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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: H!Story.

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.

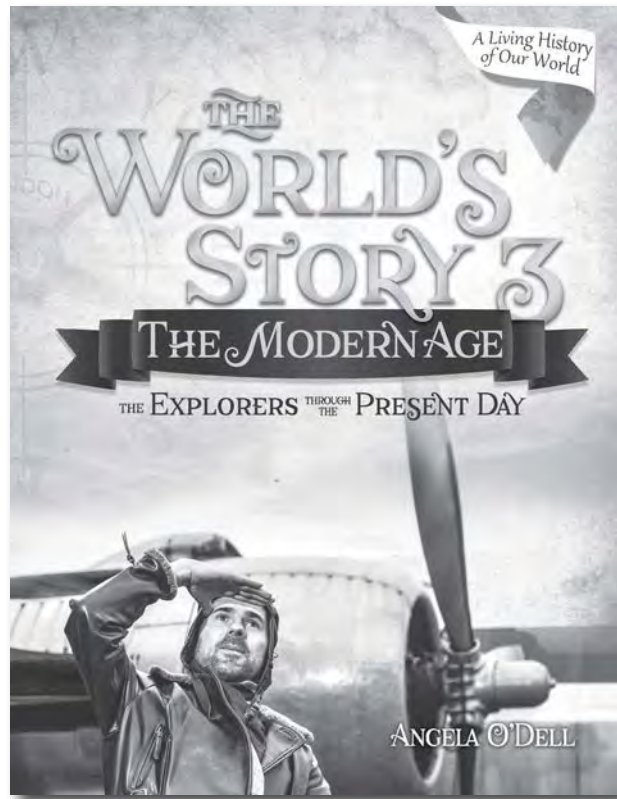
First Semester Suggested Daily Schedule

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 Review Sheet I (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)			



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.)

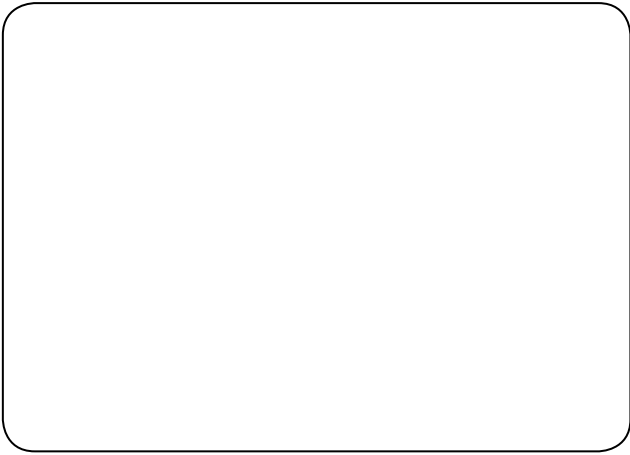
- Q. Why did the Portuguese have the lead in exploration? Explain why spices were so precious.
- A. The Portuguese had the edge because of Prince Henry the Navigator's contribution to the science of navigation and the school he built to teach sailors how to use the new navigational equipment. Spices 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.



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.

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?



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.”

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

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

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.)

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

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!



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?

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

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



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?

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?

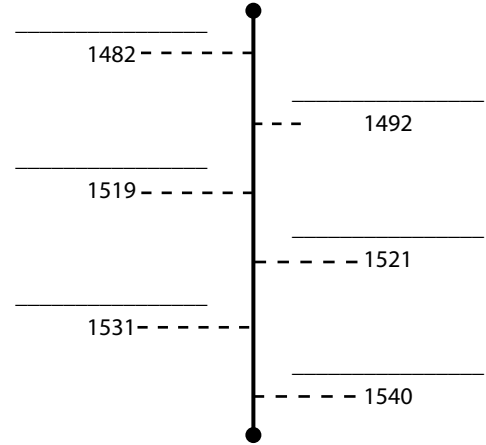


MY TIMELINE OF MODERN HISTORY!

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?

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”?

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.