

# TEACHER GUIDE

6th–8th Grade

Includes Student  
Worksheets

History



Weekly Lesson Schedule



Student Activity Sheets



Reviews



Answer Key

*A Living History  
of Our World*

# THE WORLD'S STORY 3

## THE MODERN AGE

THE EXPLORERS THROUGH THE PRESENT DAY



ANGELA O'DELL



# World's Story 3



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**Course Description:** *World's Story 3* begins in the age of exploration and spans the centuries between the Renaissance and our current times. This time period is the most easily relatable for us because it is the closest to our lives. It is also, perhaps, the time period most densely packed with world-changing inventions and advancements and unfortunately, wars, revolutions, and conflicts.

We currently live in a world full of technology and easily accessed information platforms, all of which have been brought onto the stage of world culture in these last few centuries. Modern technology alone has exploded the world of communication and interaction unlike any other time period in history, and they have their roots in the time period studied in this course. All of the most important events and peoples who have effected change in the modern age are studied.

## Using This Teacher Guide

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



**Approximately 30–45 minutes per lesson, five days a week**



**Includes answer keys for activity sheets and reviews**



**Activity sheets for each chapter**



**Reviews are included to help reinforce learning and provide assessment opportunities.**



**Designed for grades 6 to 8 in a one-year history course**

**Course Objectives:** Students completing this course will

- ✓ Study the growth of our world, from the first explorers to today’s modernized cultures
- ✓ Discover Christopher Columbus, Ferdinand Magellan, and others who sailed the earth’s oceans
- ✓ Visit the sites of major wars and revolutions, tracing the rise and fall of various nations
- ✓ Learn about the discovery of new lands, the development of new technology, and the constant cultural struggle among people of all ethnicities
- ✓ Study how modernization has radically changed politics, economies, cultures, societies, and worldviews all around the globe

## Supply List

What materials do you need for a wonderful year in history? Gather the following supplies to complete the student activity pages.

- Pencil
- Colored pencils or crayons
- Bible
- Globe or atlas
- Dictionary
- Scissors
- Glue
- Tape
- Plastic or metal ring for optional timeline project
- Index cards
- Regular size envelopes
- Cardboard fold-out or two large poster boards
- Colored construction paper
- Double-sided tape
- Optional: books, encyclopedias, or websites for Dig Deeper prompts
- Optional: feather, scissors, toothpick or paper clip, and ink

# Introduction

“We see, then, that the children’s lessons should provide material for their mental growth, should exercise the several powers of their minds, should furnish them with fruitful ideas, and should afford them knowledge, really valuable for its own sake, accurate, and interesting, of the kind that the child may recall as [an adult] with profit and pleasure.”

(Mason 1906, 177)

Welcome to *World’s Story, Volume 3*. I hope you enjoy your journey of our incredible modern history here on this earth. All people should learn about the history of the world. As teachers, it is our responsibility to our students to make sure that they understand that history did not start with Christopher Columbus sailing the ocean blue in 1492. History is much older than that!

Charlotte Mason once said, “The indwelling of Christ is a thought particularly fit for the children, because their large faith does not stumble at the mystery, their imagination leaps readily to the marvel, that the King Himself should inhabit a little child’s heart” (Mason 1906, 352). God is alive. Not only is He alive now, but He has always been so. Studying world history through a biblical worldview allows a child to see history for what it truly is: HIStory.

# Getting Started

## The basics:

There is considerable flexibility built into this schedule, but as a general rule, plan to spend the first two days for each chapter reading the student book and working on the material in the corresponding Introductory Page in the Teacher Guide.

The next two days should then be spent working on the activity sheets for that chapter, one per day.

The following day is devoted to the My Timeline! page for that chapter.

The final day is designed for maximum flexibility. Students may either work on a Dig Deeper research prompt for that chapter or use the prompts on the Dig Deeper page as a suggestion for Further Reading but without completing a report on the topic.

## Goals and objectives:

My goals in writing and creating courses for students in this age range are:

- ✓ **Spiritual development:** we are told in Matthew 22:37 to love the Lord our God with all of our hearts, souls, and minds. This means that to be complete, our spiritual development requires the involvement of everything that makes us the unique beings we are, created in the image of God. For our education to be rounded, it must challenge us to grow on every level.
- ✓ **Physical brain development:** specifically, the frontal cortex, where cognitive development, emotional expression, problem solving, memory building, language development, and practical judgement are controlled. All activities included in this Teacher Guide have been carefully chosen to support these goals
- ✓ **Encouragement and facilitation of the student's connection to the story of history, as well as their love of learning.**

The included teacher's support material has also been carefully chosen to help build confidence in the heart of the homeschooling parent.

- ✓ I believe strongly that a good curriculum is one that is created to be a discipleship tool.
- ✓ A discipleship tool needs to fulfill the following objectives:
  1. It needs to be **founded in a Biblical worldview** and **lead the teacher and learner to the feet of the Savior.**
  2. It needs to **minister to the whole person** [both the student and the parent/teacher] **developing the mind and the spirit.**
  3. It needs to be **an agent of relationship-building** between the parent/teacher and the student. **Parental influence is based on relationship.**



### Included in this teacher guide:

An **Introductory Page** starts each chapter in the teacher guide. They are included on the schedule for both the first and second days devoted to each week. Feel free to divide the work between the two days after the assigned reading in the student book has been completed or to do the activities on the Introductory Page on the second day after spending the first day reading the entire chapter. This page includes:

- ✓ Any notes to the teacher about the content or instruction
- ✓ **Objectives** to note the most important concepts and content of the chapter
- ✓ **Supply lists** for needed items
- ✓ Answers or insight for **chapter narration prompts**. These prompts are found in the chapter narration breaks of the student book.
  - Oral narration is an important component of the course and is regularly scheduled twice per chapter. Whether the student completes the reading in one day or over two days, please take the time to complete these assignments every time they are noted.
  - Oral narration creates a dialogue about the reading material and helps students learn to develop the skill of mentally arranging their thoughts and giving coherent answers. It also provides a wonderful, regular review session.
- ✓ **Written narration prompts** are also included and are an important component of the course. These should be completed after all the reading for the chapter has been finished.
  - Students should start transitioning to writing their responses to narration prompts after they have mastered oral narration. Please give the student adequate time to ease into this transition. I suggest making this transition around age ten or so, though each student will be different.
  - For students who are not yet ready to do written narration prompts, consider allowing students to respond orally before gradually transitioning them to writing short answers.
  - This prompt would also work well as a general discussion question if you are teaching multiple students.
- ✓ **Vocabulary** directions provide students with the opportunity for an individualized approach to studying vocabulary.
  - Students are encouraged to look up words they don't know, to keep a record of these words, and to write down their meanings. This activity can be done during the reading time or immediately after.
  - It is also a good idea to review vocabulary words from past weeks regularly at this time.

**World Quest Activity Sheet** provides students with a range of activities to check their comprehension and increase their understanding of the material they have learned. These are the first activity sheets that occur immediately after every Introductory Page and should be completed after the student has read the entire chapter.

- ✓ The **front side** of these activity sheets always ask students three general comprehension questions about what they have read in the chapter.
  - These questions go beyond basic “who”/“what” questions to focus more on “how”/“why” concerning historical events and figures.
  - Students should be able to answer each question with a short (two- or three-sentence) response. However, if the student is struggling with writing, some or all of the questions could easily be answered orally while students gradually build up to providing written responses for them all.

- ✓ The **back side (Worldview Checkup)** of these activity sheets include a variety of activities, including the following:
  - Activities that support and guide the student in connecting to events and the people involved in them, with the goal of analyzing the foundational governing worldview.
  - Scripture study to help the student understand what God’s Word says about specific cultural events.
  - Other activities that will help the student build understanding, connect with the story, analyze and evaluate the information, and articulate their thoughts concerning them.

**Map Adventure Activity Sheet** includes map questions and a variety of other assignments. They are always placed after the first activity sheet in the Teacher Guide and should be completed after reading the entire chapter in the student book.

- ✓ The **front side** of these activity sheets are always focused on the map for the chapter that is found in the student book and also repeats the questions located in the student book.
  - The first question is always an “analysis” question designed to encourage students to study maps more critically.
  - The second question is always a “connect” question that encourages students to make connections with the material they have been reading. They are especially intended for students to make connections between various medieval civilizations and/or between the past and the present.
  - Because of the consistent focus on geography throughout the course, it is recommended to have a globe, atlas, or map on hand so that students can find the locations mentioned in the student book.
  - It is also helpful to include simple map-reading skills with any activity involving maps and geography. Just asking questions like, “What continent is \_\_\_\_\_ on?” or “What hemisphere is \_\_\_\_\_ in?” helps familiarize students with geographical terms.
- ✓ The **back side** of these activity sheets also feature a variety of assignments for students. They tend to be more “hands-on,” though that is not always the case.

**Abandoned Places of the World:** This new feature is centered around the fascination of all things old, abandoned, and echoing with voices from the past! However, this activity is not only meant to fascinate your student but to make the past come alive with connections. In these activities, your student will learn about now-abandoned places that are connected to something they learned in their story of history. For example, instead of just hearing about how the British nobility lived a high life in Ireland, they will get to explore the long-abandoned, ivy-covered Irish castle that was built during the reign of King Henry VIII, by a British nobleman, who is said to be a descendant of one of the knights of the round table. The student will be invited to think like an explorer, using the knowledge they have accumulated through their study of history.

**Creative Output!** In some of the chapters' activity pages, instead of an **Abandoned Places of the World** study, I have given your student **Creative Output!** assignments. These assignments are meant to allow your student time and space to get their creative juices flowing. These activity sheets may be used in a variety of ways.

- They may be used simply as a worksheet where your student creates something as directed in the assignment.
- They may be used as a plan-sheet for a larger output project.\*
- They may be used as a jumping-off point for the student to do a completely different type\* of output altogether.

\* Here is a short list of output projects that your student may want to create to show what they are learning:

- **A newscast:** Your student may want to use the Creative Output! activity page to take notes or plan out what they want to say in a newscast to their family. This is a type of oral narration and is a great way for your student to gain confidence in public speaking
- **A play:** Your student can use the Creative Output! page to plan out or write a short skit or play to perform for their family and friends.
- **A recorded video presentation:** Your student can use the Creative Output! page to plan out a video presentation. If they want, they can send it to me for preview and possible sharing on my blog. Send to the email address above.

**Timeline Project: My Modern History Timeline** Throughout the course, your student will be building their sense of time passage, chronological order, and historical connections through this activity. They will be entering the timeline characters. **There are full instructions for creating and building this timeline in the back of the book.**

There are **additional mini-timeline projects** covering various wars. In those weeks of study, your student will be instructed to build those specific projects.

**Dig Deeper** research prompts: Every chapter includes ideas for additional study, as well as suggestions for how students can then present their findings.

- These assignments are designed to guide students as they learn how to research. Having good research skills is essential for students as they progress through life and school. The Dig Deeper prompts help students gain these skills while also making learning how to research fun and manageable.
- Students should not complete one of these for every chapter. Instead, they should try to do two a month. The schedule for doing so is left to the discretion of the teacher. It could be altered every other week, or students could pick the ones that interest them twice a month with no set schedule.
- If two research prompts a month are too much for the student, consider having them do only one per month and/or stretching the assignments out over more than a week to provide students with more time.
- Because students this age are still learning how to research, we suggest that teachers research alongside them or provide them with prescreened material so that they do not feel overwhelmed or accidentally encounter inappropriate content.

- Research sources can include encyclopedias, books around the house, library books, and/or online websites. Please use discretion in allowing students to use computers. It is recommended that teachers either find and bookmark appropriate websites or require students to use a safe search browser. You may also wish to prescreen material from books.
- Most of the prompts require students to either submit a short written report or deliver a brief oral presentation of what they have learned. It is recommended that students switch between written reports and oral presentations so that they develop familiarity with both.
- For this age, the written reports do not need to be longer than one page. The oral presentations do not need to be longer than five minutes. A template provided in the back is optional but provides general guidance on how to structure the reports, whether they are written or oral. Copies will need to be made of the template to provide enough if one is used for each presentation.
- Many of the topics also have additional optional requirements or require other demonstrations of learning in place of reports. These include artwork, acting out scenes, and even cooking with the teacher's permission and supervision. Encourage students to be creative, but also do not feel like these suggestions are mandatory.
- Feel free to adapt the topics or create your own prompts. Above all, encourage students to research what interests them. Research assignments work much better when the student is actively engaged and genuinely wants to know more.
- These prompts could also work as general Further Reading guidelines. Students could easily read more on one or more of the suggested topics without being expected to produce a report.

**Review Sheets:** Reviews are scheduled throughout the course. There is no comprehensive final review. Reviews can be used as more formal assessments like a test, or they can be ungraded. They are designed to assess student comprehension but also to ensure that students are making connections between the various historical events and medieval civilizations they are studying and between the medieval world and modern times.

- ✓ The **first section** of each review asks several general questions (either matching or multiple choice) about significant people or events covered in the chapters under review.
- ✓ The **second section** of each review features questions that are designed to encourage students to think critically and make connections between the various topics they have been studying over the course of several chapters. There is a suggested grading rubric on page 315.

**Answer keys** for the activity sheets and reviews.

- ✓ For all **World Quest** questions.
- ✓ For all **Worldview Check-up** assignments, helpful notes and information are provided to help you guide your student, as well as any answers needed in fill-in-the-blank assignments.
- ✓ For many of the **Written Narration Prompts** (where applicable), suggestions are given for what your student should be taking away from the assignment.
- ✓ There is a full answer key for all **Review Sheets**.
- ✓ For all other assignments, if there is a right or wrong answer, the answer is provided.

**Recommended Resources:** These resources are, of course, optional but are highly recommended as reference and research sources for the time periods covered in the curriculum.

**Research Aids:** These worksheets are optional but can be used to help students organize their research for reports and presentations throughout the year. You will want to plan approximately how many formal reports and presentations the student will do during the year and make enough copies of the template.

**Suggested Grading Rubric:** This aid is a suggested grading rubric for the reviews but can be used for evaluating any of the questions that require a written short answer or essay response.

### **Teaching Tips for Struggling Learners:**

- Look through this book and the student textbook and decide which material is the most important for your student to learn permanently. Before you even start the program with your students, write those chosen concepts on index cards. As you go through the course, use them to review.
- Connect all new information to something familiar. It is easier for any of us to permanently remember something when we have something familiar to tie it to. Teach your student mnemonic devices.
- Hands-on activities! Most children remember better the more senses they use. Just hearing it is not enough for most of us; we need to write about it, see it, and create it.
- Review often! Spend the entire week really getting into the story. Take time to plan crafts, skits, and anything else you can think of that will cement the story for your students. All children benefit from review. (Adults do too!)
- Encouragement — something so simple but so profound. Words of encouragement are always remembered.
- For most students who struggle, repetition is the key. The more times they hear it, the more likely they will be to remember it. Don't be afraid to re-read a chapter as a bedtime story. Or, if students can read on their own, let them re-read it. As they read, they can point out words they may not know.
- Show the students how the story relates to them. Talk about how they can apply it to themselves.
- Last, but most certainly NOT least, pray with your students. Teach them to pray for understanding and the ability to learn. Let them see you praying for them.

### **Using with Multiple Ages:**

This series is written for grades 6–8. However, if you are teaching a range of ages or abilities at the same time, it can be adapted to your needs. For children of all ages and levels, they should be reading the chapter or, if they are younger, listening to the chapter being read aloud. Likewise, they will need to either read or listen to the assigned Bible passages.

The work within the Teacher Guide can also be adapted, with younger students responding orally rather than in writing to many of the questions and narration prompts. Do keep in mind that some of the questions, especially those on the map and timeline pages, may require more critical thinking skills than younger students currently have developed. Younger students should also be able to participate in most of the drawing or hands-on activities.



Older students will be doing most of their work independently but will require additional supplementation to bring the course material up to high school level. They should be reading the chapter and doing the work in the student activity sheets. They should especially be encouraged to do more of the research assignments and to do more in-depth research than would be expected for a junior high student. For example, their written assignments should be at least 1–2 pages in length, and the sources they use should be high school level. The Suggested Resources page in the back includes several good recommendations of age-appropriate resources for high schoolers completing the course. Please remember that laws and graduation requirements vary by state. Consult your state's requirements when adapting this course for high school students.

**A Note on Dates:**

In both the student book and the teacher guide, all dates are A.D. unless specifically noted as B.C.

## First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Introduction and Chapter 1: The Age of Exploration Read pages 4-12 <i>World's Story 3</i> • (WS)			
	Day 2	Chapter 1: The Age of Exploration • Read pages 13-20 • (WS) Complete Chapter 1 Introductory worksheets • Pages 27-28 • (TG)			
	Day 3	Chapter 1: The Age of Exploration Complete activity sheet • Pages 29-30 • (TG)			
	Day 4	Chapter 1: The Age of Exploration Complete activity sheet • Page 31 • (TG)			
	Day 5	Abandoned Places • Page 32 • (TG)			
Week 2	Day 6	Complete Chapter 1 Timeline/Dig Deeper • Pages 33-34 • (TG)			
	Day 7	Chapter 2: Colonization and Empires • Read pages 20-24 • (WS)			
	Day 8	Chapter 2: Colonization and Empires • Read pages 25-31 • (WS) Complete Chapter 2 Introductory worksheet • Pages 35-36 • (TG)			
	Day 9	Chapter 2: Colonization and Empires • Complete activity sheet Pages 37-38 • (TG)			
	Day 10	Chapter 2: Colonization and Empires • Complete activity sheet Pages 39-40 • (TG)			
Week 3	Day 11	Complete Chapter 2 Timeline • Page 41 • (TG)			
	Day 12	Ch. 2 Review Day: (Dig Deeper) • Page 42 • (TG)			
	Day 13	Chapter 3: England During the Era of Exploration Read pages 32-38 • (WS)			
	Day 14	Chapter 3: England During the Era of Exploration Read pages 38-43 • (WS) Complete Chapter 3 Introductory worksheet • Pages 43-44 • (TG)			
	Day 15	Chapter 3: England During the Era of Exploration Complete activity sheet • Pages 45-46 • (TG)			
Week 4	Day 16	Chapter 3: England During the Era of Exploration • Complete activity sheet • Page 47 • (TG)			
	Day 17	Abandoned Places • Page 48 • (TG)			
	Day 18	Complete Chapter 3 Timeline/Dig Deeper/Review Pages 49-50 • (TG)			
	Day 19	Chapter 4: East Meets West • Read pages 44-50 • (WS)			
	Day 20	Chapter 4: East Meets West • Read pages 51-55 • (WS) Complete Chapter 4 Introductory worksheet • Pages 51-52 • (TG)			
Week 5	Day 21	Chapter 4: East Meets West Complete activity sheet • Pages 53-54 • (TG)			
	Day 22	Chapter 4: East Meets West Complete activity sheet • Page 55 • (TG)			
	Day 23	Abandoned Places of the World • Page 56 • (TG)			
	Day 24	Complete Chapter 4 Timeline/Dig Deeper/Review Pages 57-58 • (TG)			
	Day 25	Chapter 5: The Enlightenment — an Overview Read pages 56-62 • (WS)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Chapter 5: The Enlightenment — an Overview Read pages 63-67 • (WS) Complete Chapter 5 Introductory worksheet • Pages 59-60 • (TG)			
	Day 27	Chapter 5: The Enlightenment — an Overview Complete activity sheet • Pages 61-62 • (TG)			
	Day 28	Chapter 5: The Enlightenment — an Overview Complete activity sheet • Pages 63-64 • (TG)			
	Day 29	Complete Chapter 5 Timeline • Page 65 • (TG)			
	Day 30	Ch. 5 Review Day: (Dig Deeper) • Page 66 • (TG)			
Week 7	Day 31	Chapter 6: The Enlightenment — a Closer Look Read pages 68-76 • (WS)			
	Day 32	Chapter 6: The Enlightenment — a Closer Look Read pages 77-79 • (WS) Complete Chapter 6 Introductory worksheet • Pages 67-68 • (TG)			
	Day 33	Chapter 6: The Enlightenment — a Closer Look Complete activity sheet • Pages 69-70 • (TG)			
	Day 34	Chapter 6: The Enlightenment — a Closer Look Complete activity sheet • Pages 71-72 • (TG)			
	Day 35	Complete Chapter 6 Timeline • Page 73 • (TG)			
Week 8	Day 36	Ch. 6 Review Day: (Dig Deeper) • Page 74 • (TG)			
	Day 37	Chapter 7: 18th- and 19th-Century Russia Read pages 80-86 • (WS)			
	Day 38	Chapter 7: 18th- and 19th-Century Russia • Read pages 87-91 • (WS) Complete Chapter 7 Introductory worksheet • Pages 75-76 • (TG)			
	Day 39	Chapter 7: 18th- and 19th-Century Russia Complete activity sheet • Pages 77-78 • (TG)			
	Day 40	Chapter 7: 18th- and 19th-Century Russia Complete activity sheet • Page 79 • (TG)			
Week 9	Day 41	Abandoned Places of the World • Page 80 • (TG)			
	Day 42	Complete Chapter 7 Timeline • Page 81 • (TG)			
	Day 43	Ch. 7 Review Day: (Dig Deeper) • Page 82 • (TG)			
	Day 44	Complete <b>Review Sheet I</b> (Parts I and II) • Pages 261-264 • (TG)			
	Day 45	Chapter 8: England vs France • Read pages 92-100 • (WS)			
First Semester-Second Quarter					
Week 1	Day 46	Chapter 8: England vs France • Read pages 101-103 • (WS) Complete Chapter 8 Introductory worksheet • Pages 83-84 • (TG)			
	Day 47	Chapter 8: England vs France Complete activity sheet • Pages 85-86 • (TG)			
	Day 48	Chapter 8: England vs France Complete activity sheet • Pages 87-88 • (TG)			
	Day 49	Complete Chapter 8 Timeline • Page 89 • (TG)			
	Day 50	Ch. 8 Review Day: (Dig Deeper) • Page 90 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 51	Chapter 9: French Revolution • Read pages 104-111 • (WS)			
	Day 52	Chapter 9: French Revolution • Read pages 112-115 • (WS) Complete Chapter 9 Introductory worksheet • Pages 91-92 • (TG)			
	Day 53	Chapter 9: French Revolution Complete activity sheet • Pages 93-94 • (TG)			
	Day 54	Chapter 9: French Revolution Complete activity sheet • Pages 95-96 • (TG)			
	Day 55	Complete Chapter 9 Timeline • Page 97 • (TG)			
Week 3	Day 56	Ch. 9 Review Day: (Dig Deeper) • Page 98 • (TG)			
	Day 57	Chapter 10: Napoleon • Read pages 116-121 • (WS)			
	Day 58	Chapter 10: Napoleon • Read pages 122-127 • (WS) Complete Chapter 10 Introductory worksheet • Pages 99-100 • (TG)			
	Day 59	Chapter 10: Napoleon Complete activity sheet • Pages 101-102 • (TG)			
	Day 60	Chapter 10: Napoleon Complete activity sheet • Page 103 • (TG)			
Week 4	Day 61	Abandoned Places of the World • Page 104 • (TG)			
	Day 62	Complete Chapter 10 Timeline/Dig Deeper/Review Pages 105-106 • (TG)			
	Day 63	Chapter 11: Spanish Empire Collapsing • Read pages 128-135 • (WS)			
	Day 64	Chapter 11: Spanish Empire Collapsing • Read pages 136-139 • (WS) Complete Chapter 11 Introductory worksheet • Pages 107-108 • (TG)			
	Day 65	Chapter 11: Spanish Empire Collapsing Complete activity sheet • Pages 109-110 • (TG)			
Week 5	Day 66	Chapter 11: Spanish Empire Collapsing Complete activity sheet • Pages 111-112 • (TG)			
	Day 67	Complete Chapter 11 Timeline • Page 113 • (TG)			
	Day 68	Ch. 11 Review Day: (Dig Deeper) • Page 114 • (TG)			
	Day 69	Chapter 12: 19th Century Empire Building Read pages 140-149 • (WS)			
	Day 70	Chapter 12: 19th Century Empire Building Read pages 150-153 • (WS) Complete Chapter 12 Introductory worksheet • Pages 115-116 • (TG)			
Week 6	Day 71	Chapter 12: 19th Century Empire Building Complete activity sheet • Pages 117-118 • (TG)			
	Day 72	Chapter 12: 19th Century Empire Building Complete activity sheet • Page 119 • (TG)			
	Day 73	Abandoned Places of the World • Page 120 • (TG)			
	Day 74	Complete Chapter 12 Timeline • Page 121 • (TG)			
	Day 75	Ch. 12 Review Day: (Dig Deeper) • Page 122 • (TG)			
Week 7	Day 76	Chapter 13: Japan/Perry • Read pages 154-159 • (WS)			
	Day 77	Chapter 13: Japan/Perry • Read pages 160-165 • (WS) Complete Chapter 13 Introductory worksheet • Pages 123-124 • (TG)			
	Day 78	Chapter 13: Japan/Perry Complete activity sheet • Pages 125-126 • (TG)			
	Day 79	Chapter 13: Japan/Perry Complete activity sheet • Page 127 • (TG)			
	Day 80	Abandoned Places of the World • Page 128 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 81	Complete Chapter 13 Timeline • Page 129 • (TG)			
	Day 82	Ch. 13 Review Day: (Dig Deeper) • Page 130 • (TG)			
	Day 83	Chapter 14: Victorian Era and Darwin • Read pages 166-175 • (WS)			
	Day 84	Chapter 14: Victorian Era and Darwin • Read pages 176-179 • (WS) Complete Chapter 14 Introductory worksheet • Pages 131-132 • (TG)			
	Day 85	Chapter 14: Victorian Era and Darwin Complete activity sheet • Pages 133-134 • (TG)			
Week 9	Day 86	Chapter 14: Victorian Era and Darwin Complete activity sheet • Pages 135-136 • (TG)			
	Day 87	Complete Chapter 14 Timeline • Page 137 • (TG)			
	Day 88	Ch. 14 Review Day: (Dig Deeper) • Page 138 • (TG)			
	Day 89	Finish up any remaining projects from this semester.			
	Day 90	Complete <b>Review Sheet II</b> (Parts I and II) • Pages 265-268 • (TG)			
		Mid-Term Grade			



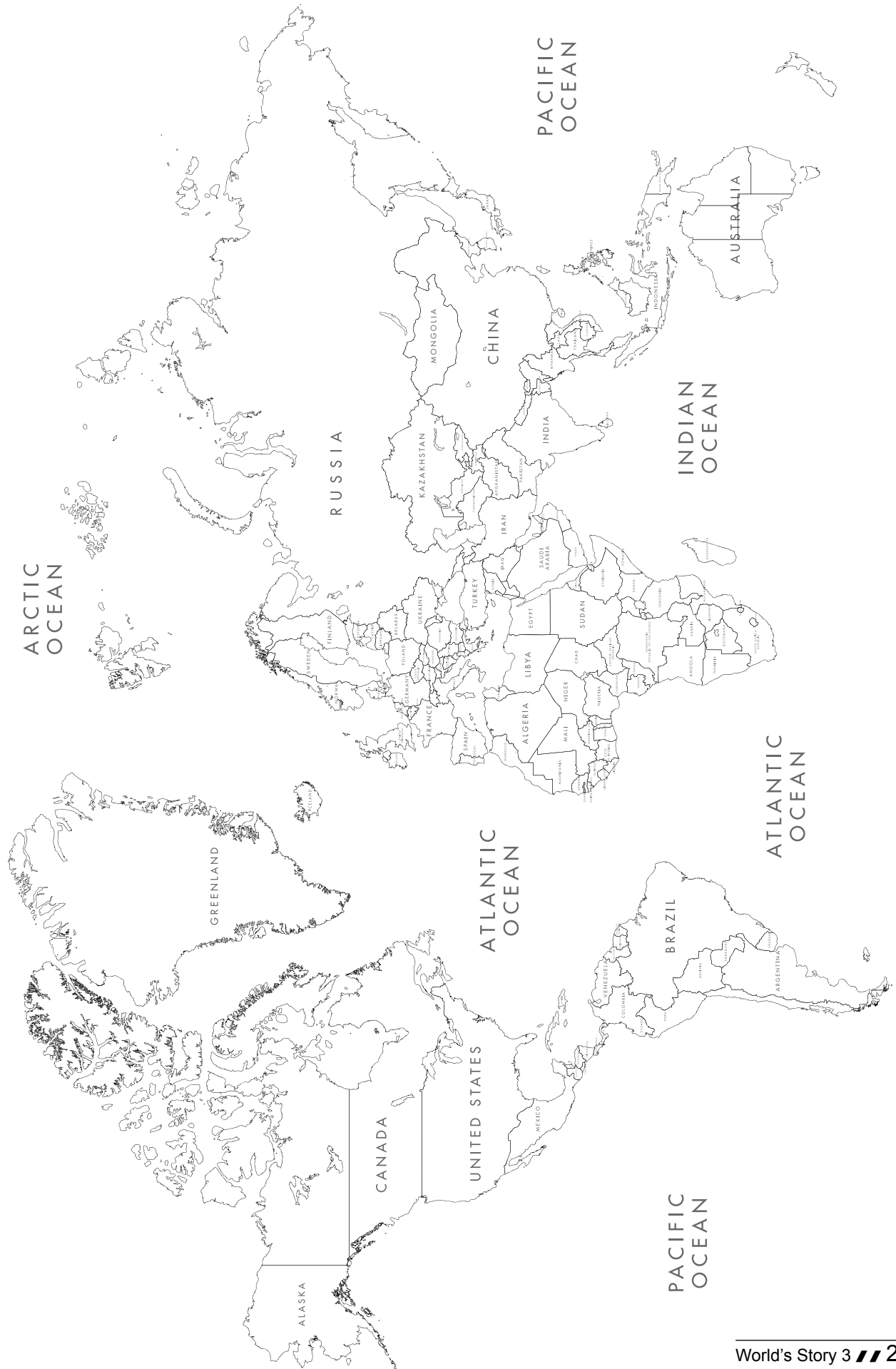
## Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Chapter 15: Europe in the Late 1800s • Read pages 180-184 • (WS)			
	Day 92	Chapter 15: Europe in the Late 1800s • Read pages 185-193 • (WS) Complete Chapter 15 Introductory worksheet Pages 139-140 • (TG)			
	Day 93	Chapter 15: Europe in the Late 1800s Complete activity sheet • Pages 141-142 • (TG)			
	Day 94	Chapter 15: Europe in the Late 1800s Complete activity sheet • Pages 143-144 • (TG)			
	Day 95	Complete Chapter 15 Timeline • Page 145 • (TG)			
Week 2	Day 96	Ch. 15 Review Day: (Dig Deeper) • Page 146 • (TG)			
	Day 97	Chapter 16: Entering the 20th Century Read pages 194-199 • (WS)			
	Day 98	Chapter 16: Entering the 20th Century Read pages 200-205 • (WS) Complete Chapter 16 Introductory worksheet • Pages 147-148 • (TG)			
	Day 99	Chapter 16: Entering the 20th Century Complete activity sheet • Pages 149-150 • (TG)			
	Day 100	Chapter 16: Entering the 20th Century Complete activity sheet • Page 151 • (TG)			
Week 3	Day 101	Abandoned Places of the World • Page 152 • (TG)			
	Day 102	Complete Chapter 16 Timeline • Page 153 • (TG)			
	Day 103	Ch. 16 Review Day: (Dig Deeper) • Page 154 • (TG)			
	Day 104	Chapter 17: The Assassination that Started a War Read pages 206-211 • (WS)			
	Day 105	Chapter 17: The Assassination that Started a War Read pages 212-217 • (WS) Complete Chapter 17 Introductory worksheet • Pages 155-156 • (TG)			
Week 4	Day 106	Chapter 17: The Assassination that Started a War Complete activity sheet • Pages 157-158 • (TG)			
	Day 107	Chapter 17: The Assassination that Started a War Complete activity sheet • Pages 159-160 • (TG)			
	Day 108	Complete Chapter 17 Timeline • Page 161 • (TG)			
	Day 109	Ch. 17 Review Day: (Dig Deeper) • Page 162 • (TG)			
	Day 110	Chapter 18: The War to End All Wars • Read pages 218-225 • (WS)			
Week 5	Day 111	Chapter 18: The War to End All Wars • Read pages 226-229 • (WS) Complete Chapter 18 Introductory worksheet • Pages 163-164 • (TG)			
	Day 112	Chapter 18: The War to End All Wars Complete activity sheet • Pages 165-166 • (TG)			
	Day 113	Chapter 18: The War to End All Wars Complete activity sheet • Page 167 • (TG)			
	Day 114	Abandoned Places of the World • Page 168 • (TG)			
	Day 115	Complete Chapter 18 Timeline/Dig Deeper/Review Pages 169-170 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 116	Chapter 19: Treaties of WW1 and the Aftermath Read pages 230-237 • (WS)			
	Day 117	Chapter 19: Treaties of WW1 and the Aftermath Read pages 238-241 • (WS) Complete Chapter 19 Introductory worksheet • Pages 171-172 • (TG)			
	Day 118	Chapter 19: Treaties of WW1 and the Aftermath Complete activity sheet • Pages 173-174 • (TG)			
	Day 119	Chapter 19: Treaties of WW1 and the Aftermath Complete activity sheet • Pages 175-176 • (TG)			
	Day 120	Complete Chapter 19 Timeline • Page 177 • (TG)			
Week 7	Day 121	Ch. 19 Review Day: (Dig Deeper) • Page 178 • (TG)			
	Day 122	Chapter 20: Shaky Times in the World • Read pages 242-249 • (WS)			
	Day 123	Chapter 20: Shaky Times in the World • Read pages 250-253 • (WS) Complete Ch. 20 Introductory worksheet • Pages 183-184 • (TG)			
	Day 124	Chapter 20: Shaky Times in the World Complete activity sheet • Pages 185-186 • (TG)			
	Day 125	Chapter 20: Shaky Times in the World Complete activity sheet • Pages 187-188 • (TG)			
Week 8	Day 126	Complete Chapter 20 Timeline • Page 189 • (TG)			
	Day 127	Ch. 20 Review Day: (Dig Deeper) • Page 190 • (TG)			
	Day 128	Chapter 21: The World at War Again, Part 1 Read pages 254-259 • (WS)			
	Day 129	Chapter 21: The World at War Again, Part 1 Read pages 260-265 • (WS) Complete Chapter 21 Introductory worksheet • Pages 191-192 • (TG)			
	Day 130	Chapter 21: The World at War Again, Part 1 Complete activity sheet • Pages 193-194 • (TG)			
Week 9	Day 131	Chapter 21: The World at War Again, Part 1 Complete activity sheet • Page 195 • (TG)			
	Day 132	Abandoned Places of the World • Page 196 • (TG)			
	Day 133	Complete Chapter 21 Timeline • Page 197 • (TG)			
	Day 134	Ch. 21 Review Day: (Dig Deeper) • Page 198 • (TG)			
	Day 135	Complete <b>Review Sheet III</b> (Parts I and II) • Pages 269-272 • (TG)			
Second Semester-Fourth Quarter					
Week 1	Day 136	Chapter 22: World War II, Part 2 • Read pages 266-275 • (WS)			
	Day 137	Chapter 22: World War II, Part 2 • Read pages 276-279 • (WS) Complete Chapter 22 Introductory worksheet • Pages 199-200 • (TG)			
	Day 138	Chapter 22: World War II, Part 2 Complete activity sheet • Pages 201-202 • (TG)			
	Day 139	Chapter 22: World War II, Part 2 Complete activity sheet • Page 203 • (TG)			
	Day 140	Abandoned Places of the World • Page 204 • (TG)			

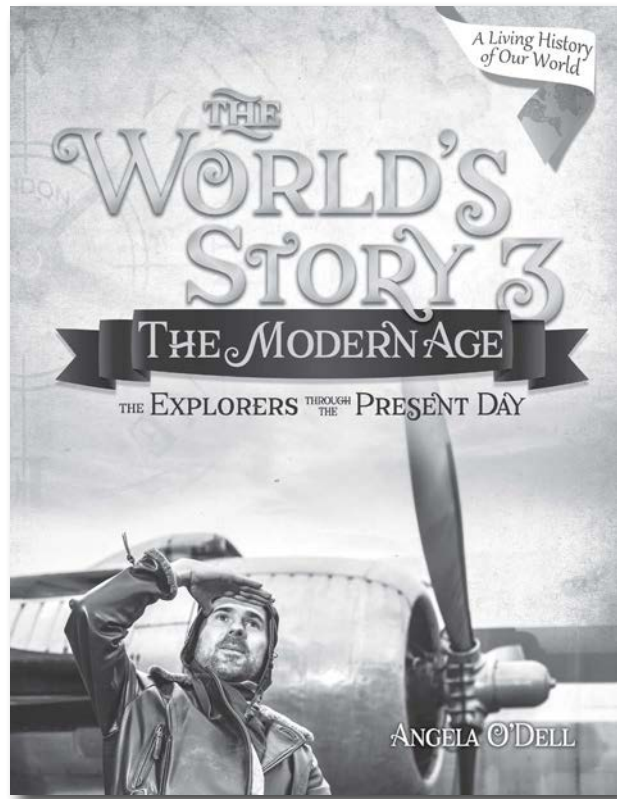
Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 141	Complete Chapter 22 Timeline • Page 205 • (TG)			
	Day 142	Ch. 22 Review Day: (Dig Deeper) • Page 206 • (TG)			
	Day 143	Chapter 23: The Cold War — Effect on Europe & Asia Read pages 280-287 • (WS)			
	Day 144	Chapter 23: The Cold War — Effect on Europe & Asia Read pages 288-293 • (WS) Complete Chapter 23 Introductory worksheet • Pages 211-212 • (TG)			
	Day 145	Chapter 23: The Cold War — Effect on Europe & Asia Complete activity sheet • Pages 213-214 • (TG)			
Week 3	Day 146	Chapter 23: The Cold War — Effect on Europe & Asia Complete activity sheet • Pages 215-216 • (TG)			
	Day 147	Complete Chapter 23 Timeline • Page 217 • (TG)			
	Day 148	Ch. 23 Review Day: (Dig Deeper) • Page 218 • (TG)			
	Day 149	Chapter 24: China • Read pages 294-301 • (WS)			
	Day 150	Chapter 24: China • Read pages 302-305 • (WS) Complete Chapter 24 Introductory worksheet Pages 219-220 • (TG)			
Week 4	Day 151	Chapter 24: China • Complete activity sheet • Pages 221-222 • (TG)			
	Day 152	Chapter 24: China • Complete activity sheet • Page 223 • (TG)			
	Day 153	Abandoned Places of the World • Page 224 • (TG)			
	Day 154	Complete Chapter 24 Timeline/Dig Deeper/Review Pages 225-226 • (TG)			
	Day 155	Chapter 25: Independence from Colonialism Read pages 306-313 • (WS)			
Week 5	Day 156	Chapter 25: Independence from Colonialism Read pages 314-317 • (WS) Complete Chapter 25 Introductory worksheet • Pages 227-228 • (TG)			
	Day 157	Chapter 25: Independence from Colonialism Complete activity sheet • Pages 229-230 • (TG)			
	Day 158	Chapter 25: Independence from Colonialism Complete activity sheet • Pages 231-232 • (TG)			
	Day 159	Complete Chapter 25 Timeline • Page 233 • (TG)			
	Day 160	Ch. 25 Review Day: (Dig Deeper) • Page 234 • (TG)			
Week 6	Day 161	Chapter 26: The Middle East & the Battle for Israel Read pages 318-323 • (WS)			
	Day 162	Chapter 26: The Middle East & the Battle for Israel Read pages 324-327 • (WS) Complete Chapter 26 Introductory worksheet • Pages 235-236 • (TG)			
	Day 163	Chapter 26: The Middle East & the Battle for Israel Complete activity sheet • Pages 237-238 • (TG)			
	Day 164	Chapter 26: The Middle East & the Battle for Israel Complete activity sheet • Page 239 • (TG)			
	Day 165	Abandoned Places of the World • Page 240 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 166	Complete Chapter 26 Timeline/Dig Deeper/Review Pages 241-242 • (TG)			
	Day 167	Chapter 27: One Century Ends & a New One Begins Read pages 328-335 • (WS)			
	Day 168	Chapter 27: One Century Ends & a New One Begins Read pages 336-339 • (WS) Complete Chapter 27 Introductory worksheet • Pages 243-244 • (TG)			
	Day 169	Chapter 27: One Century Ends & a New One Begins Complete activity sheet • Pages 245-246 • (TG)			
	Day 170	Chapter 27: One Century Ends & a New One Begins Complete activity sheet • Page 247 • (TG)			
Week 8	Day 171	Abandoned Places of the World • Page 248 • (TG)			
	Day 172	Complete Chapter 27 Timeline/Dig Deeper/Review Pages 249-250 • (TG)			
	Day 173	Chapter 28: Huge World Culture Changes Read pages 340-345 • (WS)			
	Day 174	Chapter 28: Huge World Culture Changes Read pages 346-351 • (WS) Complete Chapter 28 Introductory worksheet • Pages 251-252 • (TG)			
	Day 175	Chapter 28: Huge World Culture Changes Complete activity sheet • Pages 253-254 • (TG)			
Week 9	Day 176	Chapter 28: Huge World Culture Changes Complete activity sheet • Pages 255-256 • (TG)			
	Day 177	Complete Chapter 28 Timeline • Page 257 • (TG)			
	Day 178	Ch. 28 Review Day: (Dig Deeper) • Page 258 • (TG)			
	Day 179	Finish up any remaining projects from this semester.			
	Day 180	Complete <b>Review Sheet IV</b> (Parts I and II) • Pages 273-276 • (TG)			
		Final Grade			



# World Map





**Chapter Activity Pages**  
**for Use with**  
***World's Story 3***



# THE AGE OF EXPLORATION

Name \_\_\_\_\_

## Materials needed for this chapter:

- ✓ Student book and activity pages
- ✓ Pencil
- ✓ Materials for your timeline project: double-sided tape, glue, colored pencils, fine-tipped pen/marker, scissors
- ✓ Bible
- ✓ Dictionary
- ✓ Globe or atlas
- ✓ Optional: encyclopedia (book or online) to do more research about specific explorers if desired. Resources for further investigation of the Abandoned Places of the World project.

**Chapter Narration Prompts and Responses** (Parent, please note: your student's wording may vary in their answers.)

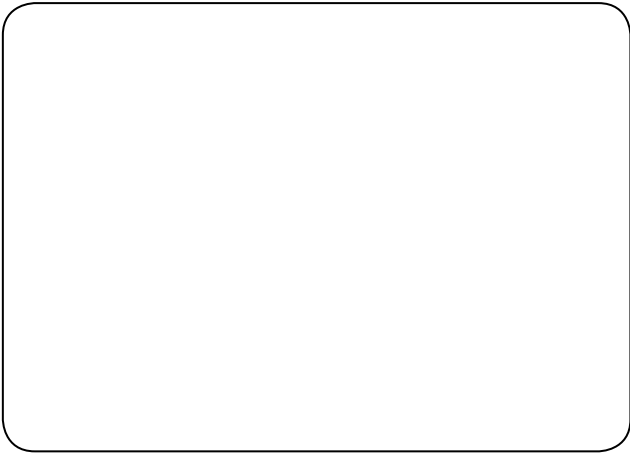
- Q. Why did the Portuguese have the lead in exploration? Explain why spices were so precious.
- A. The Portuguese had the edge because of Prince Henry the Navigator's contribution to the science of navigation and the school he built to teach sailors how to use the new navigational equipment. Spices were precious because they were used to help flavor meat.
- Q. Who was the first European explorer to circumnavigate the globe? What strait is named after him? Find it on the globe or map.
- A. Ferdinand Magellan is the first European explorer to circumnavigate the globe. The Strait of Magellan is named after him. (Find it with your student at the southern tip of South America.)

## OBJECTIVES

- ✓ To understand how the "New World" was discovered by the Europeans
- ✓ To understand and discuss how the world (geography and place in space) was seen at that point
- ✓ To gain an understanding of what happened in the New World when the Europeans (especially the Spaniards in this chapter) arrived
- ✓ To analyze the effective worldview of the European explorers by evaluating their actions

### Written Narration Prompt

Write a character sketch of Father Serra. (His story is in the Church History section in Chapter 1.) A character sketch tells about the physical attributes, as well as the most outstanding character traits of a person. This will require you to carefully read the information about the person and to draw conclusions about what kind of person they are by analyzing their behavior. Imagine you are painting a picture of the person using a word paintbrush. Use the space below to draw a sketch of Father Serra. Use the lines to write your character sketch. Include in your character sketch what you have concluded about Farther Serra's worldview.



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### VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

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What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?

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# WORLD QUEST

Name \_\_\_\_\_

Day 3

**The Age of Exploration.** Answer the questions.

1. Name the two reasons I gave in the chapter that some historians call the Middle Ages the “Dark Ages.”

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2. Who was Ptolemy? What were missing on his maps?

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3. Why did the Aztecs attack their neighbors so much?

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4. Fill in the missing information on the chart below.

Explorer/ Conqueror	Exploration, Claim/Conquest
Diogo Cão	
Bartolomeu Dias	
Vasco de Gama	
Christopher Columbus	

**Explorer/ Conqueror**

**Exploration, Claim/Conquest**

Ferdinand Magellan

Hernán Cortés

Francisco Pizarro & Diego de Almagro

Juan Ponce de Leon

Francisco Vasquez de Coronado

Hernando de Soto

**Worldview Checkup**

Think about the fact that many of the conquistadors we studied believed in mythical/magical places (for example, El Dorado and the Fountain of Youth). What do you think this says about the culture and worldview of that time? (There are no right or wrong answers — just share your thoughts.)

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Use your own Bible to look up Psalm 24:1-2. Copy it below.

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Discuss with your teacher or take notes about how the water of the earth gives life to all living things. (Hint: Think about the water cycle.) There is a huge amount of water on the earth!

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Day 4

# MAP ADVENTURE

Name \_\_\_\_\_

## The Age of Exploration.

Study the map on page 16 of your Student Book and then answer the questions below.

1. **Analyze:** Can you find the Strait of Magellan you read about in the chapter on the map? Where is it?

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2. **Connect:** Why do you think the explorers didn't always conquer a country that they discovered?

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Sketch a world map with only the continents of the Eastern Hemisphere, leaving the continents of North and South America missing. It doesn't have to be exact; just show the rough size of the continents known to the explorers before they realized the Americas are here.

## Abandoned Places of the World — *Dry Tortugas, Key West, Florida*

In the year 1513, Juan Ponce de Leon, the aging explorer in search of the fabled Fountain of Youth, stumbled across a stretch of coral islands off of the coast of Florida. De Leon named the islands “Las Tortugas” because of the many sea turtles that lived on them. Years later, the word “Dry” was added onto the island’s name to warn sailors of the area’s lack of fresh water. Dry Tortugas became a common stop for Spanish merchant and explorer ships on their journey to and from the Gulf Coast. Although this area was a popular stop in the shipping corridor between the Gulf and the Atlantic, it was also dangerous. Hundreds of ships met their doom in the seasonally shallow waters and dangerous weather conditions around the island. The corridor became known as the “ship trap,” and even today, there is still a vast amount of 17th-century sunken treasures on the ocean floor in this location.

When the United States acquired Florida from the Spanish in 1822, a naval station was built there for the purpose of controlling the pirates who ran huge sea-robbery rings in the Caribbean. Construction began on the massive Fort Jefferson (above as it is today) and, although it continued for about 30 years, the fort was never officially completed. When the United States fought the Civil War, the fort was used as a military prison. The most famous prisoner was Dr. Samuel Mudd. If you studied with me in *America’s Story 2*, you might remember that this was the doctor who was convicted of conspiracy in the assassination of President Abraham Lincoln. In reality, Dr. Mudd was forced to set the broken leg of John Wilkes Booth, which was severely broken after Booth

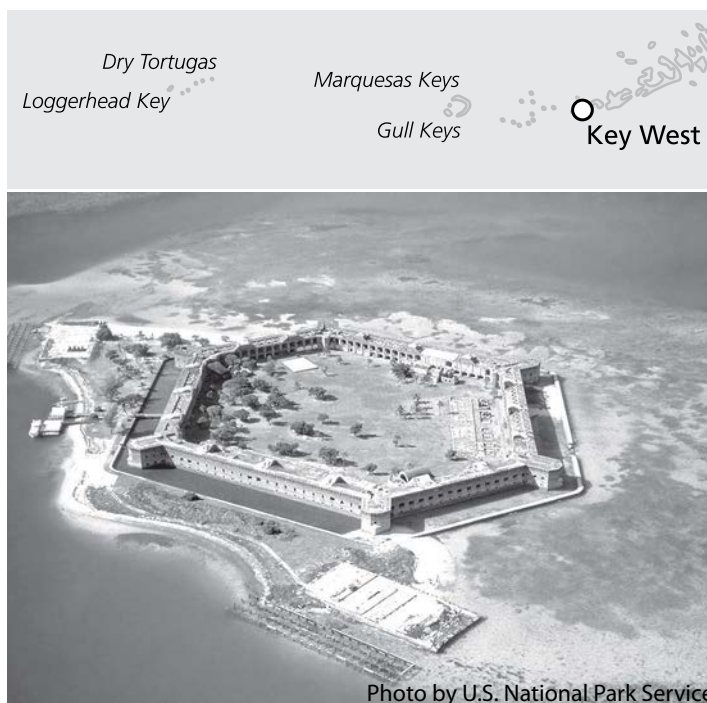


Photo by U.S. National Park Service

jumped from the theater box after shooting the president in the head. Sentenced to life in prison, Mudd was kept at the fortress at Dry Tortugas, but when the prison doctor died in a yellow fever outbreak, Dr. Mudd took over as his replacement, saving many lives. Because of his actions, soldiers started a petition for his release. President Andrew Johnson granted it. Dr. Mudd had served four years of his life sentence.

The Army abandoned the massive fort in 1874, and over the next 60 years, the structure was used for various purposes. In 1935, President Roosevelt registered it as a National Monument. The massive abandoned fort has fallen into disrepair. [Do some more research if you can!]

Study the map and photo of the fort at Dry Tortugas.

### Think like an explorer:

What type of equipment do you think you would need to explore the waters around this abandoned fort?

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### Think like a historian:

Think about what was happening at this time (go back and look through the chapter if you need to). What kinds of cargo were being shipped to and from the “New World” at this time?

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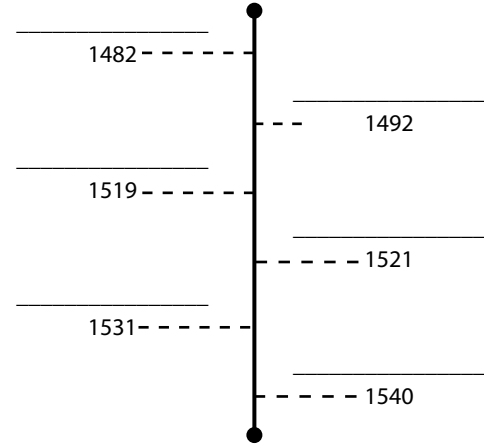


# MY TIMELINE OF MODERN HISTORY!

Name \_\_\_\_\_

## The Age of Exploration.

1. Insert the following events above the correct year on the timeline:
  - a. Magellan discovers the Strait of Magellan.
  - b. Cortes becomes the governor of Mexico and claimed the area for Spain.
  - c. Diogo Cão claims the Congo River for Portugal.
  - d. Francisco Vasquez de Coronado became the first European to see the Grand Canyon.
  - e. Christopher Columbus sailed out of the Spanish port of Palos de la Frontera.
  - f. Francisco Pizarro and Diego de Almagro led an expedition to Peru.



2. What fears and superstitions did the early to mid-15th century explorers face?

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3. When Columbus and his crew landed on the island of San Salvador in the Bahamas on October 12th, 1492, why did he call the inhabitants “Indians”?

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**Optional Timeline Project Instructions** are on page 287. Please read the information and begin the project this week.





Day 6

## DIG DEEPER!

If your teacher would like you to do a Dig Deeper project this week, select from one of these options:

- ✓ On page 9 of your Student Book, there is a picture of an ivory warehouse. Study that picture. What is laying in stacks on the floor of the warehouse?
  
- ✓ Do some research about the practice of elephant hunting. Is it still legal? Where did/does it happen? Write about what you find. Include your thoughts about it. What do you think God thinks of this practice? Explain your answer.



# COLONIZATION AND EMPIRES

Name \_\_\_\_\_

## Materials needed for this chapter:

- ✓ Student book and activity pages
- ✓ Pencil
- ✓ Colored pencils
- ✓ Bible
- ✓ Dictionary
- ✓ Globe or atlas
- ✓ Optional: encyclopedia (book or online) to do more research about specific explorers if desired.

## Chapter Narration Prompts and Responses

- Q. What is a privateer? Tell about our three focus European explorers and what they did.
- A. A privateer is a sea captain who works for a sovereign, with orders to capture enemy merchant ships.
1. John Cabot demonstrated that there was a route across the North Atlantic to the New World (even though he thought he had possibly reached Asia).
  2. Jacques Cartier explored Canada, laying the groundwork for French claims in the New World.
  3. Samuel de Champlain settled Quebec, explored the Great Lakes.
- Q. Explain the “triangular trade.” What effect did the slave trade have on Africa?
- A. The “triangular trade” was the trade route between Europe, Africa, and the Americas. The first stage was textiles, wine, etc., shipped from Europe to Africa; the second was the Africans shipped to the Americas; and the third was the goods and resources shipped from the Americas to Europe. The slave trade devastated Africa by taking the young and strong. The fighting among the tribes also weakened them.

## OBJECTIVES

- ✓ To understand the exploration and colonization happening in this period
- ✓ To learn about some of the important European explorers
- ✓ To understand the horrible event called the slave trade and its repercussions on the world
- ✓ To learn about some of the Christian abolitionists who fought to stop the slave trade

### Written Narration Prompt

In this chapter, we learned about several real-life pirates. Much like the outlaws of the American Wild West era, pirates have become highly romanticized. Why do you think this? (There is no right or wrong answer here — just share your thoughts.)

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### VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

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What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?

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# WORLD QUEST

Name \_\_\_\_\_

Day 9

## **Colonization and Empires.** Answer the questions.

1. Explain how the fight between the Protestants and the Catholics impacted the two feuding empires, Spain and England, and their quest to explore, claim, and colonize the lands in the New World.

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2. Where does the name Canada come from? Who is credited for naming it?

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3. William Wilberforce and John Newton are two men that God used mightily to end the slave trade. Explain the relationship between the two men.

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4. Fill in the missing information on the chart below.

Explorer/ Conqueror	Exploration, Claim/Conquest
John Cabot	
Jacques Cartier	
Samuel de Champlain	

### Worldview Checkup

In this chapter, we learned about the horrific practice called the African Slave Trade. Whenever we are studying something this horrifying, it is extremely important to stop and take a closer look at how something like this could happen. As a student of history, it is of utmost importance for you to take the time to process through these events. Read the following paragraph. Think carefully and then journal your response.

There is a deeply rooted racism and bigotry in the heart of man's fallen nature. I understand that this is a strong statement, and I do not say it lightly. Let me explain. . . . Later in this volume, we will look at the beginning of the theory of evolution. Darwin might have been the one who formulated, articulated, penned, and published the lies of his theory, but in practice, the belief that some races of people are more "evolved" than others has been part of human existence since very early in the corruption cycle of the world, which started at the Fall of man in the Garden of Eden. For thousands of years, certain classes and races of humans have been targeted for mistreatment for various reasons. This is one of the reasons that so much of the world looked the other way as Africans were targeted during this period of history. (Unfortunately, our study of history in this particular volume has many instances of this type of targeted bigotry.)

Journal your thoughts about the above paragraph.

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Day 10

# MAP ADVENTURE

Name \_\_\_\_\_

**Colonization and Empires.** Study the map on page 28 of your Student Book and then answer the questions below. Then with colored pencils, color the territories held by various major European countries on the world map at the bottom of the page.

1. **Analyze:** Which continents had the largest number of colonies during the time period depicted on the map?

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2. **Connect:** Why do you think these countries were all so interested in gaining their own colonies?

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**Creative Output!**

***Character Sketch/Analysis:***

In the Church History section of our chapter, I told you the story of John Newton. His was truly a Saul-to-Paul experience! For this assignment, I want you to analyze his character before and after his conversion. Carefully read the section about him again and organize the information about him in the graphic below.

<b>John Newton's worldview before his conversion</b>	<b>John Newton's worldview after his conversion</b>

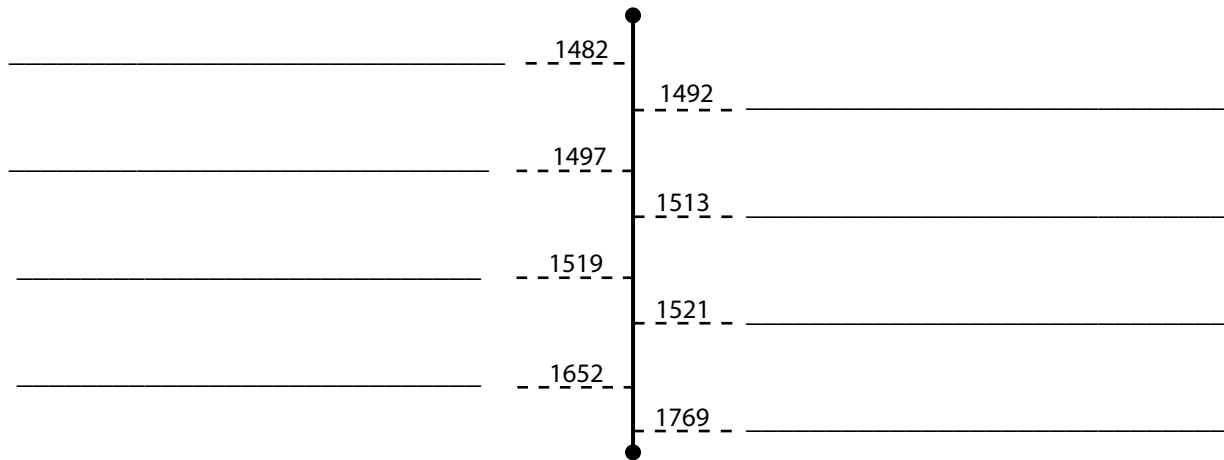


# MY TIMELINE OF MODERN HISTORY!

Name \_\_\_\_\_

**Colonization and Empires.** Insert the following events on the timeline:

1. a. First voyage of Columbus
- b. Start of Magellan’s voyage to find the Spice Islands
- c. Aztecs revolt against Cortes and his men
- d. Dutch East India Company founds Cape Town
- e. Diogo Cão — first European to discover mouth of the Congo River
- f. Juan Ponce de Leon claims Florida for Spain
- g. John Cabot makes landfall in Newfoundland
- h. Father Serra comes to the mission at the port of San Diego



Fill in the blanks.

2. There were more than \_\_\_\_\_ million people who lived in the Americas at the time of the European exploration.
3. In 1497, \_\_\_\_\_ set sail with a tiny crew of 18 men on a small ship named the *Matthew*.
4. \_\_\_\_\_ was a French mariner who explored the Canadian coast and the St. Lawrence River. His work laid the groundwork for the French claims in North America.
5. \_\_\_\_\_ is credited with founding Quebec on the Saint Lawrence River, being the first European to explore the Great Lakes
6. It took William Wilberforce over \_\_\_\_\_ years to get Parliament to pass the anti-slavery bills he introduced.





Day 12

## DIG DEEPER!

If your teacher would like you to do a Dig Deeper project this week, select from one of these options:

- ✓ If at all possible, please watch the movie *Amazing Grace*.
- ✓ Read *The Life of John Newton* by Master Books.
- ✓ Choose a subject to do further study on with the Research Aid worksheet in the back.



# ENGLAND DURING THE ERA OF EXPLORATION

Name \_\_\_\_\_

## Teacher's Notes:

This week, your student will be starting their first optional project. Please read the directions and explanation of it. This is an extremely important project for your student to complete, as it helps them make connections with some of the most difficult and challenging concepts of history during this period.

## Materials needed for this chapter:

- ✓ Student book and activity pages
- ✓ Colored pencils
- ✓ Pencil
- ✓ Bible
- ✓ Dictionary
- ✓ Globe or atlas
- ✓ Optional: encyclopedia (book or online) to do more research about specific topics covered in the chapter. Resources for the Abandoned Places of the World project.

## Chapter Narration Prompts and Responses

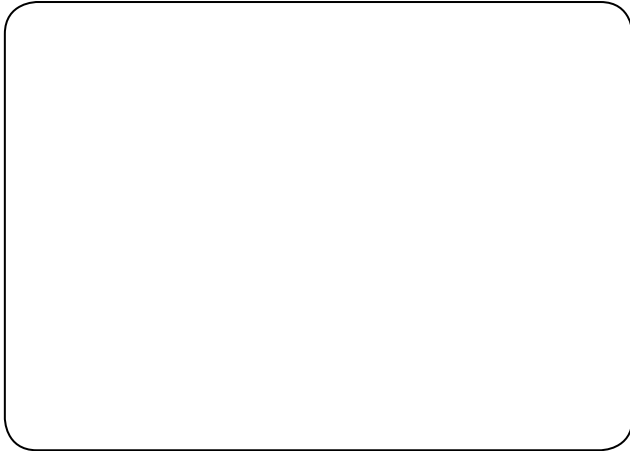
- Q. Explain how James I was related to the Tudor sisters. What kind of king was he? Was his son Charles any better?
- A. He was a distant cousin to the Tudor sisters. James was rather arrogant and didn't like to work with parliament. He believed he had divine permission to be whatever kind of king he wanted to be. His son Charles was not any better — in fact he was even worse.
- Q. Explain what happened to King Charles I. Talk through the chain of events leading to the Glorious Revolution.
- A. The behavior of King Charles I eventually led to a split in the country, which led to a civil war between those who supported the king and those who supported the parliament. Charles I was eventually sentenced to death and beheaded in a public manner. After the execution of the king, Oliver Cromwell became the Lord Protector until his death about nine years later. Charles I's son, Charles II, returned and took back the throne. After Charles II, his brother James took the throne as the unpopular king, James II. Eventually, James II was replaced by his daughter Mary and her husband, William, who worked with the Parliament to establish a new type of government where the power was more evenly distributed.

## OBJECTIVES

- ✓ To understand the major events in British history during the 17th and 18th centuries
- ✓ To learn more about the conflict between the Catholics and Protestants during this time
- ✓ To be able to explain the sequence of events that led to the change in balance of power from monarch to parliament
- ✓ To begin working on the 1st Project: Focus on the Enlightenment

### Written Narration Prompt

Choose one of the English kings we learned about in this lesson to write a character sketch about. Remember, a character sketch tells about the physical attributes, as well as the most outstanding character traits of a person. Imagine you are painting a picture of the person using a word paintbrush. Use the space below to draw a sketch of your king of choice. Use the lines to write your character sketch. Include in your character sketch what you have concluded about this person's worldview.



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### VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

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What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?

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# WORLD QUEST

Name \_\_\_\_\_

Day 15

## England During the Era of Exploration. Answer the questions.

1. Why did kings and queens of this time period believe that they could act in any way they wanted?

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2. What kind of rulers do you think Mary and William were? (Remember, they were the king and queen who helped transition Britain to a more stable and balanced government.)

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3. Perhaps one of the most famous Christian allegories ever penned was written during this time period, by a Puritan pastor named John Bunyan. This book, *Pilgrim's Progress*, has been reprinted many times over, updated to modern English, and even adapted for younger readers. Let's learn a bit more about the author, John Bunyan. Do some research on him to find the answers. Write your answers in complete sentences. Sketch or print and paste a picture of him.

Born — Died:

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What country did he live in?

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For what is he famous?

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4. Write a short paragraph describing what stood out to you in your research of this person's life:

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Write a short paragraph explaining the worldview of John Bunyan. How is it evident in his life? What did you learn about his life that built your own faith and helped to confirm your biblical worldview?

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### Worldview Checkup

In a few weeks, I will tell you the story of the Age of Enlightenment. Before we get there, however, I want to review the event called the Reformation. Because the Age of Enlightenment was a direct reaction to the Reformation, we need to make sure we have our foundational knowledge of that event firmly in place. If you were with me in the previous volume of our history series, you may remember what we learned about this monumental event, but for those students who were not with us in that study, and for those of us who could use some review, let's work carefully through this page together.

The Reformation was not a singular event but truly a multifaceted chain of events. Most people associate Martin Luther's 95 Theses (in 1517) as the beginning of the Reformation (although there were many other reformation leaders in other places who were beginning to question the teachings and practices of the Catholic Church).

One of the central disagreements that Martin Luther had with the church was centered around the doctrines that supported a practice called **indulgences**. Do a little research to find more about this. (Hint, if you have *The World's Story 2*, you will find the story of the Reformation beginning on page 255 of the Student Book.) Explain what the practice of selling/buying indulgences taught people about God. What type of worldview would this reinforce?

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When Martin Luther discovered the truth of Romans 1:17, "For therein is the righteousness of God revealed from faith to faith: as it is written, the just shall live by faith" (KJV), he understood that righteousness is not only a condition but also an act of God. God declares those who come to repentance through Jesus' death and Resurrection, righteous. Grace and mercy through the forgiveness of sin, by the blood of Jesus shed on the Cross, brought sinners to righteousness. In other words, Martin Luther understood that you cannot buy your way into heaven. This is the central belief that was born during the Reformation.

Look up Ephesians 2:8–9 and copy it here. In both verses, highlight the words that explain why we cannot take credit for the grace of God.



Day 16

# MAP ADVENTURE

Name \_\_\_\_\_

**England During the Era of Exploration.** Look at the map on page 40 of your Student Book and then answer the questions below.

1. **Analysis:** Why do you think there are so many different names for this area?

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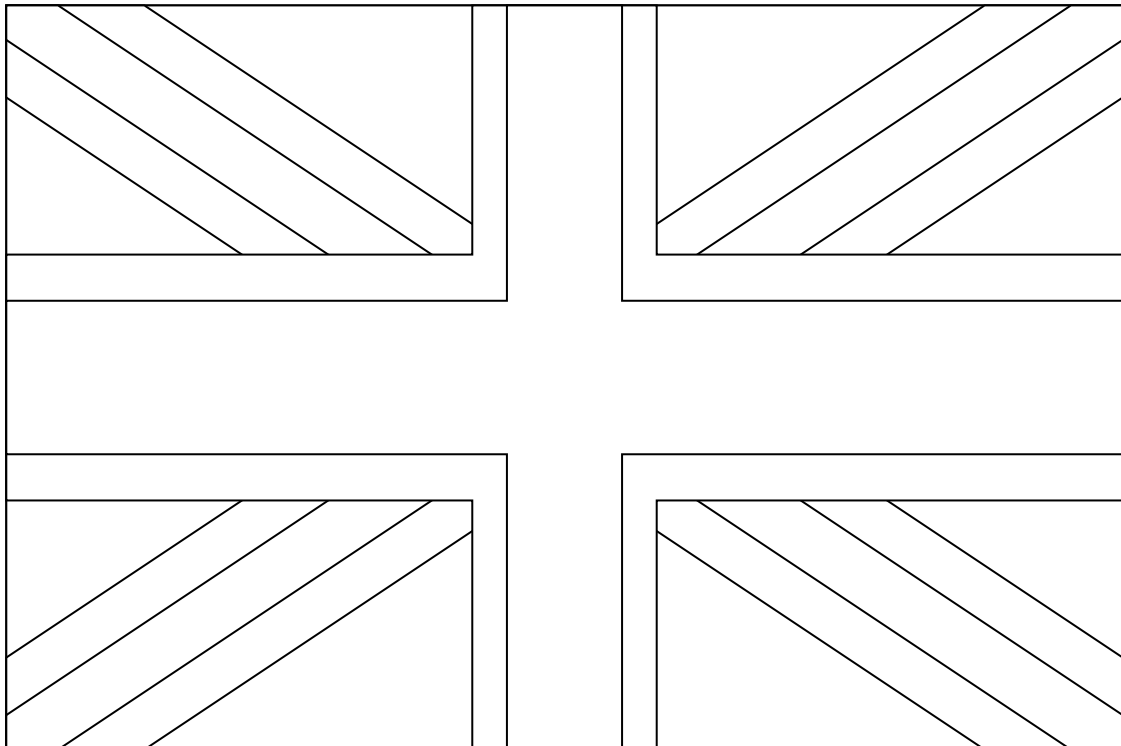
2. **Connect:** Why do you think the English, Scottish, Welsh, and Northern Irish do not like being misidentified as each other?

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Use your colored pencils to color the Union Jack Flag.



## Abandoned Place of the World

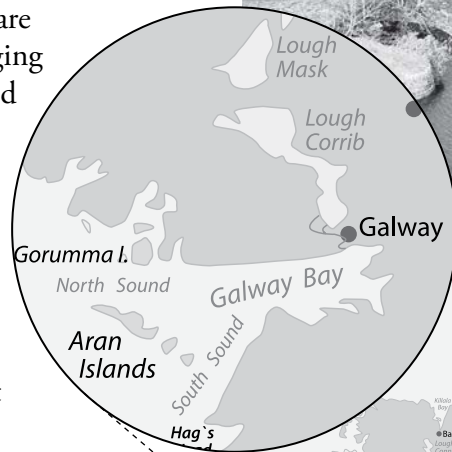
### *Abandoned Menlo Castle from the 1500s*

From the distance, we would not be able to tell that a man-made structure is part of lush green vegetation growing along the banks of the River Corrib, which flows through Galway City, Ireland. As we get a little closer, we would realize that there are large, round towers covered in green vegetation. On closer examination we would see the stone walls of the abandoned 16th-century castle that are almost completely blanketed in hanging vines. Menlo Castle, sometimes called Blake Castle, was built during the 1560s. Generations of the Blake family, who were English nobles, lived here for more than three full centuries before a fire swept through in 1910, destroying the castle. For the past 109 years, the castle has been slowly becoming part of its surroundings.<sup>1</sup>

Study the photos and map of Menlo Castle. If at all possible, do some exploring of your own. If you would like to learn a little about the history of the Blake family who built the castle, here is a link to the informational site for the city of Galway, Ireland. <http://www.galway-ireland.ie/blake.htm>

#### **Think like an explorer:**

Why do you think this would be a good place to build a castle?



#### **Think like a historian:**

This castle was built in Ireland during the time period we studied in this chapter. Who were some of the queens and kings who were ruling Britain during this time? What was the name of the Lord Protector who, to this day, is hated throughout Ireland as a war criminal?

<sup>1</sup> <https://www.atlasobscura.com/places/abandoned-menlo-castle> site visited on 1/18/2019.

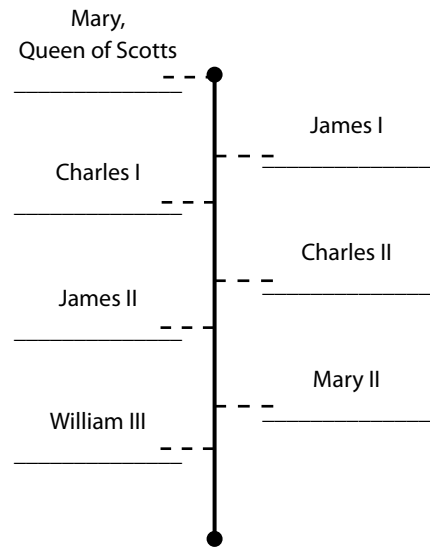


# MY TIMELINE OF MODERN HISTORY!

Name \_\_\_\_\_

## England During the Era of Exploration.

1. Match the following years of rule with the correct ruler.
  - a. 1685–1688
  - b. 1603–1625
  - c. 1689–1694
  - d. 1660–1685
  - e. 1542–1567
  - f. 1660–1685
  - g. 1625–1649



2. Explain what happened to King Charles I through the chain of events leading to the Glorious Revolution. Why?

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3. How long was Oliver Cromwell the commander-in-chief of Ireland?

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4. When Cromwell died in 1658, who returned from exile to reinstate the monarchy in Britain?

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5. Between 1688 and 1689, this revolution permanently established Parliament as the ruling power of England, which gave Parliament much more power in relation to the ruler.

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## DIG DEEPER!

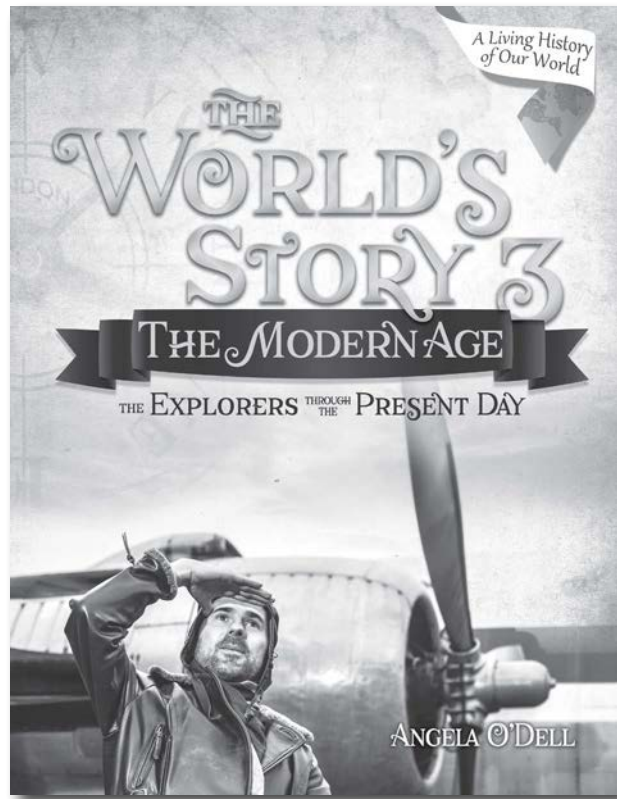
If your teacher would like you to do a Dig Deeper project this week, select from one of these options:

- ✓ Create a collage of the flags of the countries that make up the United Kingdom: England, Scotland, Wales, and Northern Ireland.
- ✓ **Special Project #1** (Should you decide to except it.): Focus on the Enlightenment (assigned from chapter 3 through chapter 6)

**Instructions:** You will be creating a cardboard fold-out or two poster boards taped together to form one big poster. Make sure you gather these materials: the fold-out or poster-board, glue, scissors, construction paper, note paper, pencils, markers, etc.

Each week, follow the steps. Check them off as you go along.

**Week 3:** Take notes about the Reformation. We cover it in the Worldview Checkup assignment of week 3. Make sure you discuss what you learned with your teacher/parent. Keep your notes in a safe place.



## **Review Sheets**

**for Use with**

***World's Story 3***



Day 44

# REVIEW SHEET I

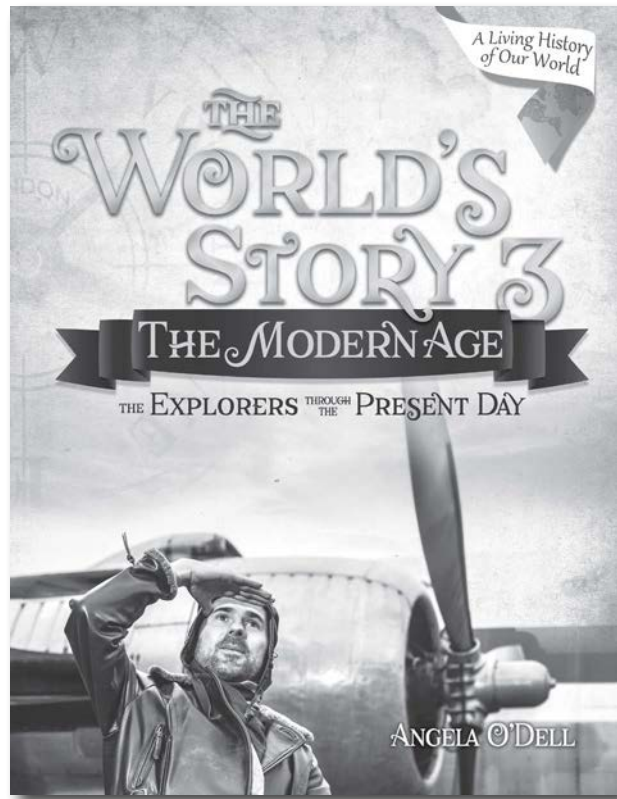
## Part I

Name \_\_\_\_\_

### Matching Exercise (4 points each)

Please match the places to the correct description!

- |                          |  |
|--------------------------|--|
| 1. Ferdinand Magellan    | a. laid groundwork for French claims in the New World (1534)   |
| 2. Hernando de Soto      | b. became the Lord Protector of Britain after the execution of Charles I                                       |
| 3. Jacques Cartier       | c. wanted to create a Russian passageway to the sea; built Petersburg  |
| 4. John Cabot            | d. was the first European to circumnavigate the globe  |
| 5. Oliver Cromwell       | e. Enlightenment philosopher who is considered to be the father of the modern age                              |
| 6. William Carey         | f. missionary to India   |
| 7. Sir Francis Bacon     | g. explored the heart of the United States, claiming it for Spain; first European to see the Mississippi River |
| 8. Jean-Jacques Rousseau | h. helped lay the groundwork for British claim in the New World (1497–98)                                      |
| 9. Frederick the Great   | i. was an enlightened despot who ruled Prussia   |
| 10. Peter the Great      | j. an extremely intelligent but foolish scientist and natural philosopher who denied the existence of God      |



**Answer Keys**  
**for Use with**  
***World's Story 3***

## Worksheet Answers

Page 28

Allow the student creative control. Give examples of details that might be included.

Pages 29-30

- There was not as much human advancement in the middle ages compared to the ancient centuries when the Greeks and Romans advanced quickly in many ways. b. The middle ages suffered with the bubonic plague.
- He was a geographer who lived a couple of centuries after Christ. His maps were missing the continents of North and South America.
- They believed they needed to feed their sun god human hearts and blood.
- 

Explorer/ Conqueror	Exploration, Claim/conquest
Diogo Cão	First European to discover the mouth of the Congo River (claimed for Portugal) & trading post in Indonesia
Bartolomeu Dias	First European to lead an expedition around the Cape of Good Hope.
Vasco de Gama	Voyaged to India, trade routes in Africa and the Indies by way of the Cape. Claimed for Portugal
Christopher Columbus	Explored the Bahamas, claimed for Spain
Ferdinand Magellan	First European to circumnavigate the globe. Discovered Strait of Magellan. Claimed for Spain.
Hernán Cortés	Conquered the Aztecs. Claimed for Spain
Francisco Pizarro & Diego de Almagro	Conquered Incas, established Lima. Spanish
Juan Ponce de Leon	Spanish. Conquered Puerto Rico, claimed for Spain. Explored Florida. Claimed for Spain.
Francisco Vasquez de Coronado	Explored the southwest, claimed for Spain, first European to see the Grand Canyon.
Hernando de Soto	Explored the heart of the United States. Claimed it for Spain. First European to see the Mississippi River.

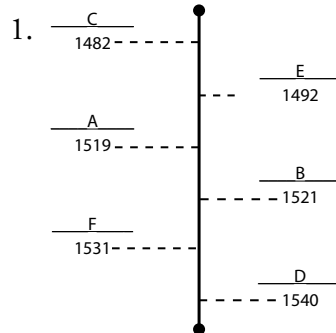
**Worldview Check-up:** The fact that the conquistadors believed in mythical/magical places (as well as the way they treated people in their conquests) strongly indicates that they were what we would call “materialistic” and self-centered. Power and wealth usually bring out the truest part of human character. If someone is driven by want of more and does not care about what they have to do in order to gain it, having power and wealth brings this out in abundance in their lives and character. This worldview is definitely not godly, but instead shows the depravity of fallen human nature.

Page 31

- Analyze:** It's at the tip of South America.
- Connect:** Exact answers will vary, but students should be able to realize that each situation was

different, and the resources of the country would partially dictate how the explorers responded to it and their interest in it. Likewise, some areas may have been better able to protect themselves at first, which also could have shaped the response of the explorers.

Page 33



- Perhaps you could sail off the edge of the world. Whoever was going to discover the eastern route to the Indies would have to be brave enough to face uncharted water, monsters of the deep, and quite possibly a watery grave. Would they have enough food and water? Would their navigational instruments be able to bring them back home? Would they ever see their loved ones again?
  - When he saw the dark complexion of the island inhabitants, Columbus was convinced that he had succeeded in finding the ocean route to the Indies. He called these people Indians and claimed their island for Spain.

Page 36

Allow the student creative control.

Page 37

- Spain was ruled by a Catholic, Philip II, while England was ruled by the Protestant Elizabeth. The fighting between the two religions fueled the anger between the two rulers and the ones that swore allegiance to them. A good example of this is how Sir Francis Drake had a personal vendetta against the Spanish for persecution of the Protestants, and this fueled his piracy of the Spanish merchant ships.
- The name Canada comes from the Huron-Iroquois word “Kanata,” which means “a

settlement.” French explorer Jacques Cartier is credited for naming it.

- John Newton knew the horrors of the slave trade first hand. He also knew God saved him, and he lived the rest of his life in never-ending awe of God’s amazing grace. It was through John Newton’s preaching that William Wilberforce heard the call of God to be born again and to fight against slavery.

4.

Explorer/ Conqueror	Exploration, Claim/Conquest
John Cabot	Helped lay groundwork for British claim in the New World, 1497–98
Jacques Cartier	Laid groundwork for French claims in the New World, 1534
Samuel de Champlain	Established Quebec, explored large areas around the Great Lakes and Lake Champlain, early 1600s

**Worldview Checkup:** It is so important for kids to make connections between the worldview and their causality in history. In this worldview checkup assignment, I want to start laying the groundwork for the child’s true understanding of the connection between the dark worldview that has sprouted and caused deep racism to grow in many areas of our world’s culture. In contrast to that worldview, I want them to understand that the truly biblical worldview that we are called to have as Christ-followers stands out in stark contrast to the darkness of that sin- and hate-filled worldview.

Page 39

- Analyze:** North and South America
- Connect:** Exact answers will vary, but students should be able to recognize there are several likely factors, including wealth, but also competition with each other.

Page 41

- e – 1482  
a – 1492  
g – 1497  
f – 1513  
b – 1519  
c – 1521  
h – 1769

d – 1652

- 40
- John Cabot
- Jacques Cartier
- Samuel de Champlain
- 40

Page 44

Allow the student creative control.

Page 45

- They believed since they were appointed by God to be the rulers of their people, they could act and be any way they wanted. They abused their powers terribly if it served their selfish purposes.
- Mary and William were obviously not self-centered or power-hungry rulers. They were willing to work with the Parliament to get issues taken care of so the country could move forward.
- Born November 30, 1628, died August 31, 1688; England; he wrote *Pilgrim’s Progress*.
- Allow the student creative license

Page 46

**Worldview checkup:** In this worldview checkup assignment, I am beginning to prepare the student to build on their knowledge of the Reformation and the worldview it taught. Please make sure your student completely understands what is being taught in the Scriptures and how the Reformation brought to light the evil practices of people who had a greedy, fallen human worldview.

Page 47

- Analysis:** Exact answers will vary, but students should recognize that each name has a different focus and meaning.
- Connect:** Exact answers will vary, but students should be able to recognize that in addition to pride in their own heritage, there is also a history of conflict between some of these nations.