

## 20th Century World History—Schedule for Topics and Skills<sup>1</sup>

<b>Week</b>	<b>History/Government</b>	<b>Geography</b>
1	Major world events from 1900 through 1903; 1900–1913: Across the Threshold	<i>South Africa; Europe; South Pacific; Texas</i>
2	Major world events from 1904 through 1908; 1900–1913: Across the Threshold	<i>South Africa; Russia; Mount Vesuvius; Turkey; Bosnia-Herzegovina</i>
3	Major world events from 1909 through 1911; 1900–1913: Across the Threshold	<i>North Pole; South Pole Japan; Korea; Europe</i>
4	Major world events from 1912 through 1915; 1900–1913: Across the Threshold, 1914–1919: The War to End All Wars	<i>China; Eastern Europe; Panama Canal; Bosnia</i>
5	Major world events from 1916 through 1918; 1914–1919: The War to End All Wars;	<i>Ireland; Cameroon; Mecca, Saudi Arabia; France</i>
6	Major world events from 1919 through 1921; 1914–1919: The War to End All Wars; 1920–1929 All That Glitters	<i>Hungry; Berlin; Poland; England; Germany</i>
7	Major world events from 1922 through 1926; 1920–1929: All That Glitters	<i>Egypt; India; Greece; Japan; Tennessee, United States; Chinese Republic</i>
8	Major world events from 1927 through 1929; 1920–1929: All That Glitters	<i>China; Palestine; Japan</i>
9	Major world events from 1930 through 1933; 1930–1939: Empty Pockets	<i>India; Australia; Spain; Siam; Cuba</i>
10	Major world events from 1934 through 1938; 1930–1939: Empty Pockets	<i>Yugoslavia; Austria; England; Yenan Providence</i>
11	Major world events from 1939 through 1940; 1930–1939: Empty Pockets; 1940–1945: World on Fire	<i>Europe</i>
12	Major world events from 1941 through 1943; 1940–1945: World on Fire	<i>Eastern Europe; French Indochina; Pearl Harbor; Iceland</i>
13	Major world events from 1943 through 1945; 1940–1945: World on Fire	<i>Europe; Philippines; Guam; Japan</i>
14	Major world events from 1946 through 1949; 1940–1945: World on Fire; 1946–1963: Spreading the Wealth	<i>Soviet Union; China; Argentina; Dead Sea; Czechoslovakia;</i>
15	Major world events from 1950 through 1951; 1946–1963: Spreading the Wealth	<i>Persian Gulf; Communist People’s Republic of China; Vietnam</i>
16	Major world events from 1951 through 1953; 1946–1963: Spreading the Wealth	<i>Tibet; South Korea; Finland; Mount Everest; Cuba</i>
17	Major world events from 1954 through 1956; 1946–1963: Spreading the Wealth	<i>Argentina; Suez Canal; Alabama</i>
18	Major world events from 1957 through 1959; 1946–1963: Spreading the Wealth	<i>Europe; USSR; South America; Cuba; United States</i>
19	Major world events from 1959 through 1960; 1946–1963: Spreading the Wealth	<i>South Africa; Congo; Laos; Cuba; United States</i>

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## 20th Century World History—Schedule for Topics and Skills<sup>1</sup>

<b>Week</b>	<b>History/Government</b>	<b>Geography</b>
20	Major world events from 1961 through 1963; 1946–1963: Spreading the Wealth	<i>East, West Berlin; Congo; Southeast Asia</i>
21	Major world events from 1963 through 1965; 1946–1963: Spreading the Wealth, 1964–1975: Dissent and Disobedience	<i>United States; South Asia; Dominican Republic</i>
22	Major world events from 1966 through 1968; 1964–1975: Dissent and Disobedience	<i>Asia; South Africa; North Africa; Mediterranean</i>
23	Major world events from 1968 through 1969; 1964–1975: Dissent and Disobedience	<i>Ireland; Britain; California; Vietnam</i>
24	Major world events from 1970 through 1972; 1964–1975: Dissent and Disobedience	<i>United States; Norther Africa; Vietnam; Chile; Europe</i>
25	Major world events from 1972 through 1974; 1964–1975: Dissent and Disobedience	<i>Syria; Jordan; United States; Europe</i>
26	Major world events from 1975 through 1977; 1964–1975: Dissent and Disobedience, 1976–1992: A Global Burst of Freedom	<i>Spain; Ethiopia; Cambodia; Vietnam; Uganda; Guatemala</i>
27	Major world events from 1977 through 1979; 1976–1992: A Global Burst of Freedom	<i>South Africa; Israel; Nicaragua; Ukraine; Uganda; Iran; United States</i>
28	Major world events from 1980 through 1981; 1976–1992: A Global Burst of Freedom	<i>Europe; Khuzistan; Mount St. Helens; Vatican City</i>
29	Major world events from 1981 through 1983; 1976–1992: A Global Burst of Freedom	<i>Great Britain; Israel; Grenada</i>
30	Major world events from 1984 through 1986; 1976–1992: A Global Burst of Freedom	<i>Punjab; Mexico; Chernobyl; Lybia</i>
31	Major world events from 1986 through 1988; 1976–1992: A Global Burst of Freedom	<i>Ireland; Persian Gulf; Korea; Armenia</i>
32	Major world events from 1988 through 1990; 1976–1992: A Global Burst of Freedom	<i>Europe; China (Tiananmen Square); Valdez, Alaska</i>
33	Major world events from 1990 through 1992; 1976–1992: A Global Burst of Freedom	<i>England; Berlin; Kuwait; Bosnia-Herzgovina; Mozambique</i>
34	Major world events from 1993 through 1995; 1976–1992: A Global Burst of Freedom, 1993–1999: OurFuture.com	<i>Ireland; Puerto Rico; United States; Rwanda</i>
35	Major world events from 1995 through 1997; 1993–1999: OurFuture.com	<i>Sarajevo; Afganistan, Oklahoma, United States; Scotland</i>
36	Major world events from 1998 through 1999; 1993–1999: OurFuture.com	<i>South Pacific; Africa; Colorado, United States</i>

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# Week 1—Schedule

Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>Bible/Apologetics</b>					
<b>Bible</b>	Genesis chaps. 1, 2	Genesis chaps. 3, 4	Genesis chaps. 5, 6	Genesis chaps. 7, 8	Genesis chaps. 9, 10
<b>How to Ruin Your Life By 40</b>	pp. 12–16	pp. 16–19	pp. 20–24	pp. 24–26	
<b>Memorization</b> <span style="border: 1px solid black; padding: 0 2px;">N</span> <sup>1</sup>	Psalm 27: 1–2				
<b>History: See Study Guide <span style="border: 1px solid black; padding: 0 2px;">N</span><sup>2</sup></b>					
<b>Special</b> <span style="border: 1px solid black; padding: 0 2px;">N</span>	<b>Day 1:</b> Please make sure your parents read the notes, too.				
<b>The Visual History of the Modern World</b> <span style="border: 1px solid black; padding: 0 2px;">N</span> <sup>3</sup>	Introduction & 1900–09 Overview Choose Topic to Research pp. 8–11	1900 pp. 12–13 > <input type="checkbox"/>	1901 pp. 14–15 > <input type="checkbox"/>	1902 pp. 16–17 > <input type="checkbox"/>	1903 pp. 18–23 > <input type="checkbox"/>
<b>Our Century in Pictures for Young People</b>		pp. 2–5		pp. 6–9	
<b>Current Events</b>	<b>Day 1–Day 5:</b> see instructions in Section One, beginning on p.3. Three reports; at least two of international concern.				
<b>Biographies and Historical Fiction<sup>2</sup></b>					
<b>God Spoke Tibetan</b>	chaps. 1–2 > <input type="checkbox"/>	chaps. 3–4 > <input type="checkbox"/>	chaps. 5–7	chaps. 8–10 > <input type="checkbox"/>	chaps. 11–12 > <input type="checkbox"/>
<b>Literature<sup>2</sup></b>					
<b>The Great Brain</b>	chaps. 1–2 > <input type="checkbox"/>	chaps. 3–4	chaps. 5–6 > <input type="checkbox"/>	chap. 7	chap. 8
<b>Robert Frost's Poems</b>	Introduction (pp. 1–14)	"The Pasture"		"The Tuft of Flowers"	"Blueberries"
<b>Heart to Heart</b>			p. 7		
<b>Language Arts</b>					
<b>Creative Expression<sup>4</sup></b>	Assignment 1 <span style="border: 1px solid black; padding: 0 2px;">N</span>				Assignment 2 <span style="border: 1px solid black; padding: 0 2px;">N</span>
<b>Optional: Analogies 3</b>	pp. 1–2	p. 3	pp. 4–5	pp. 6–7	pp. 8–9
<b>Optional: Wordly Wise 3000 Book 10</b>	Exercise 1A		Exercise 1B		Exercise 1C
<b>Other Notes</b>					

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1. The N symbol means there is a note for this book in the Notes section immediately following the schedule page.
2. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Biographies and Historical Fiction, and Literature Study Guide sections are ordered alphabetically by book title.
3. Please see the History Study Guide for timeline and markable map assignments. These appear at the beginning of each year.
4. Please look for your Creative Expression assignment in the Notes section immediately following the schedule page.

### Bible/Apologetics

#### Memorization/Public Speaking

Some alternative Scriptures we recommend for possible memorization and presentation this year: 1 Corinthians 13; Exodus 20:1–17 (or Deuteronomy 5:5c–21); Psalm 1; Psalm 8; Psalm 15; Psalm 19; Psalm 23; Psalm 24; Psalm 90; Psalm 91; Psalm 103; Psalm 121; Psalm 150; Isaiah 53; Matthew 5:1–16; Matthew 6:1–18; Matthew 6:19–34; John 15:1–8; Hebrews 11:1–40; Hebrews 12:1–13; Revelation 21:1–22:6.

#### Reading

We will read the historical books of the Old Testament in order. Feel free to skim all genealogies and lists of names.

### Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Biographies and Historical Fiction, and Literature. Study sections ordered alphabetically by book title.

### Special

#### General Introduction to Our Studies of the 20th Century

This year we want to study “20th Century World History”—the history of the world in our times: the history of the world that most impacts us today and that will most impact the world during your (and my) lifetimes.

If we are to fulfill God's purposes on earth, we must know what is happening around us: what God Himself is doing and what His enemy, the Devil, is up to.

Let me tell you: we have held off teaching 20th century history as long as possible partially because it is so ugly.

As you well know, there are ratings placed on commercial films. If the 20th century were rated, it should probably receive an “NC-17” or, at the least, a very strong “R”—not so much for sexual content (though there is far too much of that), but for violence: human violence against humans.

The 20th century is by far the most violent (not counting the Flood) in all of world history to the present.

I am sure you are well aware of Hitler and the Jewish holocaust in World War II. But it is quite likely that you are not so well informed about all the other holocausts of this century—beginning with the Turkish attempt to wipe out the Armenian people in the very earliest part of this

century and continuing with deliberate policies of government that led to mass starvation in the Soviet Union and China (well over 60 million total killed in the two countries combined), and other tens of millions of deaths at the hands of warring factions the world over.

But despite the ugliness of this century, we need to look it in the face. We need to evaluate it for what it is, where it came from and where it is going. We need to evaluate the roots of this century: what historical events and intellectual influences shaped people's thinking and actions. I will discuss these matters in a moment.

But first, I want you to consider that what you will deal with this year is ...

#### A Disturbing Study

Your studies this year are quite likely to disturb you. Besides the “NC-17” content I have already mentioned, I expect you will find that some things you have been taught or somehow simply come to believe as “Gospel Truth” are ... not true.

You may find, for instance, that members of certain groups you have been taught to mistrust as “enemies” (members of labor unions? socialists? communists?) have some legitimate gripes against the powers that be.

In other words, by being introduced to some of these “enemies” concerns, your world may become quite a bit more complex than it ever has been in the past. You will suddenly find yourself wrestling with issues that had never crossed your mind before.

There are other disturbing aspects to our study. Many people want to know “the right answer,” the Truth. I am such a person. I want to know what really happened. I also want to know what is *right*: what *should have* happened.

The problem is, in historical studies, as with courtroom cases, “the Truth” cannot always be discovered. It may be that the “prosecution” or “defense” was able, over time, to do away with the records of the “opposition.” At this point, due to the destruction of evidence, no one knows what “the other side” said or did—or what they would have said or done had they been permitted to hear the “testimony” of those who opposed them and who have since written all the history books.

Then again it may be that no one destroyed any records. All the records are available to you; it's simply that it is too hard to determine what really happened. You can see the “prosecution's” case; you can understand the “defense's” case; you can understand how or why they would each

## Week 18—Schedule

Date:	Day 1 <small>86</small>	Day 2 <small>87</small>	Day 3 <small>88</small>	Day 4 <small>89</small>	Day 5 <small>90</small>
<b>Bible/Apologetics</b>					
<b>Bible</b>	1 Samuel chap. 1	1 Samuel chap. 2	1 Samuel chaps. 3, 4	1 Samuel chaps 5, 6	1 Samuel chaps. 7, 8
<b>Know Why You Believe</b>	pp. 60–67	pp. 67–73	pp. 74–79	pp. 79–85	
<b>Memorization</b>	Isaiah 6: 4–6				
<b>History</b>					
<b>The Visual History of the Modern World</b>	1957 pp. 264–267 > □	1957 cont. pp. 268–269	1958 pp. 270–272 > □	1958 cont. pp. 273–275	1959 pp. 276–278 > □
<b>Our Century in Pictures for Young People</b>			pp. 146–147		
<b>Current Events</b>					
<b>Biographies and Historical Fiction</b>					
<b>Winston Churchill: Soldier, Statesman, Artist</b>	chap. 1	chap. 2	chap. 3	chap. 4 > □	chap. 5
<b>Literature</b>					
<b>Kon-Tiki</b>	chap. 5	chap. 6 > □	chap. 7 > □	chap. 8	Reader's Guide
<b>Robert Frost's Poems</b>	"The Oven Bird"	"Our Singing Strength"		"A Minor Bird"	
<b>Heart to Heart</b>			pp. 36–38		
<b>Language Arts</b>					
<b>Creative Expression</b>					<i>Kon-Tiki</i> Description
<b>Optional: Vocabulary from Classical Roots B</b>	Lesson 8 and Review.				
<b>Optional: Wordly Wise 3000 Book 10</b>	Exercise 10E		Exercise 11A		Exercise 11B
<b>Other Notes</b>					

## Week 18—Notes

### Creative Expression

#### *Kon-Tiki Description*

##### Day 5

**Assignment from Amy:** I think Thor Heyerdahl shines in his descriptive passages. Pick a favorite, and use it as a model to write one of your own. ■

## Week 36—Schedule

Date:	Day 1 <small>176</small>	Day 2 <small>177</small>	Day 3 <small>178</small>	Day 4 <small>179</small>	Day 5 <small>180</small>
Bible/Apologetics					
<b>Bible</b>	Nehemiah chaps. 1, 2	Nehemiah chaps. 4, 5	Nehemiah chaps. 6, 7: 1–5	Nehemiah chaps. 8, 9: 1–3, 10: 28–39	Nehemiah chaps. 11: 1–2; 12: 27–31, 43–47, 13
<i>Mere Christianity</i>	Book 4, chap. 11				
<b>Memorization</b>	Revelation 21: 6–7				
History <sup>1</sup>					
<i>The Visual History of the Modern World</i>	1998 pp. 548–551 > <input type="checkbox"/>	1998 cont. pp. 552–553	1999 pp. 554–557 > <input type="checkbox"/>	1999 cont. pp. 558–559	Decade Summary Paper <input type="checkbox"/>
<i>Our Century in Pictures for Young People</i>	pp. 226–227			pp. 228–229	
<b>Current Events</b>					
Biographies and Historical Fiction <sup>1</sup>					
<i>There's a Sheep in My Bathtub</i>	chaps. 18–21 > <input type="checkbox"/>	chaps. 22–24	chaps. 25–28	chaps. 29–31	chaps. 32–Appendix 2 > <input type="checkbox"/>
Literature <sup>1</sup>					
<i>Alas, Babylon</i>	chap. 7 > <input type="checkbox"/>	chap. 8 > <input type="checkbox"/>	chap. 9 > <input type="checkbox"/>	chaps. 10–11	chaps. 12–13 > <input type="checkbox"/>
<i>Robert Frost's Poems</i>	"Happiness Makes Up in Height for What It Lacks in Length"	"For John F. Kennedy His Inauguration"		"Away!"	
<i>Heart to Heart</i>			pp. 72–73		
Language Arts					
<b>Creative Expression</b>	Plot Webbing <input type="checkbox"/>				Core 300 Evaluation <input type="checkbox"/>
<b>Optional: Analogies 3</b>	Do Unit T.				
<b>Optional: Wordly Wise 3000 Book 10</b>	Exercise 20E				Crossword Puzzle p. 192
Other Notes					
<b>You're All Done!</b>					

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### History

#### *The Visual History of the Modern World*

##### Day 5

Please write a 1-2 page Decade Summary Paper for 1990–99. **Note:** See Week 3 Notes if you need to review the directions.

### Creative Expression

#### *Plot Webbing*

##### Day 1

In order to develop a story that will grip your readers' interest, your hero—the primary character—must have a large desire, a personal, compelling goal that urges him to overcome any and all obstacles that might try to stand in his way. That goal must not only be compelling to the hero; it must fire readers' imaginations as well.

Bill Myers, a well-known author of contemporary Christian books for children, has noted that a story about a girl who was thirsty, desired to get a drink of water, and walked thirteen steps from her bedroom to the bathroom: such a story is not going to fire anyone's imagination or grip their attention or interest.

On the other hand, a story about, well ... look at the stories you have read this year: what goals have the primary characters in those stories held? What obstacles have they had to overcome in order to achieve their goals?

The *goal* itself and the *obstacles* the hero must overcome, together, provide the *conflict* out of which a story's *plot* or story-line develops. Without *conflict*, you have no plot. And without *plot*, you have no story.

I am reminded of the book I developed for our first grade language arts program.

In the very first week, I was desperate to generate conflict. And so, while other phonics readers have cats on mats and hats on cats and so forth, I added a twist: Pat the Rat has a hat on his head, and Nat the Cat sits on the hat. The question is: is Pat *flat*? Because, if Pat is flat, you and I both know what that means: Pat is dead! Now what will happen?

I have no wish to suggest that my story was great literature. For the sake of the beginning reader, to give him or her maximum practice with the unfamiliar process of reading, I created far more repetition than I would normally prefer. I had to forgo all the normal words of attribution:

*he said, she said*, etc. And I relied heavily upon ending punctuations to try to convey significant meaning.

But despite the limitations under which I labored, I created conflict, and with the conflict, interest, and a desire to *keep reading* to find out *what happens next*. Is Pat alive? Is he dead? If he is alive, how will he escape Nat's evil claws? ...

Well. There we have it: Suspense! Drama! Conflict! — A story.

How do you generate conflict? How do you develop a plot?

I have heard of plot webbing before. Bill Myers is the first person to demonstrate it to me in such a way that I came away believing it is a valuable technique and understanding how to use it.

He said that the Disney Studios, for example, use plot webbing when they begin to design a new ride.

"We want to create a river adventure. What might we want to *happen* on that ride?" And with that question as the catalyst, they begin the process of plot webbing.

Let me attempt to demonstrate how it would look.

We start with "River," in a circle, at the center of a sheet of paper. Then, as we come up with ideas of what might happen in a river, we write down the key ideas within circles *around* "river":

Here we have "hit rock," "[be] attacked by Indians," "[be] attacked by shark," and "hit waterfall" as some possible options.

One of the "rules" of plot webbing is to *never criticize* or *second-guess* an idea. Permit the most outlandish ideas to flow. Your whole purpose here is simply to *generate ideas*.

If you were highly critical of this plot web, you would immediately criticize the "attacked by Indians" suggestion as being unfair to Indians and politically incorrect. If you thought twice about "attacked by shark," you would dismiss that suggestion as being impossible because sharks don't live in fresh water rivers!

But forget the criticisms at this point. You want to let your imagination flow!

So generate as many ideas as you can around the central theme. After you have come up with a good number of suggestions, then start work on your second level: for each first-level option, begin writing options of what might happen *then*.

In my plot web above, I have short-circuited the process at each level, choosing just one option to develop further.

## Event and Trend Outline

We have yet to find the perfect book to teach 20th century world history. Each book has its own peculiar advantages and disadvantages.

The primary disadvantage to most books we've seen is that they get you so entangled in the details that you may never get the "big picture." What's happening on the macro scale?

So once a decade, rather than hitting the daily events or even the events of a particular year, we want to outline the bigger events and trends you should be watching develop over the course of that decade and, potentially, into the decade(s) that follow.

If you want to study this course primarily for an overview, we encourage you to concentrate on the events and trends listed here, and on the articles we have marked with a \* in the main section.

We should note, too: the notes tend to highlight items of interest to the United States and to Americans. Therefore, you will find few references, say, to the trends in other countries: apartheid, say, in South Africa, or civil wars that kill large numbers of people in other countries but go largely unnoticed in the United States.

### Prime Events and Trends for 1900–1909

**Emotional Description for the Decade (from a U.S. perspective): A decade of hope.** The U.S. is beginning to flex its muscles on the international stage and its achievements in Panama (completion of the Canal), on land (Henry Ford's automobile), and in the air (the Wright brothers' airplane)—not to mention the rapid spread of "American" inventions like Edison's light bulb and motion pictures—give it great influence worldwide.

**1898–July 1902: Spanish-American War leads to U.S.-Filipino War**—American soldiers, originally viewed as saviors by the Filipinos, are soon called upon to crush Filipino aspirations for independence. 4,200 U.S. soldiers, 20,000 Filipino soldiers, and 200,000 Filipino civilians die before the Philippines is subjected to U.S. control.

**1899–1902: Boer War**—Establishes a new low standard for treatment of civilians in Western warfare.

**1900: Chinese "Boxer Rebellion"**—Chinese nationalists—called "boxers" because they used martial arts and calisthenics rituals—seek to destroy Western encroachment into their society; they especially attack Christian missionaries.

**1900–1920s and beyond: Huge Advances in Travel**—First there is powered flight of a lighter-than-air vehicle (the Zeppelin dirigible; 1900), then of a heavier-than-air vehicle (the Wright brothers' airplane; 1903). The automobile becomes a vehicle for "everyone" (Ford introduces the Model A in 1903 and the Model T in 1908); meanwhile,

automobile speed records keep rising, with 120 mph speeds reached in 1908. Railroads become faster with a 16-hour New York-to-Chicago run in 1902. The use of oil in shipping extends the speed and range of naval vessels and leads to ever-larger designs.

**1900–1921: Irish Republicans seek independence from England**—and eventually acquire Free State status (minus the six Northern counties).

**1900–1960s: Huge advances in centralization of power in social structures—most especially in governments and businesses—around the world.**

**1901: First experimental radio broadcast.**

**1903–1918: German and British maneuvering for control of Middle Eastern oil and supremacy on the seas leads to World War I.**

**1904–1905: Russia and Japan maneuvering for control of the Far East.** Japan keeps defeating Russian forces.

**1904–1914: Panama Canal is built.**

**1905–1918: Russian Czar loses power and Bolsheviks take over.**

**1907–1945: Eugenics movement gains acceptance, then the backing of the international scientific and legal communities** ... leading to forced sterilizations in the United States and, eventually, mass extermination (in Germany) of those considered "genetically unfit" or of the wrong class.

## 1900

**Boer War begins (late 1899)**

**Second modern Olympics held**

**Zeppelin's first flight**

**Boxer Rebellion begins in China**

➤ *Crete* (map 2)

➤ *Great Britain* (map 3)

➤ *South Africa* (map 5)

➤ *China; Philippines* (map 7)

### Events and Comments for Study and Discussion

\* **Note to Mom or Dad:** Begun in late 1899, the Boer War was fought when Britain tried to take over the two Dutch ["Boer"] South African republics: the South African Republic [Transvaal] and the Orange Free State. The Boers fought to remain free.

Where is Knossos Palace, which archeologists excavate in 1900? ➔ According to Greek Mythology, whose palace was unearthed? ➔

What was the world population in 1900? →

What was the goal of the *I-ho ch'uan* (also known as the Boxers)? →

**\* Note to Mom or Dad:** Your book does not mention that Filipinos overthrew the Spanish colonial power in June 1900. This event is an important precursor to American involvement in the Philippines.

Several modern histories of the United States make clear how the United States government at this time in its history was heavily engaged in imperialistic (empire-building) behavior—something the founding president, George Washington, strongly urged the young nation to avoid.<sup>1</sup>

Howard Zinn comments:

There was heated argument in the United States about whether or not to take the Philippines [after the Spanish-American War]. As one story has it, President McKinley told a group of ministers visiting the White House how he came to his decision:

... I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

1. That we could not give them back to Spain—that would be cowardly and dishonorable.
2. That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable.
3. That we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and
4. That there was nothing left for us to do but to take them all and to educate the Filipinos, and uplift

1. In his "Farewell Address," given September 17, 1796, Washington said:

Against the insidious wiles of foreign influence ... the jealousy of a free people ought to be constantly awake; since history and experience prove, that foreign influence is one of the most baneful foes of Republican Government. But that jealousy, to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defence against it. Excessive partiality for one foreign nation, and excessive dislike of another, cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little political connexion as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

You will see, throughout this year, how the United States, beginning most especially with the McKinley administration, but continuing throughout the 20th century, completely ignored Washington's sage advice. I hope you will notice, too, how completely outside the scope of the United States' Constitution are most of these exploits.

and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow men for whom Christ also died. And then I went to bed and went to sleep and slept soundly.

The Filipinos did not get the same message from God. In February 1899, they rose in revolt against American rule, as they had rebelled several times against the Spanish. Emilio Aguinaldo, a Filipino leader, who had earlier been brought back from China by U.S. warships to lead soldiers against Spain now became leader of the *insurrectos* fighting the United States. He proposed Filipino independence within a U.S. protectorate, but this was rejected.

It took the United States three years to crush the rebellion, using seventy thousand troops ... It was a harsh war. For the Filipinos the death rate was enormous from battle casualties and from disease.<sup>2</sup>

Strange how President McKinley's desire to "uplift and civilize and Christianize" the Filipinos would encourage him to have American troops get involved in *killing* them!

I believe Zinn pulls the wrappers off the real reasons McKinley wanted American troops in the Philippines. Zinn quotes Senator Albert Beveridge's speech of January 9, 1900:

Mr. President, the times call for candor. The Philippines are ours forever .... And just beyond the Philippines are China's illimitable markets. We will not retreat from either .... We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world ....

The Pacific is our ocean .... Where shall we turn for consumers of our surplus? Geography answers the question. China is our natural customer .... The Philippines give us a base at the door of all the East .... No land in America surpasses in fertility the plains and valleys of Luzon. Rice and coffee, sugar and coconuts, hemp and tobacco ... The wood of the Philippines can supply the furniture of the world for a century to come. At Cebu the best informed man on the island told me that 40 miles of Cebu's mountain chain are practically mountains of coal ...

It has been charged that our conduct of the war has been cruel. Senators, it has been the reverse.... Senators must remember that we are not dealing with Americans or Europeans. We are dealing with Orientals.<sup>3</sup>

Was it religious zeal that led the United States to "take" the Philippines? Or was it something else? ... And what of that comment about "dealing with Orientals"? Zinn suggests how we ought to interpret it.

It was a time of intense racism in the United States. In the years between 1889 and 1903, on the average, every week, two Negroes were lynched by mobs—hanged, burned, mutilated. The Filipinos were brown-skinned, physically identifiable, strange-

2. Howard Zinn, *A People's History of the United States* (HarperCollins, 2003), pp. 312–313. Questions for consideration: What Constitutional grounds are there for the government of the United States "to educate the Filipinos, and uplift and civilize and Christianize them"?

3. *Ibid.*, pp. 313–314.

# The Visual History of the Modern World

## 1900

- Crete ① (map 2)
- Great Britain ① (map 3)
- South Africa ① (map 5)
- China ①; Philippines ② (map 7)

### Events and Comments for Study and Discussion

Where is Knossos Palace, which archeologists excavated in 1900? (Crete) According to Greek mythology, whose palace was unearthed? (King Minos, son of Zeus)

What was the world population in 1900? (1.7 billion)

What was the goal of the I-ho ch'uan (also known as the Boxers)? (to drive all foreign influence from China)

## 1901

- Poldhu, Cornwall ④ to St. Johns, Newfoundland ④ (map 11)
- Texas ① (map 12)

### Events and Comments for Study and Discussion

Queen Victoria rules Great Britain for how many years? (1837–1901)

\* What is another name for this device? (radio)

What American president is shot to death in office, and who becomes president in his place? (President William McKinley is shot to death, the third American president killed in office. Teddy Roosevelt becomes president)

Alfred Nobel, best remembered as the founder of the Nobel Peace Prize, ironically made his fortune from the invention of what? (dynamite)

## 1902

- Egypt ③ (map 5)

### Events and Comments for Study and Discussion

Name two things that he did in his life. (Rhodes was virtual dictator of the British Cape Colony in South Africa, founder of the DeBeers Mining Company, and a major force for British rule in South Africa)

What does Britain take control of? (South African gold mines)

What does the completion of the Aswan Dam in Egypt provide? (it controls the Nile and provides better irrigation)

## 1903

- Bulgaria ④ (map 2)
- France ② (map 3)
- Turkey ② (map 6)
- Cuba ① (map 8)
- Kitty Hawk, North Carolina ⑤ (map 13)

### Events and Comments for Study and Discussion

Why does the U.S. Congress attempt to limit immigration through a \$2 head tax and certain rules about who may be admitted to the country? (wages have been forced downward because of a large workforce, cities become more crowded, and new immigrants were Catholics and Jews)

Who do the Bulgarians massacre? (165 Macedonian Muslims)

What artistic style was he known for? (impressionism)

How does the French government crack down on Catholicism? (it starts to close all monasteries and forbids monks to teach)

What couple wins the Nobel Prize for their work with radioactivity? (Pierre and Marie Curie)

Still the flagship event of the sport, what famous bicycling race started this year in France? (the Tour de France)

\* Where does this take place? (Kitty Hawk, North Carolina)

## 1904

- Port Arthur (now Lü-shun) ⑤; Manchuria ⑥; Tibet I (map 7)
- Southwest Africa (Namibia) ① (map 11)

### Events and Comments for Study and Discussion

\* What happens at Port Arthur (now Lü-shun) in southern Manchuria? (Japan attacks and destroys the Russian fleet)

British forces entered Tibet to prevent incursions in the area by what country? (Russia) Were any forces from this country encountered by the British? (no)

How do France and England settle disputes? (Britain allows France to maintain control of Morocco and allows French fishermen to fish off Newfoundland. France allows Britain control of the Suez Canal and Egypt)

## 1905

- St. Petersburg, Russia ⑧; Odessa, Russia ⑩ (map 2)
- Morocco ⑩ (map 5)

# The Visual History of the Modern World - Map 1



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# God Spoke Tibetan

## Introductory Comments

The Twentieth Century is not a century of sweetness and light. It's a century of hatred, of genocide, of horrors.

We wanted to bookend this program with amazing stories of God's provision in the midst of hard things. This week you get to read the marvelous story of the translation of the Tibetan Bible, from 1855 to 1945. The final two weeks are another incredible story of God's redemption, *There's a Sheep in My Bath tub*, that ends in the early years of the Twenty-first Century.

God is faithful. He keeps his promises. May you remember that in the midst of the hard things we read about.

## Chapters 1–2

### Textual Notes and Questions for Study and Discussion

**Note:** It's interesting that, while demon-possessed, the Oracle was still able to carry out a personal vendetta.

**Note:** I'm thankful I don't believe in signs. How depressing to believe from the day of my birth that I would know real trouble. How much better to avoid worrying about anything beyond this day: each day has enough troubles of its own (Matt. 6:34).

### Map Activities

- Kyi Chu River ①; Nyenchantangla Range ②; Chang Tang plateau ③; Bay of Bengal ④; Mongolia ⑤; Nepal ⑥; Bhutan ⑦; India ⑧ (map 1)

## Chapters 3–5

### Vocabulary Development

Like a gigantic **chorten** of the gods ... (a domed structure built to house a relic)

Tempu stood gazing at the sacred **massif** while his men bowed in worship. (a block of the earth's crust bounded by faults or flexures, or a mountain mass)

Behind them the mountains leaned icy **seracs** against an azure sky. (pinnacle, sharp ridge, or block of ice among the crevasses of a glacier)

... to the gilded image of **Sakya Muni** ... (founder of Buddhism)

### Textual Notes and Questions for Study and Discussion

How did Tempu believe he would gain salvation?<sup>1</sup>

1. He could simply seek for merit; perhaps eventually, through innumerable lives, all the good deeds would add up to enough to earn salvation. Tasks like crawling 28 miles on a sacred track, or turning prayer wheels, or lifting pebbles out of a path, or reciting the same phrase all earned some merit.

Does the Gergan religion offer joy?<sup>2</sup>

**Note:** I love that the Gergan parents name their son "Sonam—Bearer of Good Tidings." Such an appropriate, a prophetic name, despite the parents' ignorance of the God of the Bible. "How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace; that bringeth good tidings of good, that publisheth salvation; that saith unto Zion, Thy God reigneth!" (Isaiah 52:7)

Pagel and Dr. Heyde pray for wisdom. Do they receive it?<sup>3</sup>

### Map Activities

- Leh ⑨ and Srinagar, Kashmir ⑩; Indus ⑪; Kangting ⑫ Tendong ⑬; Makalu ⑭; Mount Everest ⑮; Naini Tal ⑯ to Badrinath ⑰ to Kailas ⑱ (map 1)
- Journey: Calcutta ① up the Brahmaputra ②/Tsangpo River ③; Darjeerling ④ by Mount Kanchenjunga ⑤; Tista Gorge ⑥ to Kalimpong ⑦, across into Sikkim ⑧, to the Jelep-la ⑨ through the Himalayas ⑩, into the Chumbi Valley ⑪ down through Gyantse ⑫ and Shigatse ⑬ to Lhasa ⑭ (map 2)

## Chapters 6–8

### Textual Notes and Questions for Study and Discussion

Like the Josephs in the Old and New Testaments, how is Yoseb directed as to which way his life should go?<sup>4</sup>

**Note:** I love that Dr. Heyde had prayed that he might live to see the day when Yoseb joined him in ministry, despite being old enough that rest would be attractive, and perhaps even expected. Oh, that we might finish so well!

Where did Yoseb find the key for the Bible translation?<sup>5</sup>

**Note:** I love the conclusion Yoseb reaches in response to his question, "Why?" "God works out everything in His own good time, and he must be content to leave the matter there" (95).

2. No: "brooding over it all, remained the eternal fear of the gods and dark demons of the underworld who bided their time to inflict more suffering on the family if they should fail to fill the bowls of holy water before the idol in their home" (61).

3. James 1:5 says that if we lack wisdom, we should ask God, who gives generously to all without finding fault. I would conclude that they receive the wisdom God had for them, though certainly not answers to all their questions; at least, not in their lifetime. In fact, their translation was, more or less, a failure.

4. In a dream.

5. Resting outside a Tibetan temple, he overheard a lama reciting from a book, using the words for "God" and "prayer" that he and his predecessors had sought for many years. Miraculously, the lama allowed Yoseb to take the book with him, requiring no payment.

# God Spoke Tibetan–Map 1

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# Alas, Babylon

## Introductory Comments

Do you remember back to one of the first books this year, *The Great Brain*? Remember the excitement of the first water closet, and the swimming lessons, in so many ways, the innocence and simple amusements?

That was the beginning of the Twentieth Century. Now, having read about the horrors of the two World Wars, the depravity of Communist regimes, and on and on, we come to the other end of the spectrum.

No more innocence. *Alas, Babylon* is not factual—yet—but the attitude of the book is appropriate even now, in the Twenty-first Century. I don't think the fear of thermonuclear war is as pronounced as in the 1950s and early 1960s, but no American can forget 9/11, and I doubt citizens of most other countries feel secure day-to-day, with terrorism and persecution so common around the world.

What a long way to come in 100 years!

Despite the huge difference from *The Great Brain* until now, I really enjoy this book. As David Brin says in the introduction, “the characters are not *only* knocked down by cruel fate. They get to stand up. [Pat Frank] lets them try and rebuild. It's no fun. But there is perseverance. There is hope” (xi).

It's the hope I most remember from reading this book when I was about your age, and it's the hope I enjoy so much reading it again now.

May you enjoy it, too.

## Chapter 1

### Identification

**Clara Bow (1905–1965)**—a silent film actress.

**Strategic Air Command**—part of the Air Force.

### Textual Notes and Questions for Study and Discussion

**Note:** This book is an example of survival literature, a genre that covers how to live in harsh or difficult circumstances. Perhaps the most famous example is also the first—*Robinson Crusoe*. In recent years, several survival lit books have been best-sellers: you may have heard of *Into Thin Air*, about a tragic Mt. Everest expedition, or *The Endurance*, about an Antarctic expedition that should have been incredibly fatal—and wasn't. A century before that, Jack London was a popular survival lit writer.

**Note:** There are several acronyms in this book that you might not recognize. USN is the United States Navy. SAC is Strategic Air Command. IC is Inter-Continental [Ballistic Missile]. C-in-C is Commander-in-Chief. The N.A.A.C.P. (usually pronounced, “The en double eh sea pee”) is the National Association for the Advancement of Colored People.

Mark says, “Nations are like people. When they grow old and rich and fat they get conservative. They exhaust their energy trying to keep things the way they are—and that's against nature” (16). Do you agree with him?<sup>1</sup>

**Note:** I like Mark's statement: “When a man dies, and his children die with him, then he is dead entirely, leaving nothing to show” (16).

What is the literary term for the final sentence in this chapter: “This was Randy's first act to meet the emergency, and it was to prove the least useful” (19)?<sup>2</sup>

### Map Activities

- Florida ①; New England ②; Georgia ③; Alabama ④; San Juan, Puerto Rico ⑤; Washington ⑥; Omaha ⑦; Colorado Springs ⑧ (map 1)
- Kremlin ①; Beirut ②; Cairo ③; Syria ④; Jordan ⑤; Israel ⑥; Damascus ⑦; Turkey ⑧; Korea ⑨; Japan ⑩; London ⑪ (map 2)

## Chapter 2

### Identification

**Montreaux Convention**—an agreement signed in 1936 to decide on warship passage through the Bosphorus.

### Vocabulary Development

That was their **gambit** in ‘fifty-seven, wasn't it? (*any maneuver to gain an advantage*)

... he felt he moved in the **miasma** of a dream. (*a dangerous or deadly atmosphere*)

### Textual Notes and Questions for Study and Discussion

**Note:** Carl Rowan was a black journalist, and Walter White was a spokesman for blacks and executive secretary of the N.A.A.C.P. Thus, for a woman to be upset that their books are in the library shows her racism.

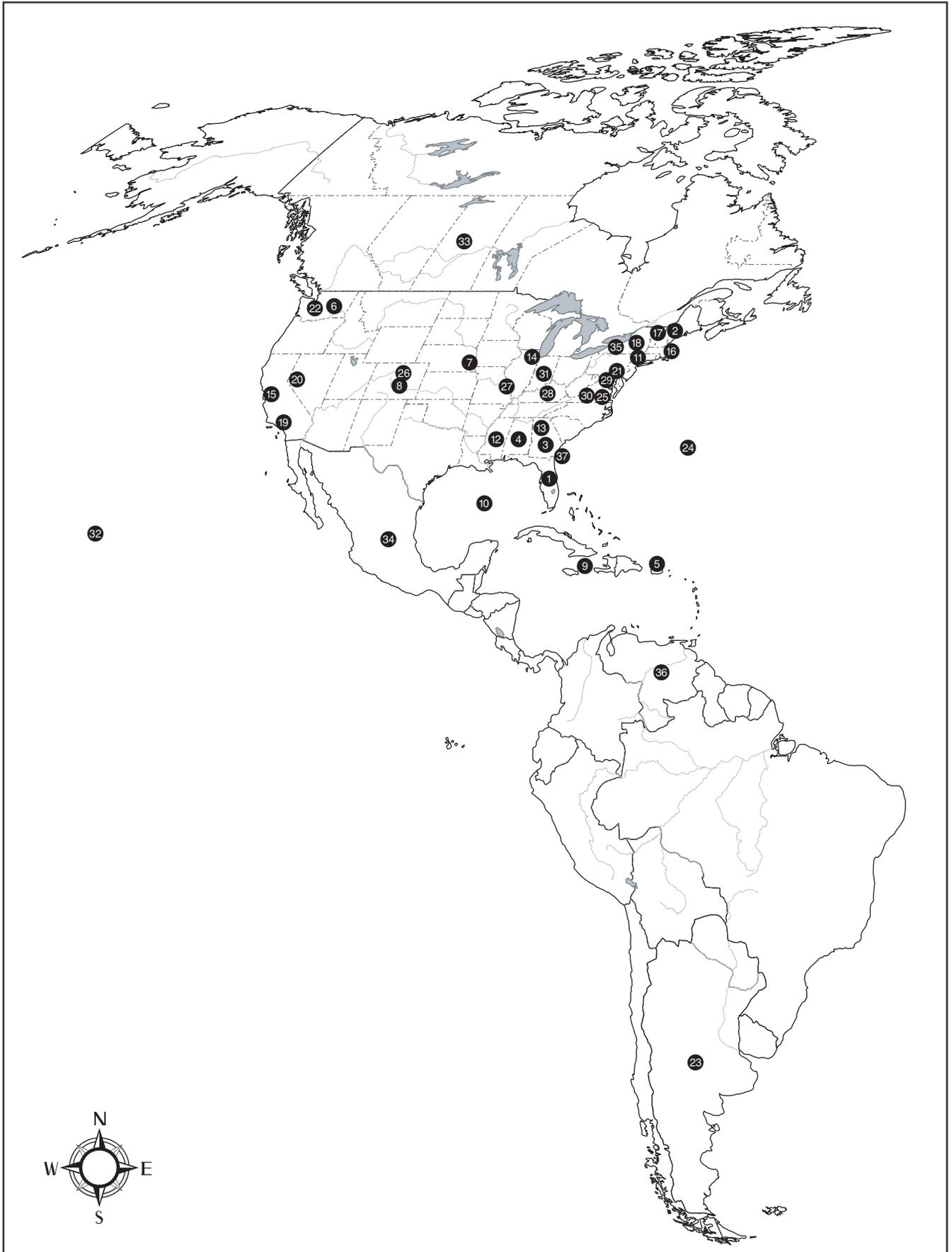
“Censorship and thought control can exist only in secrecy and darkness” (23). In light of what you've learned about the Twentieth Century, do you agree?<sup>3</sup>

1. Well, I agree that nations are in flux all the time, as is nature. However, I wouldn't say that nations become more conservative. It seems to me that throughout history, most cultures in decline, from Babylon to Rome to the United States, become more liberal as they decline, expecting the government to take care of them (something the Founding Fathers of the U.S. had no patience for), and pursuing pleasure.

2. Foreshadowing.

3. I don't think so. If censorship and thought control become the standard for a society, they exist in the open.

# Alas, Babylon—Map 1



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