

# The Story of the World

## Activity Book Three

Early Modern Times

From Elizabeth the First to the Forty-Niners

Edited by Susan Wise Bauer



With activities, maps, and drawings by:

Sofie Engstrom von Alten, Peter Buffington, Sara Buffington, Terri Downing, Meghan Jamieson, Rebecca Sorge Jensen, Krista Loney, Jeannie McElrath, Justin Moore, Tiffany Moore, Shelby Otto, Charlie Park, Sarah Park, Colleen Sharpe, Kara Swanson, Elizabeth Weber Edwards, and Jeff West



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# How to Use This Activity Book

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

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

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

## Using this guide at home

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

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

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself and

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

We have provided cross-reference numbers to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia* (revised 3rd edition), *The Usborne Book of World History* (2008 edition), and *The Usborne Internet-Linked Encyclopedia of World History* (2009 edition). Use these books, or other age-appropriate history encyclopedia resources, for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.

- 6) Choose appropriate titles from the recommended literature lists and read these with your child. Most elementary students should also be doing a phonics program and/or a phonics-based spelling program; this reading should supplement those programs. Classical philosophy discourages the use of "reading textbooks" which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore, an assignment that has to be finished, rather than a wonderful way to learn more about the world. Instead of following a "reading program," consider using the "real books" from these literature lists. **(RA = read aloud; IR = independent read; for children reading on a 2-3 grade level; OOP = Out of print, but still worth finding used, or at your library, or through inter-library loan; E-Only = Currently only available on Kindle, Nook, or other electronic-book formats; LFA = Limited format availability: only available in Library Binding or other non-standard formats)**
- 7) Optional: You can administer written tests (available separately from Well-Trained Mind Press) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

## Multilevel teaching

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*The Story of the World* series is intended for children in grades 1–4, but is often used by older students: Volume 1 is written primarily for grades 1–4; Volume 2 for grades 2–5; Volume 3 for grades 3–6. The maps and many of the activities in this book are also appropriate for children in grades 5–8. Each chapter of the activity guide contains cross-reference page numbers for the *Kingfisher History Encyclopedia* and the earlier edition of this work, *The Kingfisher Illustrated History of the World*. Both are good middle-grade world history reference works. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*; follow this with the appropriate pages from the *Kingfisher History Encyclopedia* or another world history reference of appropriate difficulty; place all important dates on a timeline; do additional reading on his or her own level. For book lists and more detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home*, by Jessie Wise and Susan Wise Bauer (4th edition, W. W. Norton, 2016), available from Well-Trained Mind Press ([www.welltrainedmind.com](http://www.welltrainedmind.com)) or anywhere books are sold.

## For parents

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Families differ in their attitudes about potentially sensitive subjects that will come up during the study of history. We suggest that you skim through the activities in this guide, glance through the literature that we recommend, and skip anything that might be inappropriate for your own family.

## Using this book in the classroom

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

- 1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days. The children should write their summaries (narration exercises) in their history notebooks and then share them aloud.

- 2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help them prepare for the upcoming test. If you would like to administer formal tests, you may purchase them separately from Well-Trained Mind Press.
- 3) Have the students do the maps and coloring pages in the Student Pages. To purchase a license to photocopy the reproducible pages for student use, contact Well-Trained Mind Press.
- 4) Select one or two activities, found in the Student Pages. Some are more appropriate for classroom use than others.
- 5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as “Around the World” or “Last One Standing.”
- 6) On the day before the test, have the students color their chapter review card.
- 7) Test the students.
- 8) You will want to periodically review the past review cards so that the students remember history chronologically.

## THE “FOREIGN CONQUEST” OF CHINA: THE RISE OF THE MANCHU

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### REVIEW QUESTIONS

The Ming dynasty was from the south of China. What were the people in the south of China called? *People in the south of China were called Han Chinese.*

What group from the north of China decided to attack the Ming? *The Manchus, who came from Manchuria (northern China), decided to attack the Ming in the south.*

Besides the Manchu invasion, name two other problems China was having. *The emperors had spent too much money fighting the Japanese; there were too many people and not enough farm land to grow food for them; cold weather had killed the crops; soldiers were deserting the army and robbing and destroying cities.*

Were the Han Chinese pleased with the Ming emperors? *No, they complained that the emperor was doing nothing to help them!*

A postman named Li Tzu-ch'eng decided to set up his own government. What did he do next? *He gathered up other discontented men and marched to Peking. Then he took over the Ming palace.*

Why didn't the Ming army fight back? *The plague had killed many of them!*

Did Li Tzu-ch'eng get to be emperor? *No, he did not.*

Why not? What did the remaining Ming generals ask the Manchu to do? *They asked the Manchu to come down from the north and help them beat the rebels.*

What did the Manchu do instead? *They came down and beat the rebels, but then they kept the throne for themselves.*

What name did the Manchu call themselves to show that they were better than their Han (southern) subjects? *They called themselves Qing, which meant “pure.”*

What did the Manchu force the Han to do to their hair? *They made them wear it in the Manchu style (shave the fronts of the head and grow a pigtail in the back).*

When K'ang-hsi became emperor, how did he treat his subjects? *He treated them more fairly and lessened their taxes; he treated Han Chinese and Manchu the same.*

### NARRATION EXERCISE

“The Ming emperors, who ruled over China, were Han Chinese. But up north, the Manchu people were about to attack them. China had other problems. People were hungry and dissatisfied! One postman decided to attack the Ming emperor. His army marched right into Peking! So the Ming asked the Manchu to come help them out. The Manchu came right down into China and took over the throne! At first, the Manchu treated the Han Chinese unkindly. But then the second Manchu emperor, K'ang-hsi, changed this. He treated the Han Chinese and the Manchu the same and lowered their taxes. Because of this, his empire grew larger and stronger.” OR

“There were two kinds of Chinese in China—the Manchu and the Han Chinese. The Manchu swept down and took over Peking because the Han Chinese dynasty, called the Ming dynasty, asked them for help. The Manchu called themselves “pure” because they thought they were better than the Han Chinese. The first Manchu emperor was cruel to the Han Chinese. He forced them to shave the fronts of their heads and wear pigtails, and he treated them like servants. But the second emperor, K'ang-hsi, knew that he would have to treat the Han Chinese kindly to keep power. He gave them positions at court and told them that he had freed them from the Ming emperors. Because of this, K'ang-hsi had a long and prosperous rule.”



- The Bubonic Plague*, by Kevin Cunningham (ABDO Publishing, 2011). A comprehensive overview of the plague and its effects in Europe throughout history. Chapter 8 specifically addresses the second pandemic and would be excellent supplementary material. (RA 3-6, IR 4-6)
- You Wouldn't Want to be Sick in the 16th Century!* by Kathryn Senior, illus. David Antram (Franklin Watts, 2002). Although this entertaining guide covers medical practices a few years before the Plague, medicine hadn't advanced much further by the middle of the seventeenth century; this will provide a good overview of what doctors were able to do in the face of the Black Death. (RA 2, IR 3-5)
- The Great Fire of London*, by Susanna Davidson (Usborne, 2015) With larger text and short paragraphs, this chapter book is ideal for young readers looking for more information on the Great Fire. (RA 1-3, IR 2-4)
- The Great Fire of London of 1666*, by Magdalena Alagna (Rosen Publishing, 2004). Readable and brief, this book tracks the day-by-day progress of the terrible fire. (RA 2-3, IR 4-6)
- You Wouldn't Want to Be in the Great Fire of London!*, by Jim Pipe, illus. David Antram (Book House, 2016). Another great book in the *You Wouldn't Want to* series. In a humorous but factual way, this book covers the events of the Great Fire of London. (RA 1-3, IR 3-5)
- Samuel Pepys*, by Izzi Howell (Wayland, 2016). This simple biography about Samuel Pepys gives facts about the diarist who recorded the Great Fire of London and the Plague. Great for beginning readers. (RA 1-2, IR 1-4)
- William Harvey: Discoverer of How Blood Circulates*, by Lisa Yount (Enslow Publishers, 2008). Harvey was a court physician to James I and Charles I. This book recounts his life and his discoveries. Good for reading aloud to young children who are curious about science, anatomy, and seventeenth-century medicine. (RA 1-4, IR 3-6)

## Corresponding Literature Suggestions

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- Ghosts, Rogues, and Highwaymen: 20 Stories from British History*, by Geraldine McCaughrean, illus. Richard Brassey (Orion Publishing, 2002). Contains some fictional and/or debunked stories from the English Civil War. McCaughrean is a wonderful storyteller; it would be worth finding this on the used book market or through library/interlibrary loan. **OOP**
- The Great, Smelly, Small-Toothed Dog: A Folktale from Great Britain*, retold by Margaret Read McDonald (August House Little Folk, 2007). Young students will enjoy this British variant of Beauty and the Beast. (RA 1-3, IR 2-3)
- Jack and the Beanstalk*, illustrated by Nina Towe (Michael Neugebauer Publishing, 2017). The classic English fairy tale is lavishly illustrated—a delightful read aloud experience for all ages! (RA 1-6, IR 3-5)
- The Loathsome Dragon*, retold by David Wiesenthal and Kim Kahng (Clarion Books, 2005). With familiar elements like a wicked stepmother, a beautiful princess and a dragon, this English fairy tale (and its illustrations) will enchant readers of all ages. (RA 1-4, IR 3-5)
- Rex and the Royal Prisoner*, by Kate Sheppard, illus. Kate Sheppard (Walker Books Ltd., 2015). This quirkily illustrated book follows a dog named Rex who goes back in time, meets King Charles I's dog, and tries to rescue the king from being imprisoned. (RA 1-3, IR 2-4)
- The Great Plague: A London Girl's Diary, 1665-1666*, by Pamela Oldfield (Scholastic, 2001). This chapter-book novel, part of the *My Story* series, follows the adventures of a thirteen-year-old girl who lives in London during the days of the plague and the Great Fire. May be accessible to some advanced third-grader readers. (IR 4-6) **OOP**

*At the Sign of the Sugared Plum*, by Mary Hooper (Bloomsbury USA, 2003). Written for fifth-graders, this historical novel tells of a young girl who comes to London in 1665 to help her sister run a candy shop—just as the plague begins. (IR 5-8) **E-Only.**

*The Baker's Boy and the Great Fire of London*, by Tom and Tony Bradman (Wayland, 2018). Young Will believes he must stop the fire from spreading from his family's bakery to the rest of the city. This book is a short overview of the fire and features an appearance by Samuel Pepys. (RA 1-2, IR 2-4)

*Raven Boy*, by Pippa Goodheart (Catnip Publishing, 2007). Exciting historical fiction from the United Kingdom covering the era of the Great Fire of London and the plague. (RA 3-5, IR 4-6)

*Toby and the Great Fire of London*, by Margaret Nash (Franklin Watts, 2008) This book is ideal for new readers to help them build up their confidence while learning about an important historical event. (RA 1-2, IR 1-2)

*Vlad and the Great Fire of London* by Kate Cunningham (Reading Riddle, 2016) Aimed at younger students, this book is an entertaining introduction to a somber topic, told from the perspectives of a flea and a rat! (RA 1-3, IR 1-3)

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## MAP WORK

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### Charles I's England *(Student Page 37, answer 322)*

1. Charles I planned to get to his coronation in London by sailing down the Thames River. Trace the Thames River in blue.
2. Charles made the Puritans and Parliament angry. When he realized a rebellion might break out, he fled London and went to the north of England. Draw a red arrow from London into the northern part of England.
3. Parliament gained control of the southeastern part of England. Draw a circle in the southeastern part of England (on the peninsula), and color it in yellow.
4. Charles lost an important battle to Cromwell at Marston Moor. Marston Moor is in the northern part of England. Find the dot, and label it Marston Moor. Then, draw a blue circle around the dot that represents Marston Moor.

**COLORING PAGE** The Great Fire of London burned for three days. Four-fifths of old London burned down!  
*(Student Page 38)*

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## PROJECTS

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### ACTIVITY PROJECT **A City Too Close**

How could an entire city go up in flames? The buildings of London were so crowded that fire leapt easily from one house to the next. Cut out this London City street model to see how crowded London's buildings were.

- Materials:*
- Student Page 39: London City Street Template
  - colored pencils
  - glue
  - toothpicks
  - duct tape or electrical tape
  - scissors
  - jumbo craft sticks (optional)



## Make a Sundial like Samrat Yantra

Jai Singh II was a scientist, architect, and political figure during Mohammad Shah's reign. Jai Singh II had a passion for astronomy. He built the Jantar Mantar in Jaipur, India. The Jantar Mantar, which means "The Formula of Instruments," is a marvel; it has fourteen towering geometric devices made of local stone and marble. The Jantar Mantar can measure time within one second, predict eclipses, track the orbits of stars, and predict the alignment and distances of the planets. One of the grandest structures there is Samrat Yantra, a giant sundial 90 feet high and 148 feet wide. It can tell the time within an accuracy of 30 seconds. Jai Singh II designed this structure himself. Make your own sundial. It may not be as large as the Samrat Yantra, but it will still tell time by the position of the sun.

- Materials:**
- ❑ Student Page 60: Sundial Base Template
  - ❑ Student Page 61: Gnomon Template
  - ❑ Thin cardboard or cardstock (enough for the templates)
  - ❑ Scissors
  - ❑ Masking tape or clear packing tape
  - ❑ Glue stick
  - ❑ Compass (so you can find north)

- Directions:**
1. Cut out the sundial base template and the gnomon (the "point") template.
  2. Paste them onto the thin cardboard and cut around them.
  3. Cut a slit into the sundial base, right down the center where it is marked "cut along this line."
  4. Fold the gnomon along the bottom line.
  5. Slide the gnomon into the slit in the base, making sure the longest side (the hypotenuse of the right angle) goes in first.
  6. Turn the base over and tape the fold of the gnomon to the underside of the base.
  7. Turn the sundial right-side up. The gnomon should stand up straight. If it does not, add more tape.
  8. Go outside on a sunny day. Set the sundial in a spot without shade. Use the compass to point the compass north. The "12" line should face north exactly.
  9. Check the time on your watch. Look at the place where the edge of the shadow falls *between* two of the hour lines. Is the sundial reading the correct time? How close would you say that it is?

## Dress Up Like a Sikh Bodyguard

The Sikh religion had been founded by a holy man who taught that Hindus and Muslims were the same in God's eyes. When Aurangzeb insisted that only Muslims be given positions of power in his kingdom, he offended many Sikhs! And Aurangzeb had ordered his soldiers to destroy Sikh places of worship, called *gurdwaras*. In response, the religious leader of the Sikhs organized a group of Sikh warriors into a band called the *Khalsa*. The Khalsa were given the task of defending the Sikh faith. Their leader taught them that they must wear five symbols, called the five Ks, that would show their membership in this group of defenders of the Sikh faith. These are the symbols:

*Kes* is long hair that is never cut, to symbolize brotherhood and living in harmony with God's will;

*Kangha* is a comb with which the warrior combed his hair twice a day before tying it up into his turban to keep it clean and neat;

*Kirpan* is a sword which he was to use to defend the weak and oppressed;

*Kara* is a steel bracelet which the Sikh wore on his right wrist to remind of him of his vows and to remind him not to do any evil with his hands.

*Kachcha* are special shorts that allowed the Sikh to move more quickly than other warriors who might be wearing long, loose robes.

The religious leader who formed the Khalsa wrote a poem defining who the Khalsa were. Here is an excerpt:

*He who repeats night and day the name of Him,  
Who has full love and confidence in God,  
Whose enduring light is inextinguishable,  
Who puts no faith in fasting and worshipping cemeteries and monasteries,  
He is recognized as a true member of the Khalsa,  
In whose heart the light of the Perfect One shines.*

The Khalsa had excellent self-defense skills; so much so, that the British in India would hire Sikh bodyguards to protect high-ranking British officials. Dress up like a member of the Khalsa. Then guard your parent for an hour. Recite the poem about the Khalsa to your parent.

### ***Make a Kirpan***

- Materials:
- Student Page 62: Kirpan Template
  - Cardstock or cardboard
  - Scissors
  - Aluminum foil
  - Crayons, markers, or colored pencils

- Directions:
1. Cut out the kirpan template and trace it onto the cardstock or cardboard.
  2. Wrap aluminum foil around the blade of the kirpan.
  3. Color the handle of the kirpan or leave it plain.
  4. Put on a belt and carry the kirpan in your belt. You need to be ready to use it at a moment's notice!

### ***Make a Kara***

- Materials:
- Bracelet (preferably a bangle without a clasp)
  - Aluminum foil

- Directions:
1. Wrap the aluminum foil around the bracelet so it looks like the bracelet is made of iron. The bracelet symbolizes God since it has no beginning and no end. The bracelet is made of iron to symbolize courage.

### **Comb Your Kes with your Kanga**

Comb your hair twice with a comb, your kanga. If you have long hair, wear it pulled back.

### **Wear Kachcha**

Put on a pair of boxer shorts over your clothes. The Khalsa wore the Kachcha under their clothes, so if you want to be more authentic you can do that instead.

## **CRAFT PROJECT    Make a Puppet Ruler of India**

When the British invaded, they planned to make Mir Jafar into their “puppet ruler” of Bengal. The people of Bengal would see Mir Jafar and treat him like their ruler, but the British would direct Mir Jafar’s actions. So Mir Jafar’s actions would actually be British actions. This is why we call him a puppet ruler.

4. **Option**—Replace the soldier’s head with a picture of yourself! Scan your picture into your computer and enlarge it to fit, or take a picture into an enlargement site, such as the machines at Target or Wal-Mart, and enlarge your picture to fit the soldier body. Proceed with laminating and follow the rest of the steps.

## GAME ACTIVITY

### The Battle of Bunker Hill

- Materials:
- ❑ *The Story of the World, Volume 3*, chapter 22
  - ❑ Student Page 72: Bunker Hill Game Board
  - ❑ Student Page 73: Game Card Template
  - ❑ game pieces: beans, coins, buttons or small plastic toys to serve as player markers
  - ❑ one or two dice, depending on how fast you want the game to go

- Directions:
1. Before the game:
    - a. Enlarge the game board to fit on an 11" x 14" cardstock. Copy the game cards on to two different colors of cardstock, making two decks of the cards.
    - b. *Optional*: Glue the game board on to cardboard or posterboard to add strength.
    - c. *Optional*: Cover the game board with clear contact paper.
    - d. Each player gets a game piece and a deck of the *Battle of Bunker Hill Cards*, turned face down in front of him on the letters on the board.
  2. To play:
    - a. All players begin by placing game pieces on the map. The oldest player gets to start the game. You may not begin the game until you roll a one. Once you roll a one, you may begin by placing your game piece on the starting square. You cannot move forward until the next turn.
    - b. Roll the die/dice and after you have moved, draw a card from your pile. As you draw the cards, place the cards in order according to when they happened. Every turn, you must draw a card from your pile and place it in your ordered set of cards. You might consider using *The Story of the World* to help you while you play the game the first few times.
    - c. Continue to move around the board. When you land on the end of an arrow, you may slide to the end. If you slide past another player’s piece, that player is sent back to the center of the board. He must stay there until he rolls a one. He then returns to the square he was on.
    - d. If you land on a square that is already occupied, the player who was there first is sent back six spaces.
    - e. **END SQUARE**—You do not need to have the exact roll to finish on the *End Square*. Once there, choose a final card from your pile and put it in order. The winner is the first person in the end square and whose cards are correctly in order.

## MEMORY ACTIVITY

Memorize one or both of the following passages. Ask the child to read 8-10 lines out loud five times every day. Within a few days, the child should be able to recite most of those lines from memory. Then add another 8-10 lines and follow the same procedure until the whole poem or declaration is memorized.

to have too many representatives in Congress! Finally, both countries made the slave trade illegal. Years later, Great Britain made slavery illegal too.”

## Additional History Reading

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*Amistad: The Story of a Slave Ship*, by Patricia C. McKissack, illus. Sanna Stanley (Penguin Young Readers, 2005). This is an account of the kidnapped Africans who took over the ship *Amistad* and tried to sail back to Africa and to freedom. Part of a leveled reader series, so it will make great reading practice, too, for young readers. (RA 1, IR 2-4)

*Courageous People Who Changed the World (Little Heroes)* by Heidi Poelman, illus. Kyle Kershner. (Familius, 2018). A board book aimed at younger children, this book includes a brief introduction to, and famous quotations from, eight courageous people in history including William Wilberforce and Harriet Tubman. (RA K-2, IR 2-3).

*The Daring Escape of Ellen Craft*, by Cathy Moore, illus. Mary O’Keefe Young (First Avenue Editions, 2002). An easy-to-read account of Ellen Craft, who dressed like a white man so that she and her husband could escape slavery. After they gained freedom, they became involved with abolitionist work in the United States and in England. (RA 1, IR 2-4)

*Enemies of Slavery* by David A. Adler, illus. Donald A. Smith (Holiday House, 2004). Thirteen profiles of Americans who fought against the institution of slavery in the United States, including John Brown, Lucretia Mott, Sojourner Truth, Denmark Vesey, and David Walker. (RA 1-3, IR 3-4).

*Freedom Song: The Story of Henry “Box” Brown*, by Sally M. Walker, illus. Sean Qualls (HarperCollins, 2012). This musical man escaped slavery by having himself mailed in a box to a free state in the mid-nineteenth century. Beautifully illustrated story of his life. (RA 1-3, IR 3-5)

*How Sweet the Sound: The Story of Amazing Grace* by Carole Boston Weatherford, illus. by Frank Morrison. Moving picture book biography of John Newton, a slave ship captain who prayed for safety during a bad storm. After arriving safely at his destination, he eventually changed his ways and became a minister and an abolitionist, helping to end the slave trade in England. His passionate statements against slavery became well-known, but he is most famous for writing the hymn “Amazing Grace” (RA K-2, IR 2-3).

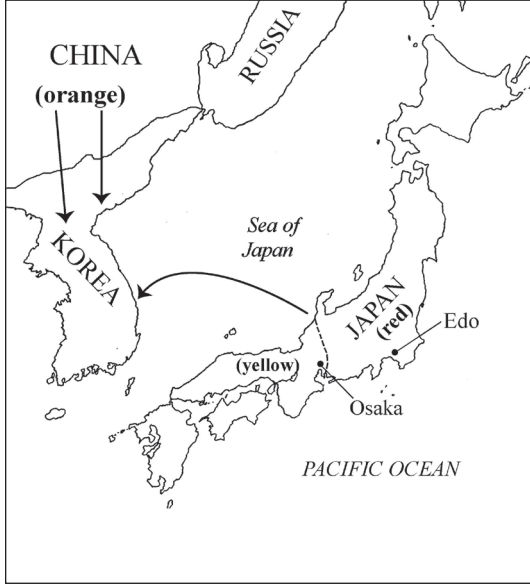
*If You Lived When There Was Slavery in America* by Anne Kamma (Scholastic, reprint 2004). A kid’s-eye view of what slavery was like in America from Colonial times to the end of the Civil War. Detailed but simplified for younger readers. (RA 1-3, IR 3-5).

*Life on a Plantation*, by Bobbie Kalman (Crabtree Publications, 1997). Many illustrations and fairly detailed text compare the life of the plantation owner and his family with the lives of the enslaved workers in the cotton fields. (RA 2-3, IR 4-6)

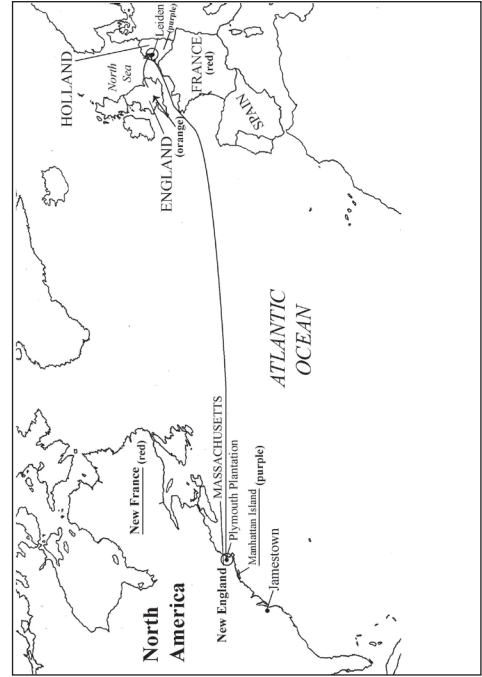
*No More! Stories and Songs of Slave Resistance* by Doreen Rappaport, illus. Shane W. Evans. (Candlewick, 2005). Beautifully illustrated book that shows many of the ways slaves resisted their own enslavement, including stories and songs from the early days of the slave trade through the Emancipation Proclamation. (RA 2-4, IR 4-7).

*Olaudah Equiano: From Slavery to Freedom*, by Paul Thomas, illus. Victor Ambrus (HarperCollins UK, 2007). An amazing account of a man kidnapped from eastern Africa for slavery. He eventually bought his way out of slavery and worked in England with the “Sons of Africa” to end the slave trade. (RA 1-2, IR 2-4)

Chapter 5:  
Warlords of Japan, page 33



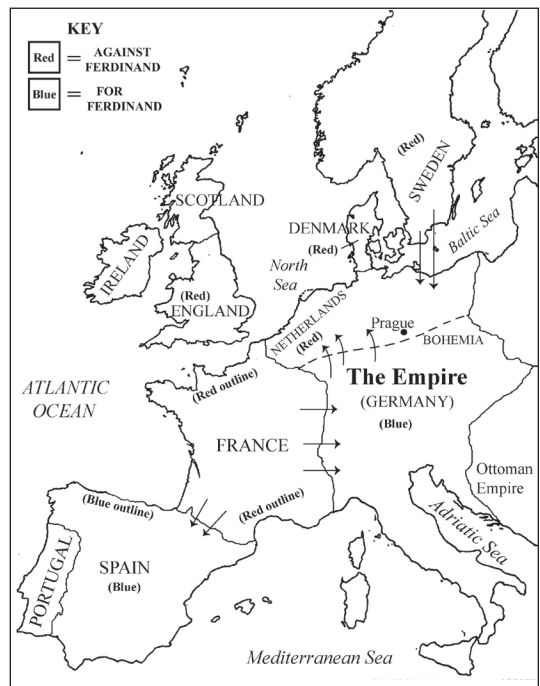
Chapter 6:  
New Colonies in the New World, page 40



Chapter 7:  
The Spread of Slavery, page 48

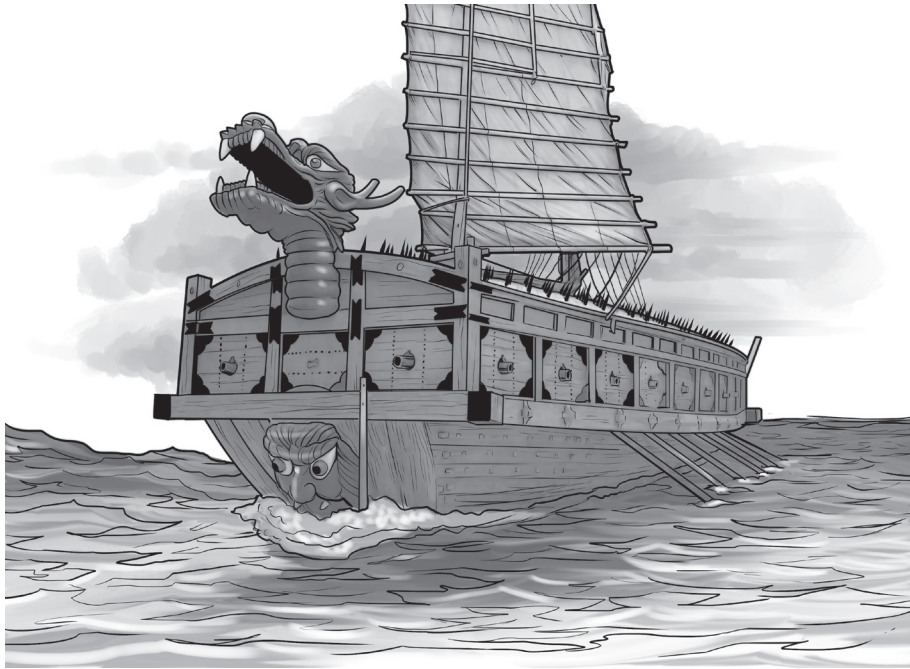


Chapter 9:  
The Western War, page 64



# The Story of the World

## Activity Book, Volume Three



## Student Pages



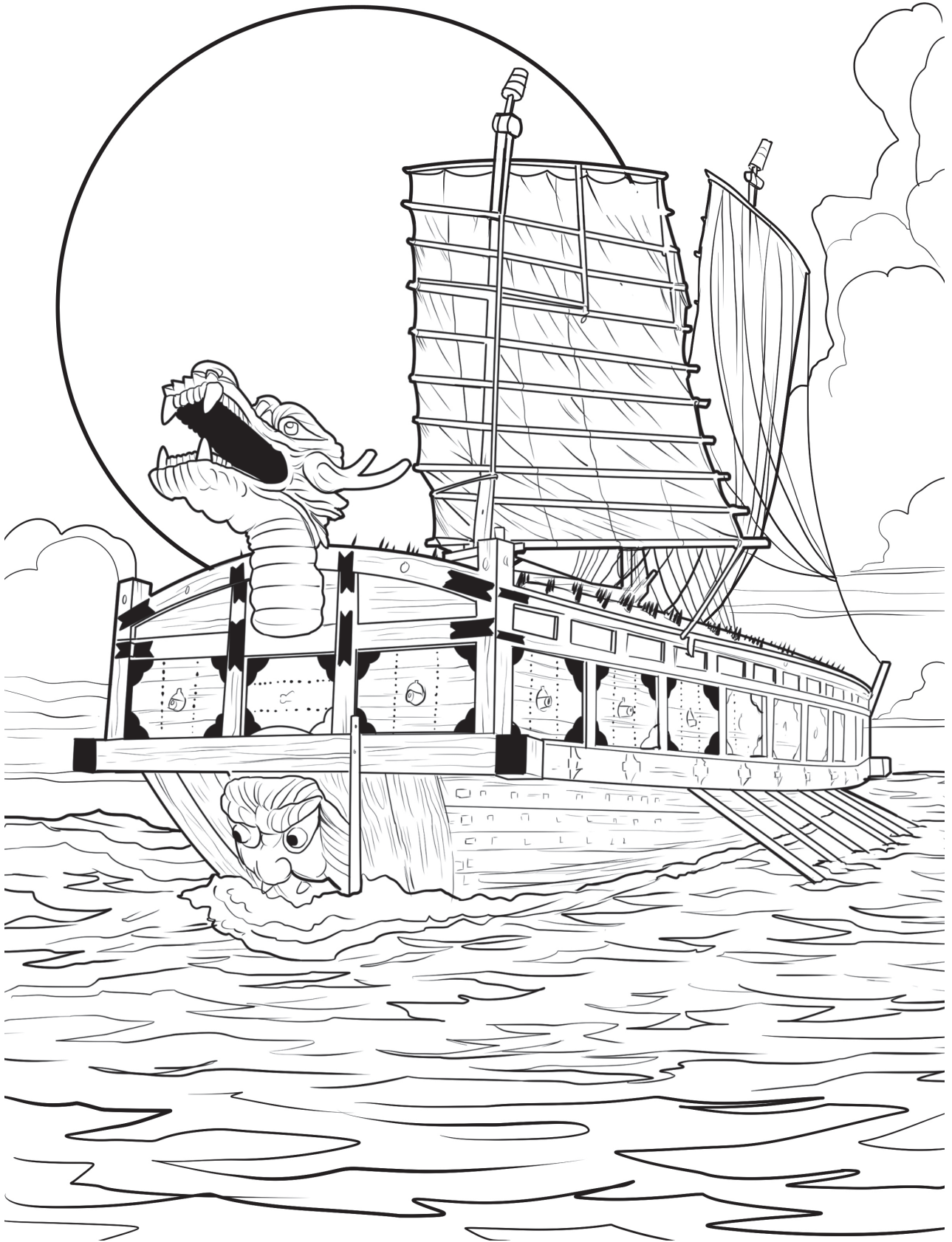
*[www.welltrainedmind.com](http://www.welltrainedmind.com)*



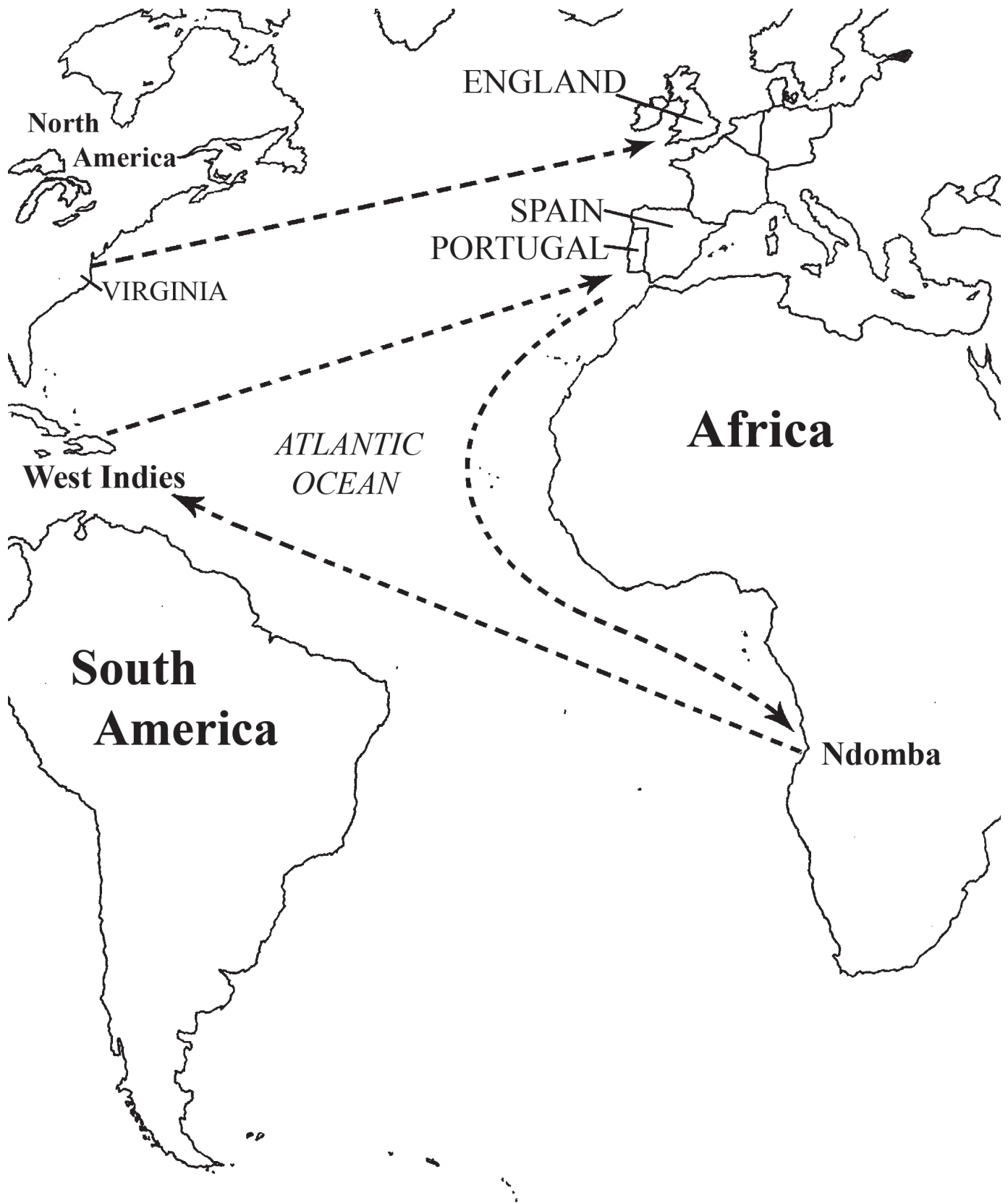
# Mary, Queen of Scots



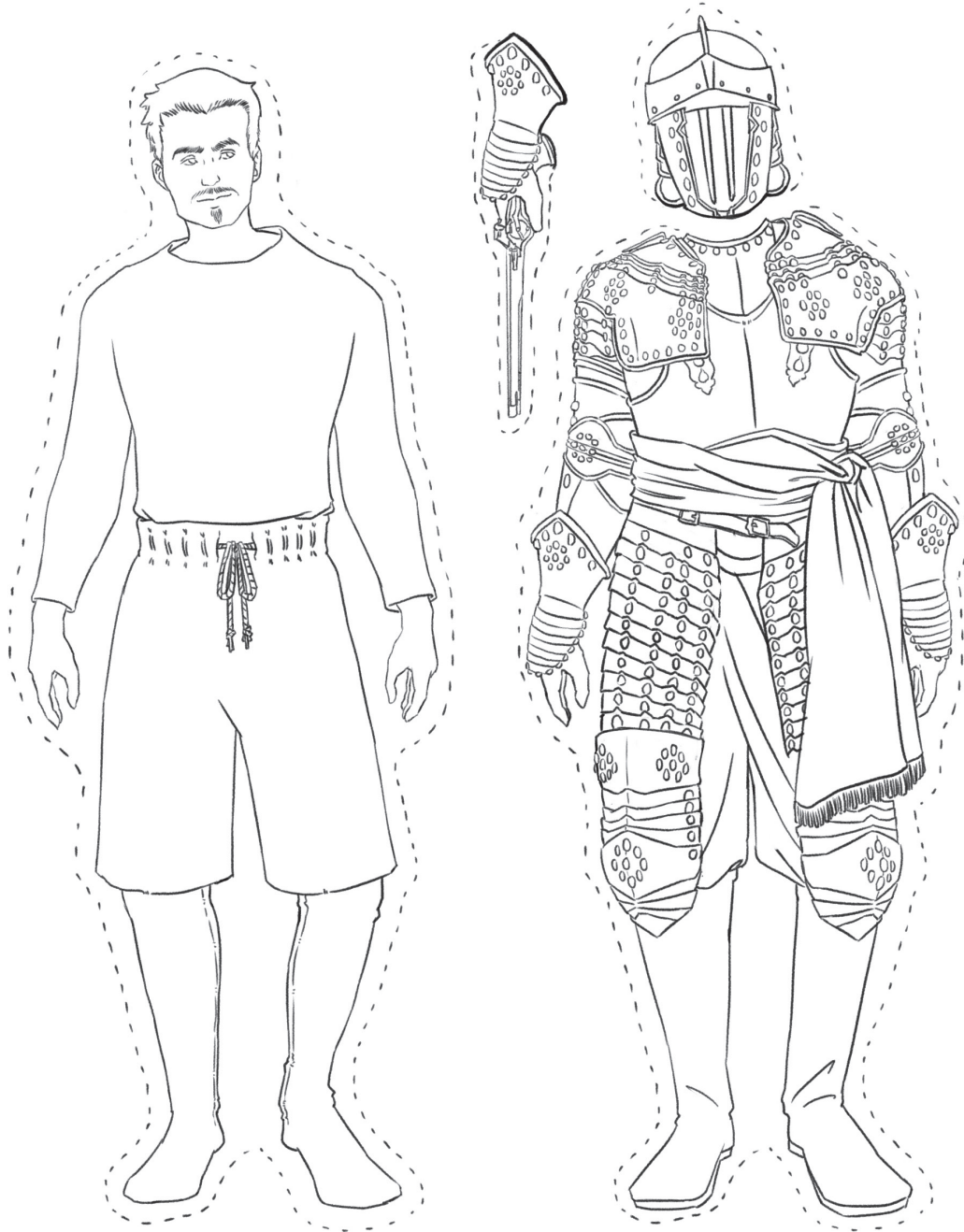
# A Korean “Tortoise Boat”



# Triangular Trade Route

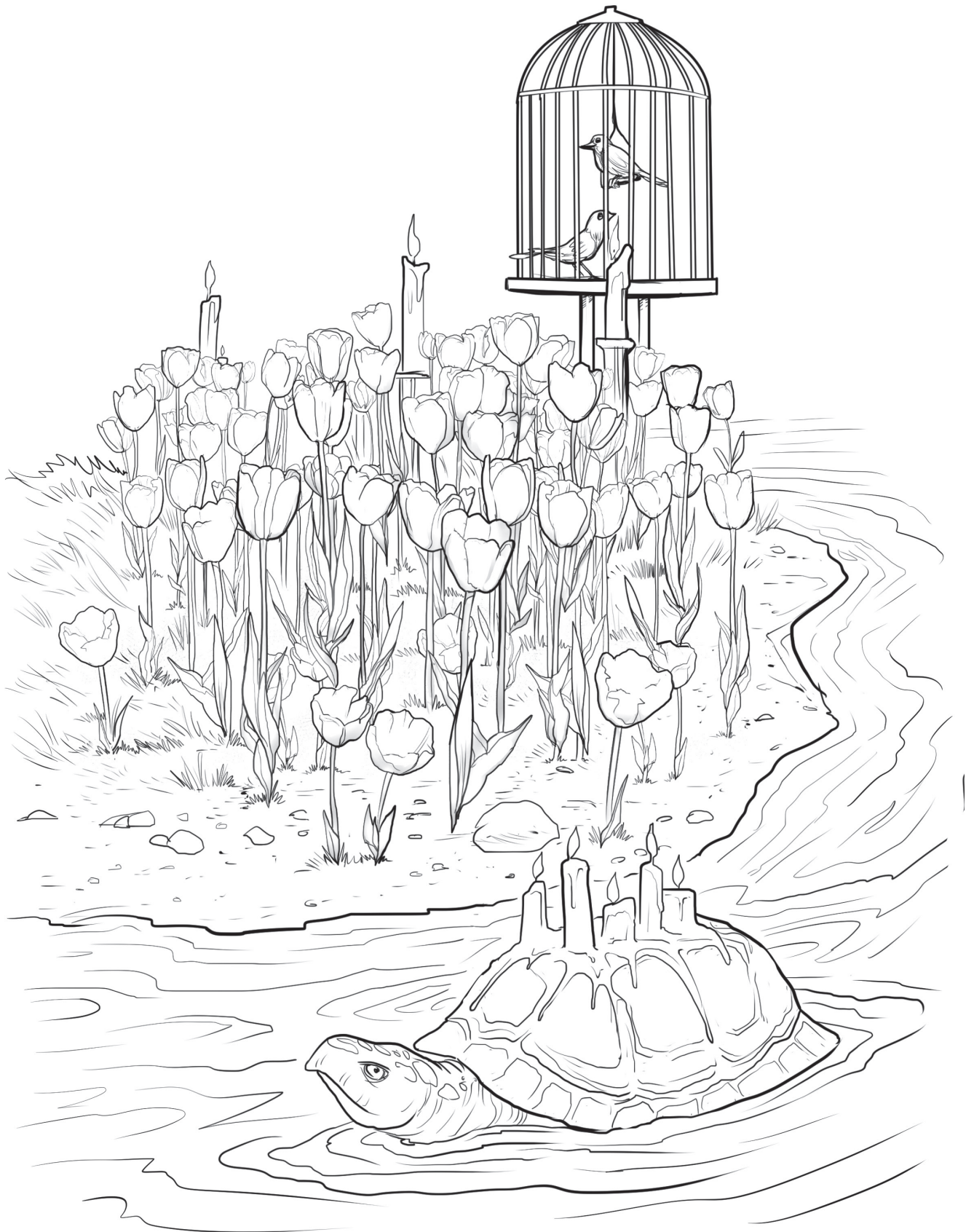


# Soldiers of the Thirty Years' War Paper Dolls

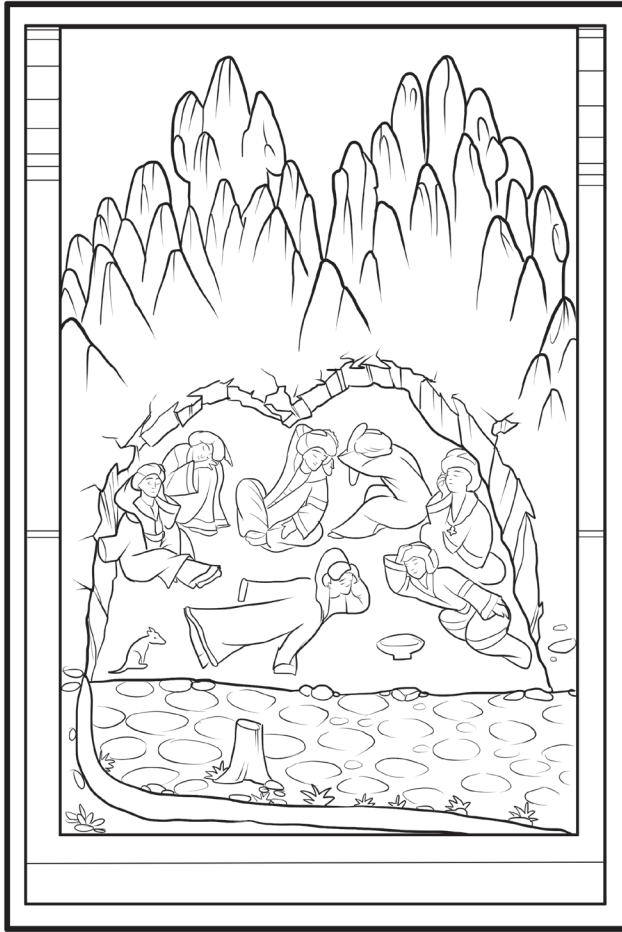




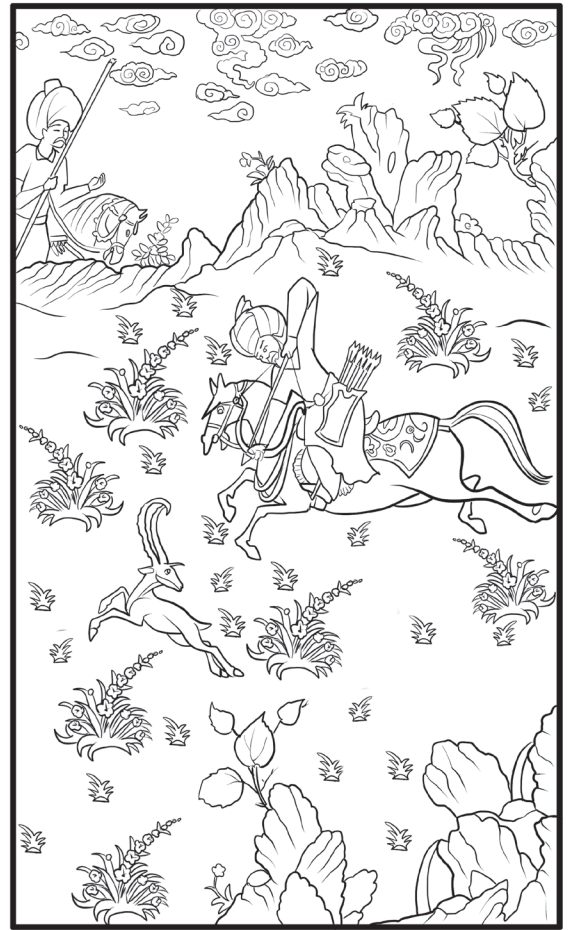
# A Tulip Party



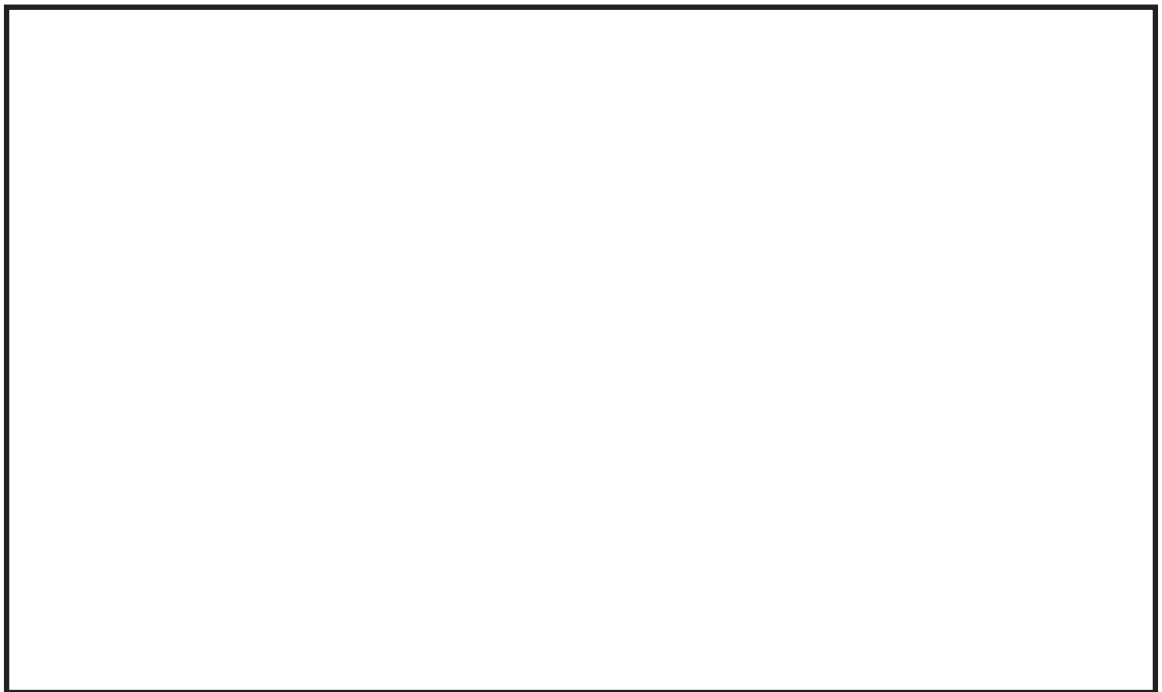
# Ottoman Miniature Paintings



The Seven Sleepers



A Hunting Scene



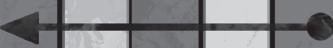


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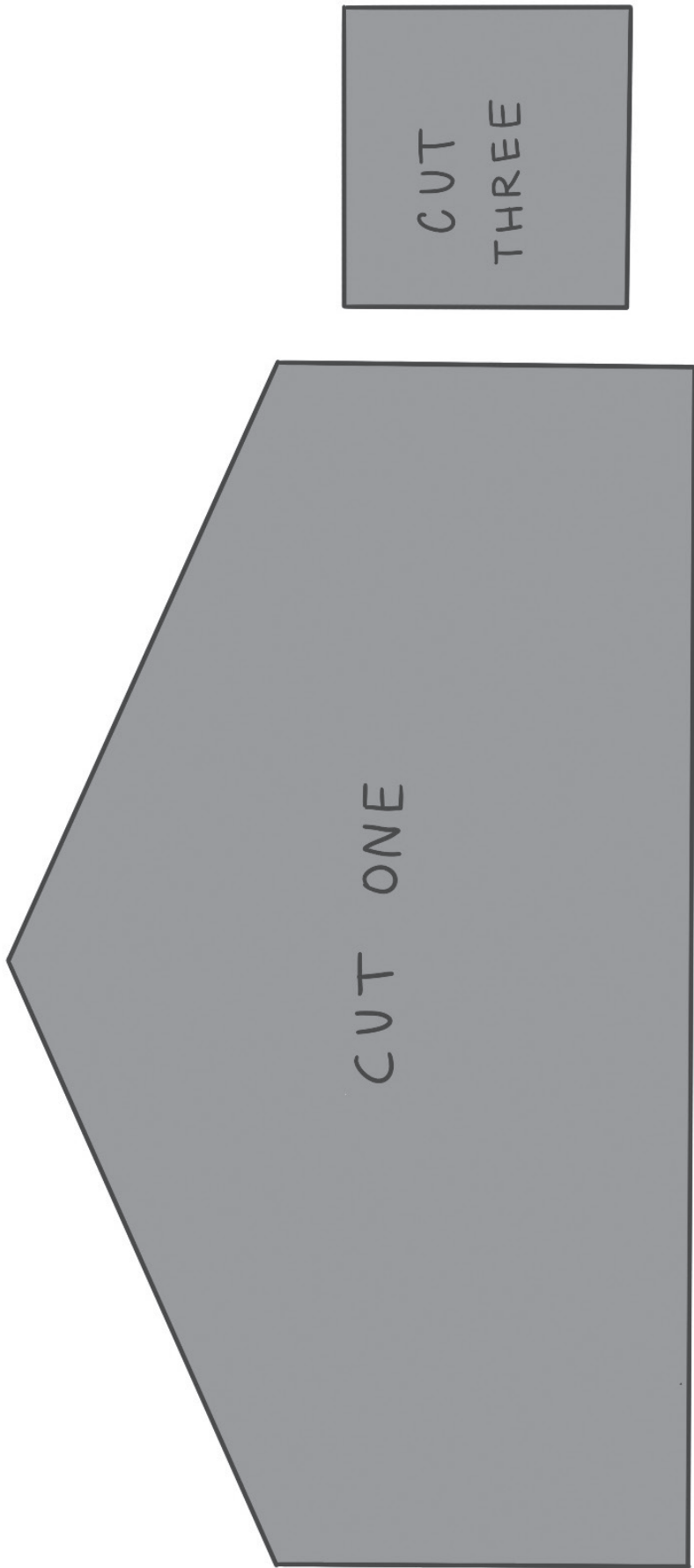
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# THE BATTLE OF BUNKER HILL



# 3 Branches Game Template



<p>Decides the meaning of the law, how to apply and whether it fits the Constitution</p> <ul style="list-style-type: none"><li>• Supreme Court</li><li>• Federal Courts</li></ul>	<p>Makes the laws</p> <p>Made up of two Chambers:</p> <table border="1"><tr><td>House of Representatives</td><td>Senate</td></tr></table>	House of Representatives	Senate	<p>Enforces the laws</p> <ul style="list-style-type: none"><li>• President</li><li>• Vice President</li><li>• Cabinet</li><li>• Executive Agencies</li></ul>
House of Representatives	Senate			

Captain Cook Landing at Botany Bay

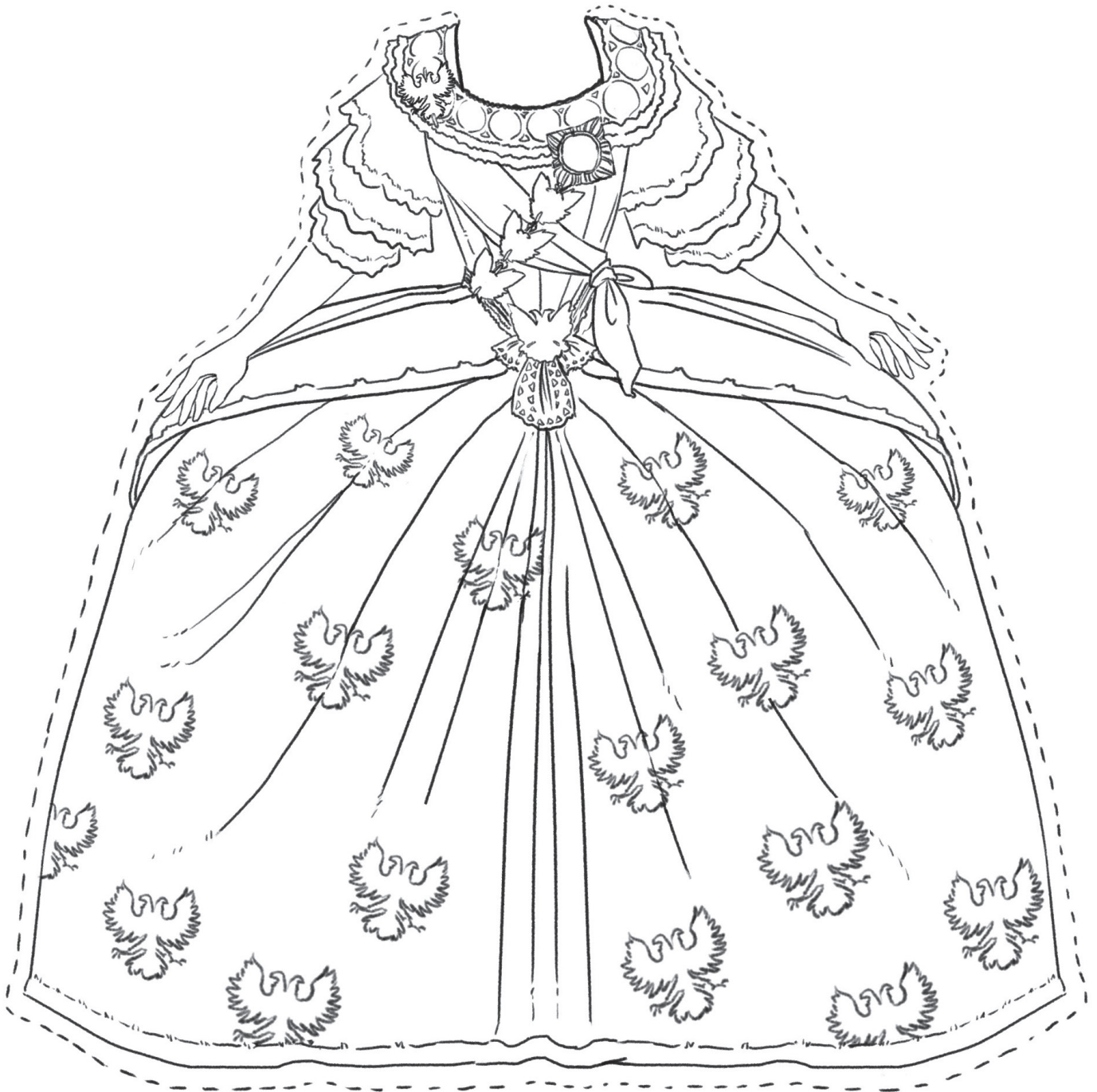
J L T K K B S N C A L C U T T A Q I  
 A I B A A O E O A D U C K B I L L S I  
 M U E Y A N T N P P S O T W R S W Y I  
 E B Y A G A I U T H O P E H N D X M  
 S O U E A N G E A E H Z I E N E R E  
 B P A V R Y I C I H I P Y E R N I O  
 P R Y L O B R N N T S C Y T E D J N  
 H I I Q O A O O J O T C S W U E Y G  
 I S B T D Y B W A T O M O I A A R R  
 S O A O A H A W M V R E T N B V Q E  
 Q N R L S I O A E Y Y Z W G P O L E  
 U C B E I R N V S O D H P L B U P N  
 A O I L S G L E C J Y X E Q N R E W  
 T L I P N E W S O U T H W A L E S A  
 T O A C A R R O O T H A W A I I R Y  
 E N W Y A C A E K T I A T I R B U N  
 R Y A O P T F G J A M E S R U S E O  
 S A H U E P I L L I H P R U H T R A

Find the Following Words

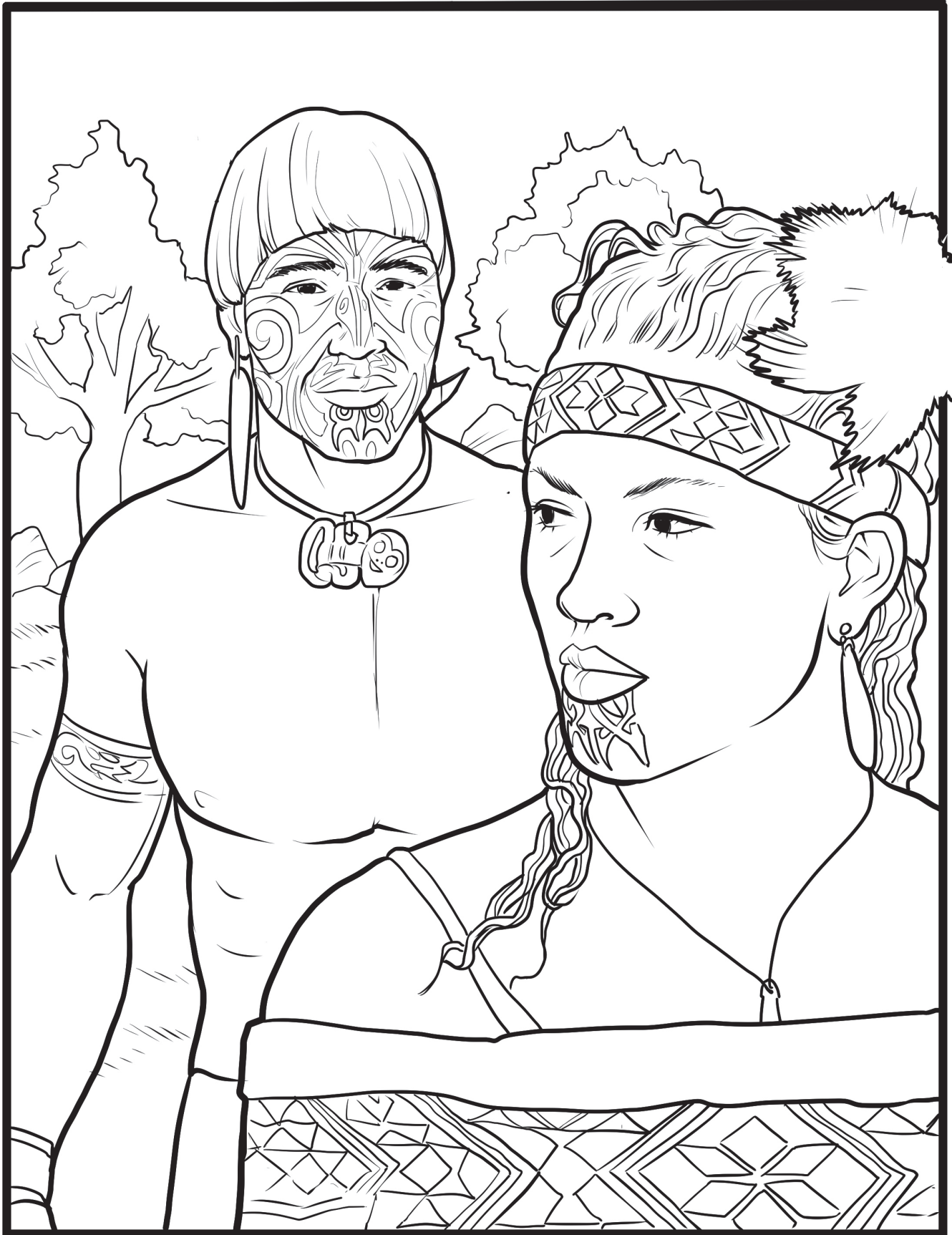
- |                |               |                 |                    |
|----------------|---------------|-----------------|--------------------|
| Hawaii         | Aborigine     | Britain         | duckbill           |
| Botany Bay     | Calcutta      | Sydney Cove     | Captain James Cook |
| Squatters      | kangaroo      | Simeon Greenway | Endeavour          |
| Arthur Phillip | prison colony | New South Wales |                    |



# Catherine the Great Paper Doll



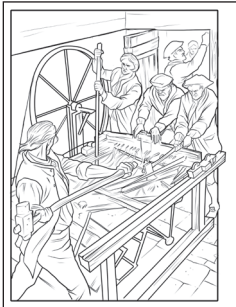
# Maori People



# Review Cards

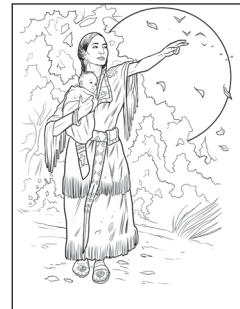
## A Different Kind of Rebellion 31 SOTW3

When factories in England and America started to use steam power, goods like cloth became cheaper. People bought this cheap cloth instead of the more expensive hand-made cloth. Weavers who worked at home couldn't stay in business, so they had to go work in the factories. Factory owners could hire women and children more cheaply than they could hire men, so many men lost their jobs. Children worked long days, breathing dust and standing up for many hours. Some people in England, called "Luddites," tried to smash the factory machines.



## The Opened West 32 SOTW3

Thomas Jefferson sent two explorers to travel across the new Louisiana Territory and map it out. Meriwether Lewis and his friend William Clark built a boat and gathered a group of men. In 1804, they set out, traveling up the Missouri River. With help from Native Americans they met, they made it to the Pacific Ocean.



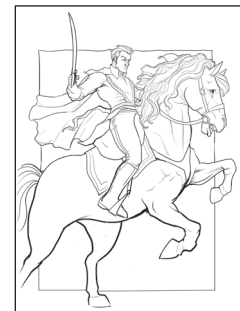
## The End of Napoleon 33 SOTW3

Napoleon conquered many countries. But then he invaded Russia, but failed and lost most of his army. He was sent into exile. Meanwhile, the United States and Britain fought a war because of the way Britain was treating American ships and sailors. They fought for 3 years. The British burned the President's House and the Capitol building. But eventually the two countries made peace, after gaining nothing from each other. In 1815, Napoleon came back to France and took over again. Several countries banded together to stop him. At the Battle of Waterloo, he was defeated. This time, he was sent to an island far out at sea, and was never allowed to come back again.



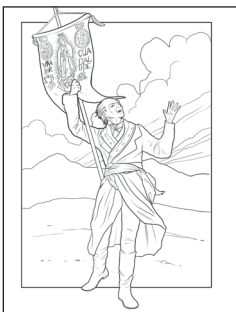
## Freedom for South America 34 SOTW3

Simón Bolívar was convinced that he could lead his country of Venezuela to independence from Spain. After that, he wanted to lead the rest of South America to freedom. After years of struggle, he and José de San Martín freed South America from Spanish control. But the South American countries could not agree to be united.



## Mexican Independence 35 SOTW3

Spain ruled Mexico, and didn't treat the Indians and half-Indians well. A Mexican priest named Don Miguel Hidalgo gave a speech, "the Cry of Dolores," demanding that Mexico get freedom from Spain. He failed, but other people started new uprisings. Eventually one of them, Iturbide, won independence for Mexico. But when he became the new king of Mexico, he did such a bad job that the army, led by General Antonio Lopez de Santa Anna, overthrew him and made Mexico a republic (like the United States).



## The Slave Trade Ends 36 SOTW3

Abolitionists knew that the slave trade had to be outlawed before slavery itself would become illegal. In England, Wilberforce asked Parliament to outlaw the slave trade no matter what the cost. "A trade founded in iniquity must be abolished...let the consequences be what they will." He argued for 19 years before Parliament agreed to make the slave trade illegal.

