3, IR 3-5)

*Vietnam: The Land*, by Bobbie Kalman (Crabtree Publications, 1996). Slightly more difficult than the Frost title listed above, this well-photographed introduction to Vietnam concentrates on its geography and landscape. (RA 2, IR 3-5)

*Welcome to Myanmar*, by Dora Yip and Pauline Khng (Gareth Stevens, 2000). Written for younger students than the Myanmar title listed above, this gives a brief easy-to-read introduction to the country of Burma. (RA 2, IR 3-5)

### Corresponding Literature Suggestions

*A Thousand Peaks: Poems from China*, by Siyu Liu and Orel Protopopescu (Pacific View Press, 2001). Thirty-five poems, from the Tang dynasty through recent times, each presented both in Chinese and in English, with illustrations. (RA 2-3, IR 4-6)

*All the Way to Lhasa: A Tale from Tibet*, by Barbara Helen Berger (Philomel Books, 2002). A Tibetan parable of a boy who travels to the holy city on his yak. (RA 1-2, IR 3-4)

*Children of the Dragon: Selected Tales from Vietnam*, by Sherry Garland, illus. Trina Schart Hyman (Harcourt, 2001). In this picture book for older readers, six long illustrated stories are given along with historical background. (RA 2-3, IR 4-7)

*Cowboy on the Steppes*, by Song Nan Zhang (Tundra Books, 1997). A teenager who lives in Beijing (Peking) is sent to herd cattle on the Mongolian steppes in the 1960s; based on a true story, this is a marvelous tale. (RA 2, IR 3-6)

*The Khan's Daughter: A Mongolian Folktale*, by Laurence Yep, illus. Jean Tseng (Scholastic, 1997). A picture-book story about a peasant who sets out to court a Mongolian princess. (RA 2, IR 3-4)

*The Last Dragon*, by Susan Miho Nunes, illus. Chris K. Soentpiet (Clarion Books, 1995). In this picture-book tale, a young boy in Chinatown restores a huge festival dragon with the help of the community. (RA 2, IR 3-4)

*Tintin in Tibet*, by Herge (Little, Brown & Co., 1975). Okay, it's not exactly literature, but relax and have some fun. (IR 3-6)

*To Swim In Our Own Pond/Ta Ve Ta Tam Ao Ta: A Book of Vietnamese Proverbs*, by Ngoc Dung Tran, illus. Xuan-Quang Dang (Shen's Books, 1998). Twenty-two Vietnamese proverbs, illustrated and given alongside Western proverbs which have the same basic meaning. (RA 2, IR 3-6)

### Map Work (Student Page 64)

1. Chi'en-lung lived in the capital city, Peking. Find the dot near the Yellow River. Use a pen or pencil and label the dot, "Peking."
2. Find the northeastern border of India (the border that India shares with Tibet). The Himalayan Mountains divide India from Tibet. Make up a symbol for mountains. (You might use something like: /\.) Draw the symbol for mountain along the border between India and Tibet (under the title, Himalayas). Color your symbols for mountains brown.
3. Trace the journey of the dragon around the largest empire in the world:
  - a. Using a pencil, begin at Peking. Draw an arrow through Mongolia and toward the Gobi Desert.
  - b. From the Gobi Desert, draw an arrow toward Turkestan.
  - c. From Turkestan, draw an arrow toward the Himalaya mountains. (Remember, the dragon flew over Mount

- Everest, in the Himalayas.)
- d. Draw an arrow above the Himalayas, through Tibet, through Burma, and toward Vietnam.
  - e. Remember that the dragon took you out over the South China Sea. Draw an arrow from Vietnam, through the South China Sea and to Taiwan.
  - f. Draw an arrow from Taiwan up into Korea.
  - g. Finally, draw an arrow from Korea back to Peking.
4. Lightly trace over the arrow in red. Then shade the area within the arrow.
  5. Find England, France, and Spain on the left of your map. Color them green. Compare the size of these three countries with the size of the Chinese empire.

## Coloring Page

Student Page 65: Chi'en-lung decided to gather all of China's greatest literature together in one enormous collection. Do you remember the name for this collection? (See page 193.)

## Projects

### Cooking Project: Tibetan Yak-Butter Tea

Yaks are a very important animal to the people of Tibet. They warm themselves around fires of yak dung, they use yak-butter as a fuel for lamps, they eat the meat and blood from yaks, they churn yak milk into butter, cheese, and yogurt. They weave the yak hair into clothing, shelter, and even boats. So it is no wonder that the everyday beverage of Tibet is yak-butter tea. Yak-butter, hot tea, and salt are poured into a wooden churn and blended together. Then the yak-butter tea is put in a kettle over the fire so stays warm all day or until it is ready to be served. Churn your own butter and make some yak-butter tea. Perhaps you will like it so much you will want to drink it every day just like the people of Tibet!

Ingredients:

- Butter from recipe below or 1 stick butter, very softened
- Hot black tea (about 3 cups)
- 1 tsp salt

Directions:

1. Put all the ingredients in a quart sized mason jar (or another container) with a screw-on lid. Shake the container vigorously for two minutes.
2. Pour the tea into a saucepan and warm. Pour it into mugs and enjoy!

*To make your own butter:* Pour ½ pint of heavy whipping cream (you need the real stuff for this) into a blender. Whip until the butter becomes a creamy solid.

### Activity Project: Assemble the Complete Library of the Four Branches of Literature

Ch'ien-lung collected a set of over 36,000 books and entitled the set "The Complete Library of the Four Branches of Literature." The books were all classified into different categories. Compile your own "Complete Library." Decide on the four categories of books you would like to include, types of books that you feel are the most important and useful (this could be "books about dinosaurs, fairy tales, books about how engines work, and schoolbooks" or "books about horses, books about pioneers, biographies, and joke or riddle books" or some other set of four categories). Now select twenty favorite books from around the house, five for each category. Make a list of the five books for each category—this is your "Complete Library in the Four Branches of Literature."

Now the child should also make a stack of books which he thinks makes his life more difficult for "burning." Remember, Chi'en-lung burned the books that made unflattering remarks about the Manchu dynasty!

### Activity Project: The Extent of the Land of the Dragon

China is called the Land of the Dragon, since the dragon is its symbol. According to legend, the great emperor Huang Di had the emblem of a snake on his coat of arms. Every time he conquered a tribe, Huang Di would add the tribe's symbol to his coat of arms. By the time Huang Di died, his symbol looked like a dragon with the body of a snake, the scales and tail of a fish, the antlers of a deer, the face of a "gilin" (a mythical creature with fire all over its body), eagle talons, and the eyes of a demon. Since the Chinese consider Huang Di to be their ancestor, they refer to themselves as the "descendants of the dragon."

The Chinese dragon also has five toes, whereas the Korean and Indonesian dragon has four toes, and the Japanese dragon has only three toes. The Chinese explain it this way: Dragons originated in China. The farther a dragon travels,

the more toes it loses. Dragons only live in China because if they traveled any farther than Japan, they would have no toes at all and would not be able to walk.

Pretend that your house is the great empire of China. Label each room a different region in China. Then put a dragon's paw print over each region's name to symbolize that this place is under Chinese control.

Materials:

- 8 sheets of blank paper
- Black marker
- Clear tape
- Scissors
- Colored pencils or crayons

Directions:

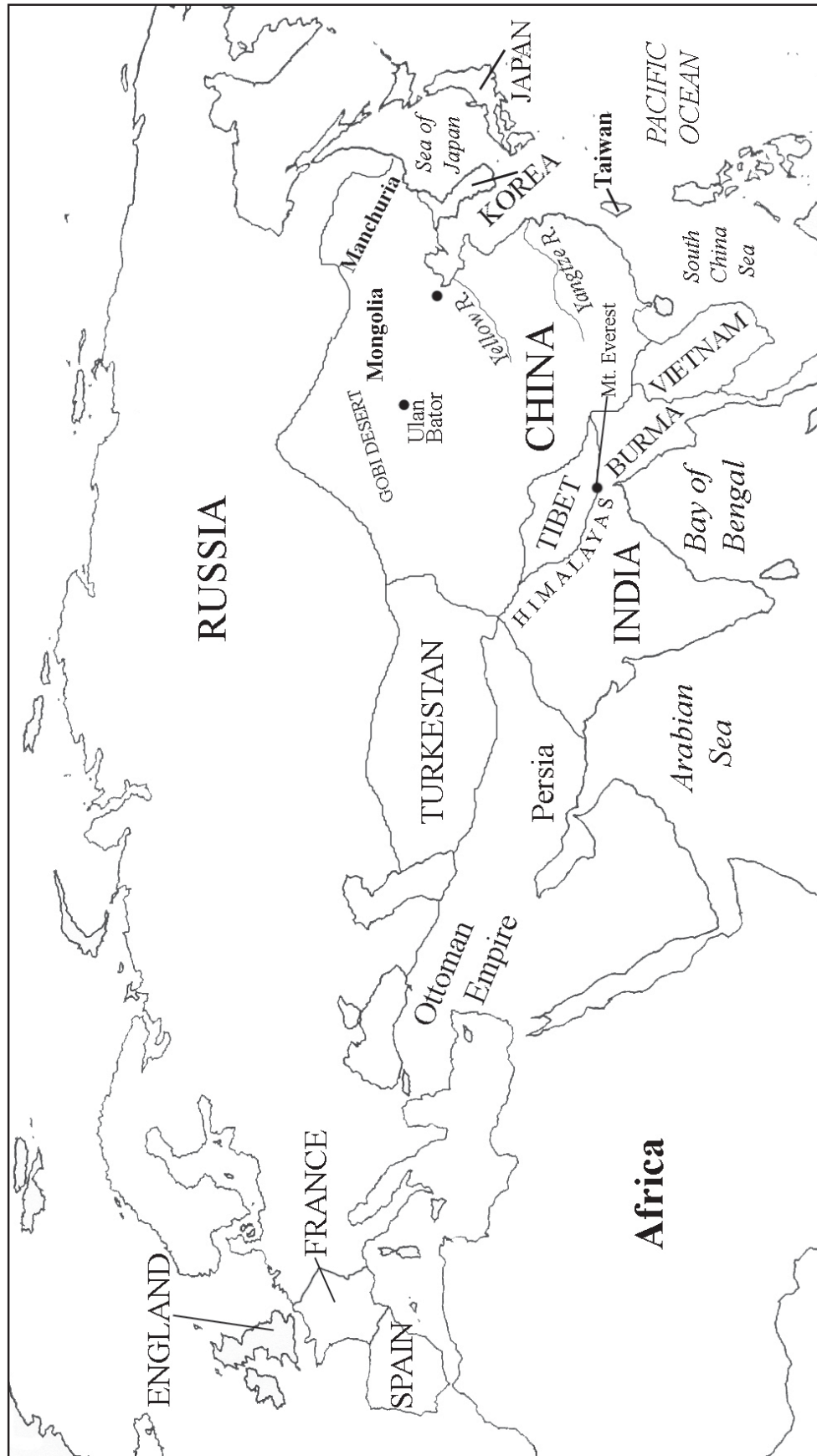
1. Write each of the following regions on a piece of paper with black marker, one region per paper.
  - Uplands of China
  - Gobi Desert
  - Mongolia
  - Chinese Turkestan
  - Tibet
  - Burma
  - Taiwan
  - Korea
2. Tape the regions to the doors of the rooms in your house. For example, make your bedroom the "Uplands of China" and make the kitchen "Mongolia." You can also put signs on closet doors.
3. Draw large dragon pawprints (remember all five toes!) on pieces of construction paper. Cut the prints out.
4. Go back through the house, putting the dragon paws over the names of each region. All of these areas belonged to the Land of the Dragon!

#### Writing Project: The Plum Branch

Chi'en-lung read Zou-Fulei's poem and painting of a plum branch. Try your own hand at a poem picture! Go outside and bring in a small tree branch. Stick the end of a branch in a container and set the container in front of a light so it casts a small shadow on the table or wall. Then trace the shadow onto a piece of paper and color it in. Then construct a four- or eight-line poem that relates to the branch. Reread Zou Foulei's poem in the chapter for inspiration!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Land of the Dragon



### Chapter 20: The Imperial East

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Chi'en-lung



Chapter 20: The Imperial East