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## History — Ancient

# Ancient History through the Middle Ages

History — Year 1

Levels: L — 1st through 4th, M — 5th through 8th

**Please review the FAQs and [contact us](#) if you find a problem with a link.**

Course Description: Students will study the history of mankind from ancient Egypt through the renaissance. Topics include: ancient Egypt, ancient China, Mesopotamia, Babylonia, Maya, Indus Valley, Greeks, Romans, Vikings, middle ages, feudal Japan, Mongols, renaissance, Reformation, and early explorers. Students will produce visual, written and oral projects to demonstrate their knowledge and understanding of the subjects. Geography and current events will regularly be incorporated into the lessons.

Reading List:

Students have many choices for optional reading.

M The Story of the Greeks, Guerber

Materials:

- [Basic Supplies](#)
- [History, Year 1, Level L](#)
- [History, Year 1, Level M](#)

Day 1

Did you know that the Bible is considered to be one of the most accurate history books in the world? It's not accepted as true by everyone because of the miracles in it. Some people won't accept the miracles as true even though the rest of the accounts have been proven true. The Bible details names of leaders and places and describes geography that is continually being proven true as more and more [archaeological discoveries](#) are made.

The history of the world begins with a time known as prehistory, the time before recorded history. No one was there to record, or write down, what happened. The closest thing we have to a recording of it is what we read in the Bible. This year in Bible we'll read the beginning of Genesis which records the "prehistory" period. Also, the book of Job is probably from this time. Historians who don't believe in God say humans must have begun speaking with grunts and slowly, slowly over thousands and thousands of years evolved their language, but, we know that

Adam and Eve talked with God in the garden. Adam and Eve were God's children and He taught them to speak.

We read in the Bible the first making of clothing was done by God. He made clothes for Adam and Eve. In fact, I bet He taught them a lot of things. Historians who don't believe in God say how it would take hundreds and hundreds of years to make each new development. They don't consider there was someone teaching the people how to do things. I think all through history there were times when people were given supernatural knowledge or ideas. If you have studied year 4 already, you read about George Washington Carver. He prayed and asked God for ideas of what to do with the peanut. God gave him hundreds of ideas, including yummy peanut butter. Let's not forget to see God working throughout all of history.

We are going to leave prehistory to what we read in the Bible. We won't study some people's guesses about what might have been. We will start our history year with history recorded both in and out of the Bible. The first civilization we're going to study is found in the book of Genesis. Joseph is sold to the Egyptians.

1. What is the difference between history and pre-history? (answer: History is recorded; prehistory is the time from before we have books recording events.)
2. How do we know the first people weren't cave dwellers who communicated by grunting? (answer: We can read about Adam and Eve living in the garden and speaking with God.)

Egypt

Day 2

L\*

1. \*Save and then print out this [ancient Egypt lapbook](#). Scroll down just a bit and look for 3D Ancient Egypt Lapbook. At the bottom of that section, look for "Free Download" and click on the title, "Ancient Egypt Lapbook." Save it to your computer to avoid printing problems. You don't need things like the cover page or directions printed out. You'll be using pages 3-11 and 13-16. You will not be doing the suggested reading in the lapbook. We'll use websites to get the information.
2. Build the 3D pyramid on page 3. Build the 3D pyramid. If you like, you can use the [pyramid](#) to hold your lapbook pieces. Otherwise, you can put your pieces in your binder or in a lapbook however you like. [Lapbook instructions](#) under "basic supplies."
3. Read about [civilizations](#).
4. Read an [introduction](#) to Egypt. Click in next and read about the formation of the Egyptian Empire.
5. What is a civilization and why do you think one grew up around the Nile? (answer: A civilization is a group of people living in a highly organized way. For a long time all people lived near water because water is necessary for life and means of moving water had not been developed.)

Optional reading: Reading level grades 4+: The Cat of Bubastes: A Tale of Ancient Egypt by Henty. This has [20 chapters](#) and an [audio book](#) and [The Story of Mankind](#) pages 17-28 with [audio](#).

M

1. Read about [Ancient Egypt](#). Click the arrow to turn the pages. Read through the New

Kingdom.

2.\*Fill in this three-triangle organizer ([Egypt's Kingdoms](#)) with brief facts about the three kingdoms.

Day 3

L\*

1.Later this year we'll read about this time period in the Bible. But I wanted to give you an idea of when we are talking about. Ancient Egypt's civilization began before Abraham was living. That was called the Old Kingdom. The Israelites were slaves during the last part of the Egyptian empire, called the New Kingdom. Israel began with Jacob. God changed Jacob's name to Israel around 1900 BC. That means one thousand nine hundred years before Jesus was born.

2.Look at this [timeline](#).

3.The numbers grow from the middle out. Can you see that?

4.\*See if you can put these [dates in order](#). Remember, in BC (in the time before Jesus was born) the bigger the number the farther back in time you are.

M\*

1. Read through this [timeline of Ancient Egypt](#).

2. Now look at this [Bible timeline](#).

3. \*On the bottom of this [timeline](#) place the dates and event names for: the pyramid texts, the valley of the kings, Hatshepsut's rule and King Tut's death. Then in the top boxes write in dates and events from the timeline of the Bible that are from about the same time as each Egyptian event below it.

4. Remember the biggest number goes to the left!

Day 4

L

1. Do the pyramid lapbook/worker piece on page 4. (All of the lapbook pieces are in the lapbook materials you printed out on Day 2.) (answer: You can see that the different pyramids put several groups together such as soldiers and farmers where as the lapbook piece asks you to put one on each line. You can make up your own specific order or group them on the pyramid. Pharaoh on top, then priests, in the middle mechanics, shopkeepers and merchants, then the rest at the bottom.)

2. Read about the [two types of workers](#).

3. You can use the pyramid on [this page to get the information you need](#).

4. Then you can play this [pyramid game](#).

5. This [video](#) is a little review from year 4. If you haven't studied year 4, you can still watch the video for fun if you like.

M

1. Read about the [Pyramids](#). Click on both pyramid links.

2. Take a [look inside the pyramids](#).

3. Then you can play this [pyramid game](#).

Day 5

L

1. Do the hieroglyphics lapbook pieces on pages 6 and 7. Follow all of the directions included.

M

1. Read about [hieroglyphics](#). Click on “hieroglyphic writing.” Don’t download the alphabet chart.
2. Send a [hieroglyphic email](#) from the site, or print out your message. Click on the keyboard icon to show more choices.
3. Now go to the [hieroglyphic math](#) page. Read it and then choose your age from the list and try it!
4. If you like, you can try and write your name in hieroglyphs. Here’s an [alphabet chart](#).

Day 6

L

1. Do the Rosetta Stone lapbook piece on page 8.
2. Read about the [Sphinx](#).
3. Try and sculpt a sphinx. If you don’t have clay or playdough, mix 1/2 cup of margarine or butter with 1/2 cup of flour.

M(\*)

1. Click all of the arrows to read through all of the pages to read about the [Rosetta Stone](#).
2. Read the fun facts and then take the quiz (bottom left).
3. Read about the [Sphinx](#).
4. (\*)Write about the Rosetta Stone and the Sphinx. Here are [notebooking pages](#) to choose from if you like.
5. See some other amazing architecture from [ancient Egypt](#).

Day 7 (Materials for M: wide, flat grass if possible for making papyrus–alternative, brown paper bag and white glue)

L

1. Do the papyrus lapbook piece on page 9. Fill in what you know about papyrus. (You aren’t expected to make papyrus!)
2. Choose a puzzle page to do from the lapbook.

M

1. Read about [papyrus](#). Read the first four sections. (They look like paragraphs, but they aren’t really.)
2. Make [papyrus](#).
3. Here’s an [alternative method](#).

Day 8

1. Do this online interactive about [Pharaoh burials](#).
2. Do the burial lapbook piece on pages 10 and 11.

M

1. Do [The Time Warp](#). Follow the story, answer the questions, embalm the dead guy, yuck!

Day 9

L

1. Do the King Tut notebooking page on page 16.
2. You can read about [King Tut](#) here.
3. Look at the [treasures](#) they found in his tomb.

M

1. Read about [homes](#), [daily life](#), and [women](#) in ancient Egypt.
2. Write a page about life in ancient Egypt based on what you just read. You can type your page and include a picture from this [clip art](#). Or you could draw and write. (Here are blank draw and write [notebooking pages](#) you could choose from if you like.)

Day 10

L

1. [Go here](#) and click on Ancient Egypt and then About Ancient Egypt. Then click on the different parts of the timeline and read about Egypt.
2. Complete the word search from the lapbook on page 5.

M

1. Read about [Moses and ancient Egypt](#). You will read of evidences from history and science that the biblical really could have happened. Of course, people of faith don't need them to tell us that! Please find this affirming. It does not take away from God's miraculous hand in events such as the parting of the Red Sea to say it could have been a tsunami effect. (We know from the Bible there was a strong wind that blew all night.) God created the wind and the weather and however He parted the Red Sea, He is the only one who could have caused it to happen in just the right way at just the right time and to end at the precise moment necessary to save His people and destroy the enemies of His people.
2. Write about some of the evidences that support the biblical story of Moses. (If you want, copy [this image](#) into a document and type up a page.)

Day 11

L\*

1. \*Color [King Tut](#). [Picture one](#)[Picture two](#)
2. What do ancient Egyptians and football players have in common? ([hint](#)) (answer: They both wear black "makeup" under their eyes to lessen glare from the sun.)

M\*

1. \*Label this map ([Egypt map](#)). Here are some [maps](#) you could use to help you. Some of those maps do not work. Here's another [option](#).
2. Play [Senet](#), the oldest board game in the world.

Day 12

L\*

1. Print a handful of [timeline pages](#).
2. Fill in at least one timeline page. You don't have to fill in every line. Fill in one date and then add words or pictures ([clip art](#)). When you are done, add another date. Words and

pictures can go in the spaces to the sides. You can go back to Day 10 to the timeline if you like.

M\* (You can print this out before or after you use it.)

1. \*Fill in a [timeline page](#) for ancient Egypt. Fill in at least one thing for each category and place some date to go with it. It's okay to have only one category per line filled in to go with each date. Fill in whatever else you deem significant to add. Work at a computer with a printer if you are typing on the timeline.

Mesopotamia

Optional Reading: [The Story of Mankind](#) pages 29-41 with [Audio](#).

Day 13

L

1. Find [Mesopotamia and Egypt](#) on this map.
2. Read about [Mesopotamia](#).
3. In the reading it mentions Babylon. Babylon is mentioned in many places in the Bible.
4. Find [Mesopotamia](#).

M

1. Look at this map of [Mesopotamia](#) and notice where it is in relation to Egypt.
2. Read about [ancient Mesopotamia](#).
3. Write about Mesopotamia. Here is [clip art](#) you can put on your page. Or you could draw and write.

Day 14

L

1. Read about the [Babylonians](#) and the [Assyrians](#) who lived and fought in Mesopotamia. You will read about them in the Bible.
2. Read about [Mesopotamia's geography](#).
3. Now you get to play. Choose the [agricultural quest](#). You will dig in the tells and look for artifacts that show farming was important to their society.

M

1. \*Print out this [worksheet](#) and complete the quest. You'll need the info in the "[Plentifax](#)."

Day 15

L\*

1. Read this page about [Hammurabi](#).
2. Read this page about [cuneiform](#).
3. Read it and [take a look](#) at it.
4. \*Print out a map of [Central Asia](#) and color in where Mesopotamia was.

M

1. Read about [Assyrian palaces](#). You can click on Explore if you like but don't click on the other links.
2. Read about the [astronomers of Babylon](#).

3. Read about [trade in Babylon](#).
4. Click on [Explore](#).
5. Follow the [choose-your-own-adventure story](#).

Day 16

L

1. Read more about [Hammurabi's Code of Law](#). It's one of the earliest significant writings that has been preserved. He was a king that followed a false god.
2. Play [Hammurabi](#). Decide how much to plant and how much to feed your people. Can your people survive?

M(\*)

1. Look at this [image](#). You might be able to click on ctrl+ to zoom in. It is an image of [Hammurabi's Code of Law](#).
2. Read this selection from the [Code of Law](#).
3. (\*) Follow the directions on this page to [compare and contrast three of these laws to today's laws](#). If you aren't sure, ask a parent for help.
4. This is from 1780 BC. The ten commandments were received around [1300 BC](#).

Day 17

L

1. One of the inventions of this time and area was the "[hanging garden](#)." They didn't hang, but they were not on the ground. Click on the link to see pictures.
2. Then read about the discovery of the [wheel](#).
3. Draw or build your own wheel-carried cart.

M

1. Read about the [collapse](#) of what we know as Mesopotamia.
2. Write a paragraph about what you learned from this reading.

Day 18

L\*

1. Fill in at least one [timeline page](#) for Mesopotamia. You don't have to fill in every line. Fill in one date and then add words or pictures ([clip art](#)). When you are done, add another date. Words and pictures can go in the spaces to the sides. Here are two links where you'll find a date: [wheel](#), [Babylonians](#) .
2. Play the [dustbin game](#).

M

1. Fill in a [timeline page](#) for Mesopotamia. Fill in at least one thing for each category and place some date to go with it. It's okay to have only one category per line filled in. Fill in whatever else you deem significant to add.
2. Make sure you save it!
3. Play the [dustbin game](#).

Day 19 (Materials for L: clay — or playdough — or salt dough — or icing dough half flour half butter)

L

1. Write your name in [cuneiform](#). You might have to be creative with the sounds to make your name.

M

1. Watch a video on one of the ancient 7 wonders of the world, the [hanging gardens of Babylon](#).
2. While you watch, draw a picture of the hanging gardens.
3. When you are finished, show your drawing to your parents and explain why it was a marvel.

Day 20

L\*

1. \*Read an [article](#) and fill in this [chart](#).

M\*

1. \*Read an [article](#) and fill in this [chart](#). Choose one article.
2. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.

Ancient China

Day 21

L\*

1. We're going to move to another part of the world now, China.
2. \*Print out this [lapbook on Ancient China](#). This was made by a woman who lived in China for eight years. (You don't need every page printed. If you want to be careful about paper and ink usage, just print out the individual lapbook pieces.)
3. Cut out the timeline on page 6 as one piece. Fill in the dates provided on the pages. Fold the top down, folding it in half. Write Timeline on the blank cover and decorate it.

M

1. Now we're going to move to another part of the world, China.
2. Read about [dynasties](#).
3. Fill in a [timeline page](#) with the information about dynasties. Save it!

Day 22 (Materials for M: two paper towel rolls, five pieces of white paper, tape, large black marker or fat brush and black paint – but you could use whatever you have)

L

1. Read the information and complete the Confucius piece and one page of copywork.

M

1. Read about [Confucius](#).
2. Make a [Chinese scroll wall hanging](#). Write the Chinese characters for each of [Confucius' five virtues](#). Use a large black marker if you have it or black paint and thick brush. At the bottom of each one, write the English, its definition and the quote.
3. Tape them together. You can tape on paper towel rolls at each end if you want to make a

scroll.

Day 23

L

1. Read about Emperor Qin and complete his piece.

M

1. Read about the [Legalists](#).
2. Read the first two pages of the [PDF on the Qin](#) and Han.
3. Answer the “Essential Question” in a paragraph. Make sure in your answer you answer the “Review Question.”
4. You can type it and [add clip art](#). You should put a title on the page as well. Or, you could use this [notebooking page](#) if you like.

Day 24 (Materials for L optional: flour, salt, cheese grater, paprika, toothpicks)

L

1. Read about Terracotta Soldiers and complete the piece.
2. Here is a [video](#) with an up close photograph.
3. In the lapbook materials there is a recipe to make your own soldier. You can make that if you like.

M

1. Read about the [Terracotta Warriors](#).
2. Read more about the [Chou](#) and [Han dynasties](#). You’ll find Chou spelled Zhou. You’ll also find Ch’in spelled Qin.
3. Add to your [timeline page](#) with information from the readings.

Day 25

L

1. Read about the Great Wall of China and complete the piece.
2. [See it](#). Scroll down and look at pictures or click on the triangle play button for the panorama view. Here’s a [virtual tour](#) of a few spots on the wall (requires Flash).
3. Do one page of Confucius copywork if you are learning cursive.

M\*

1. Read about the [Great Wall of China](#).
2. Here is another [map of it](#).
3. \*Print out a [map of China](#) and draw the Great Wall of China on it.

Day 26 (Materials for L optional: popsicle sticks, exacto knife, thin string)

L

1. Do one page of Confucius copywork. If you don’t know cursive, you can print.
2. Make the ancient Chinese book. See the lapbook for directions. (Tape the stick together if you have to. It’s okay.)

M

1. Read [pages 3 and 4 about the Han](#) and answer each question in a complete paragraph.

Day 27 (Materials for L: [Baking Clay](#) — you'll want plenty of salt on hand—and you'll need flour)

L

1. Do one page of Confucius copywork. You can print if you don't know cursive.
2. Make ancient Chinese money. (See the lapbook.)

M

1. [Read the lyrics](#); sing the song. This is ancient China history in song.

Day 28 (Materials for L: yarn)

L

1. Do the kite minibook.
2. Here's some [information](#).
3. Do one page of Confucius copywork if you are learning cursive.

M

1. Play until you [win a million dollars](#).

Day 29

L

1. Do the Inventions minibook.
2. Choose three inventions (from below) to read and write about.
  - [Compass](#)
  - [Porcelain](#)
  - [Paper money](#)
  - [Printing](#)
  - [Wheelbarrow](#)
  - [More](#)

M

1. Look at each of the [images](#) (seven of them). Write a couple of observations about each. You can read what is written under each image but don't copy what is written there. Look at the images and write what you observe.

Day 30

L\*

1. Read about the [Silk Road](#).
2. \*Make a lapbook piece with a [Silk Road map](#). Cut out around the dotted line. Write info about the Silk Road in the blank rectangle. Fold the top half down. Glue the back of the blank rectangle onto the lapbook and write "Silk Road" on the back of the map rectangle as the cover of the minibook.

M\*

1. Read about the [Silk Road](#).
2. Read about [Silk Worms](#). Use the links to learn more.
3. Draw a diagram showing the steps of making silk.
4. Label a [map](#) with silk trade routes. (Here's an [alternate link](#) if that's not working for

you.)

Day 31

L

1. Read an [article](#).
2. Three choices of what to do today. Choose one, two or all three.
  - Write a story about your trip back to ancient China!
  - Learn to play [Mahjong](#).
  - Write [Chinese calligraphy](#). The first link is a page of Chinese characters to write. You can write them on paper or online with the second link.

M

1. Read an [article](#).
2. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.
3. Three choices of what to do today. Choose one, two or all three.
  - Write a story about your trip back to ancient China.
  - Learn to play [Mahjong](#).
  - Write [Chinese calligraphy](#). The first link is a page of Chinese characters to write. You can write them on paper or online with the second link.

Maya

Day 32

L

1. As you read each day you need to take what you think is the most important or most interesting information and put it in a scrapbook (on paper or [online](#)), in a lapbook (create your own pieces or use [premade](#)) or in a power point presentation. My daughter made a poster for her project. She put on pictures and blocks of information. Or, if you want, you could use notebooking pages and add more if you need to ([Ancient Maya Notebooking pages](#) – about halfway down the page).
2. Read about the [Maya](#).
3. Look at this [map](#).
4. Here is another map to see [where they lived](#). Look at the map key. Which symbol shows you where the ancient Maya lived?
5. Notice the [clip art](#). Here is some more [clip art](#).
6. Begin your project. Every day you'll add in pictures and information that you find important and/or interesting. You need to add information to your project every day.

M

1. As you read each day you need to take what you think is the most important or most interesting information and put it in a scrapbook (on paper or [online](#)), in a lapbook (create your own pieces or use [premade](#)) or in a power point presentation. Or, if you want, you could use notebooking pages and add more if you need to ([Ancient Maya Notebooking pages](#) – about halfway down the page).
2. Watch the video at the top of the page about the [Maya](#). Then scroll down the page and

- read about where they were located.
3. See [where they lived](#) on a [map](#).
  4. Begin your project. Every day you'll add in pictures and information that you find important and/or interesting. You need to add information to your project every day.

#### Day 33

L

1. Read about [Mayan foods](#).
2. Read about [bug tacos](#).
3. Read about a [Mayan ball game](#).
4. Add important and interesting information to your project today.

M

1. Read [Mayan history](#). Read the sections on the Early and Classic Maya.
2. Add important and interesting information to your project today.

#### Day 34

L

1. Read about [Mayan beauty ideals](#).
2. Read about [Mayan numbers and math](#).
3. Read about their [calendar](#). Even today you will hear people talking about the Mayan calendar.
4. Add important and interesting information to your project today.

M

1. Read about the [Mayan calendar](#).
2. [Find your birthday](#) in the Mayan calendar.
3. Add important and interesting information to your project today.

#### Day 35

L

1. Read about [Mayan writing](#).
2. Read about [Mayan music](#).
3. Add important and interesting information to your project today.

M

1. Read about [Mayan writing](#).
2. Add important and interesting information to your project today.

#### Day 36

L

1. Read about the [leaders and their fashion](#).
2. Read about [warriors](#).
3. Add important and interesting information to your project today.

M

1. Read about [Mayan art](#).
2. Add important and interesting information to your project today.

Day 37

L

1. Choose [three topics](#) that you are interested in from the list of topics across the top of the page. (ie. hairless dogs, chewing gum...)
2. Add important and interesting information to your project today.

M

1. Finish the [article](#). Scroll down and read about Life in the Rain Forest and Mysterious Decline.
2. Add important and interesting information to your project today.

Day 38

L

1. Read about their [pyramids](#).
2. Click on the Xs on the map and you will [see some pyramids](#).
3. Add important and interesting information to your project today.

M

1. Click on the Xs on the [map](#).
2. Add important and interesting information to your project today.

Day 39

L

1. Read about [Mayan beliefs](#).
2. Listen to the [Maya Creation story](#). (Click on it. It's the top link.) What beliefs about the creation and early man are similar to what we know is true from the Bible?  
(answer: creator, animals created and then man, man created in God's image—able to "see," flood... Without a written account of the creation, the story was passed down by people telling the story over and over again. It changed as it was passed along and added to in ways that reflected the understanding of those telling the story. Only Moses, who wrote Genesis, heard the real story first hand, directly from God.)
3. Finish your project.

M

1. Listen to the [creation story](#) as told by the Maya.
2. Did you notice the destruction by flood? Many cultures have a creation and flood story. This shows how ancient these stories are and have been passed down and moved around to have reached opposing sides of the globe even in ancient times. Of course stories change and are adapted as they are passed around. We believe Moses wrote the Genesis account that we know, meaning it isn't changed because it was written and preserved.
3. Finish your project.

Day 40

L

1. Read some [current events](#).
2. Finish and present your project.

M

1. Read an [article](#).
2. Look at the most recent [cartoon](#). Answer the questions.
3. Finish and present your project.

## Ancient India

Day 41

L\*\*

1. Read about the [land of the Indus](#). Click on the different sections and read the information. Also, click on a picture and use the arrows to look at them all.
2. \*As you learn about the Indus Valley civilization, you can write in this organizer ([Indus Valley GO](#)). Just write words that will remind you of what you learned. For instance, if they used boats for travel, under Transportation you would write boats.
3. \*Print "[world 3](#)." Mark on the map each place you have learned about so far. Egypt, Mesopotamia, China, Maya, Indus Valley

M

1. Read this [story](#). Click on next to turn the page.
2. Follow the directions on this [worksheet](#); you will just do the top half on making inferences, smart guesses about the people or places based on what information you have.

Day 42

L

1. Read about their [way of life](#). Click on each tab and the photos.
2. Read about [home life](#). Click on each tab and the photos.
3. Write some of the things you learned in your organizer.
4. Show your organizer to someone and explain to them about what you wrote.

M

1. Read the [introduction](#) to this site on the Indus Valley, the "overview" and "geography" sections.
2. Read this [introduction](#).
3. As you read each day you will fill in a [timeline page](#) for the Indus Valley. Make sure you fill in at least one thing for each category and place some date to go with it. It's okay to have only one category per line filled in. Fill in whatever else you deem significant to add.

Day 43

L

1. Read about their [trade and travel](#). Click on each tab and the photos.
2. Read about [art and writing](#). Click on each tab and the photos.
3. Write some of the things you learned in your organizer.
4. Show your organizer to someone and explain to them about what you wrote.

M

1. Read about the [economy in the Indus Valley](#); read the “trade and transportation” section.
2. Read about the [industry](#).
3. Add to your timeline.

Day 44

L

1. Read about their [technology and jobs](#). Click on each tab and the photos.
2. Read about [food and farming](#). Click on each tab and the photos.
3. Write some of the things you learned in your organizer.
4. Show your organizer to someone and explain to them about what you wrote.

M

1. Read about [society](#); read the “writing” and “religion” sections.
2. Read about [social levels](#).
3. Add to your timeline.

Day 45

L

1. Read about their [games and toys](#). Click on each tab and the photos.
2. Read about the end of the [Indus Valley civilization](#). Click on each tab and the photos.
3. Write some of the things you learned in your organizer.
4. Show your organizer to someone and explain to them about what you wrote.

M

1. Read about [town planning](#); read the “town planning” section.
2. Read about their [daily life](#).
3. Add to your timeline.

Day 46

L

1. Read about [what they did for us](#). Click on each tab and the photos.
2. Click on the quiz at the bottom of the page.
3. Write some of the things you learned in your organizer.
4. Show your organizer to someone and explain to them about what you wrote.

M

1. Read about [arts and crafts](#); read the “arts and crafts” section.
2. Look at this site. There are tons of [pictures of their art and crafts](#).
3. Add to your timeline.

Day 47

L

1. Play the [archaeology game](#). Choose the Professor Indus Game under Activities.

M

1. Read about the [reasons for its decline](#); read the last section on the page.
2. Tell someone about why this civilization declined.

Day 48

L

1. Write a [newspaper](#). Work on a computer you can print from. You could give this to a parent to add to your portfolio.
2. Either write a fact from what you've learned in each section, or write as someone from that time period. You don't have to write lots, but be informative!

M

1. Write a [newspaper](#). Work on a computer you can print from. You could give this to a parent to add to your portfolio.
2. Either write facts from what you've learned in each section, or write as someone from that time period. You don't have to write lots, but be informative!

Day 49

L(\*)

1. (\*)Can you [fill in the blanks](#)?

M

1. On a poster (or hanging paper timeline) ([online timeline maker](#)) put dates from all of your timelines. Show how the different civilizations you have studied overlap. You don't have to include everything from your timelines. Mostly I want you to show how the civilizations overlap or don't overlap in their existence. You can find clip art on [this site](#).
2. You will add to this throughout the year. Make sure it can be expanded.

Day 50

L\*

1. \*Read an [article](#) and fill in this [chart](#).
2. Gather your family and using your organizer, tell them all about the Indus Valley civilization.
3. You can finish your game from yesterday if you haven't finished it yet.

M\*

1. \*Read an [article](#) and fill in this [chart](#). Choose one article.
2. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.

Ancient Greece

(Optional reading: [The Story of Mankind](#) pp. 42-84 [Audio](#)) We will be doing Greece through day 70. That's 20 days to read 40 pages.

Day 51

L

1. Read about the [Greek world](#). Click on the photos and look at them.
2. \*Print pages 17-19, 24-25, 28-46 of the [ancient Greece lapbook](#).

3. Complete the Where in the World is Troy? piece. If you ever need more info, the [lapbook](#) has info in the beginning. (The answer key for the map has the arrow for the Black Sea in the wrong place. Did you find the correct location?)

M

1. Find [Greece](#).
2. Read [chapters 1-4](#).
3. Choose one topic from your reading to write about. [Ancient Greece notebooking pages](#) (or just use [blank](#))

Day 52

L

1. Read the about the [legend of the Trojan horse](#).
2. Complete the Trojan horse piece.

M

1. Read [chapter 5-8](#).
2. Who are Daedalus and Icarus?

Day 53

L

1. Read about [Homer's Odyssey](#).
2. Complete the Homer lapbook piece.

M

Day 54

L

1. Read about [growing up in Greece](#). Click on a picture and look through them all.
2. Read about [home life](#) in ancient Greece.
3. Complete the Greek life lapbook piece.

M

1. Read [chapters 13-16](#).
2. [Is it love?](#) Listen to the chapter. It is optional if you want to listen to the song. This is the story of Troy in song.

Day 55

L

1. Read about the [Greek gods and heroes](#).
2. This is a big lapbook piece. Here is [how you make it](#). (You can find a note in the article for you to "try these other sites with photo directions" if you need them.) You will be using four pages from Zeus and Helena through the gods and goddesses.

M

1. Read [chapters 17-20](#).
2. When someone refers to their [Achilles' heel](#), what are they saying?

### 3. [The foolish and the brave](#)

Day 56

L

1. Read about [Athens](#).
2. Complete the Parthenon lapbook piece.

M

1. Read [chapter 21-24](#).
2. [Destruction](#)

Day 57

L

1. Read about [Sparta](#).
2. Complete the Sparta/Athens lapbook piece.

M

1. Read [chapters 25 -28](#).
2. [The wonder of war](#)

Day 58

L

1. Read about the [Olympic games](#).
2. Do the ancient Greece olympic events piece.

M

1. Read [chapters 29- 32](#).
2. [Lament](#)

Day 59

L

1. Read about the Olympics in the [lapbook](#), pages 12-15.
2. Complete the famous Olympians lapbook piece.

M

1. Read [chapters 87- 90](#).
2. [Wooden horse](#)

Day 60

L

1. Read about the [Greeks at war](#).
2. Read about the [sea and ships](#).
3. Tell someone about what you learned.

M

1. Read [chapters 91- 94](#). alexander

## 2. Heroes

Day 61

L

1. Read about the [arts and theater](#).
2. Do the columns lapbook piece.

M

1. Read [chapters 95- 98](#).
2. Tell the story of Troy: write it, make a movie, act it out, make a puppet show...

Day 62

L

1. Read about [city states](#).
2. Assemble the city states lapbook piece. There are no pictures to cut and glue on. Assemble the piece and draw little mini pictures to go along with the words.

M

1. Read [chapters 100- 103](#). C is 100 in Roman numerals.
2. Write or tell about what you read.

Day 63

L

1. Complete the famous Greeks piece.
2. Use the [lapbook](#) for info, page 7.

M

1. Read [chapters 104- 107](#).
2. Write or tell about what you read.

Day 64

L

1. Complete this [interactive](#). Go to all of the places along the bottom.

M

1. Read [chapter 108- 111](#).
2. Write or tell about what you read.

Day 65

L

1. Read some [current events](#). Tell someone what is happening in the world.

M

1. Read [chapters 112- 115](#).
2. Write or tell about what you read.

Day 66

L

1. Read through the timeline of [Ancient Greece](#). You need to choose it from the menu and then choose “About Ancient Greece” and click on each item on the timeline.
2. Then click on Ancient Greece in the menu again and this time choose Design a Greek Pot and design one!

M\*

1. \*Print out this [worksheet](#) and complete the quest. You’ll need the “[Plentifax](#)” to help you!

Day 67

L

1. At the bottom of the page click on the [Greek theater activity](#).
2. Then click on the arts quiz.

M

1. [Build](#) a temple and learn about Ancient Greek temple architecture.

Day 68

L

1. Click on visit the [Olympic games](#) at the bottom of the screen.

M

1. Choose a [hero](#) to read about.
2. Write about him.

Day 69

L

1. At the bottom of the page click on [Mylitene](#).
2. Tell the story to someone.

M

1. Read through the [timeline](#).
2. Make a [timeline page](#) for Greece.
3. Add Greece to your overall timeline.

Day 70

L\*

1. Take a look at [Greek items](#) that have been found.
2. \*Read an [article](#) and fill in this [chart](#).

M\*

1. \*Read an [article](#) and fill in this [chart](#). Choose one article.
2. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.

Day 71

## L

1. Play [Ancient Civilizations Rags to Riches](#). Do your best.
2. Play [Ancient Civilization Jeopardy](#). Directions are below.
  - Click on a square, the lower the number, the easier the question. If you are playing with a younger sibling, give them the easier questions!
  - Answer the question out loud.
  - Then click on Answer. Click on Adjust Score.
  - Click on correct or wrong, depending on your answer. Your points go up or down the number on the square you chose.
  - Click on HOME to go back to the game board.

## M

1. Play [Ancient Civilizations Locations](#).
2. Play [Ancient Civilization Jeopardy](#). Directions are below.
  - Click on a square, the lower the number, the easier the question. If you are playing with a younger sibling, give them the easier questions!
  - Answer the question out loud.
  - Then click on Answer. Click on Adjust Score.
  - Click on correct or wrong, depending on your answer. Your points go up or down the number on the square you chose.
  - Click on HOME to go back to the game board.

## Romans

(Optional Reading: [The Story of Mankind](#) pp. 88-137)

(Optional Reading: [Titus, Comrade of the Cross](#)) This is just 100 pages.

(Optional Reading: [The Story of the Romans](#))

(Optional Reading: [The Bronze Bow](#) — This links to the Kindle edition, check your library — great book)

Day 72

## L

1. Look at these [maps of Italy](#).
2. Where is Italy? Where is it compared to Greece? Egypt?
3. Find Rome on the Italy map.
4. Next we are going to study about the Romans.
5. Now take a look at this [map of the Roman Empire](#). See how much land they controlled when they were at their peak? All of the areas shaded with any green show what was part of their Empire. Notice how they controlled all the way around the Mediterranean Sea. Controlling water was very important. The different shades show how it expanded and contracted over the years.

## M

1. Look at these [maps of Italy](#).
2. Where is Italy? Where is it compared to Greece? Egypt?

3. Find Rome on the Italy map.
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5. Now take a look at this [map of the Roman Empire](#). See how much land they controlled when they were at their peak? All of the areas shaded with any green show what was part of their Empire. Notice how they controlled all the way around the Mediterranean Sea. Controlling water was very important. The different shades show how it expanded and contracted over the years.
6. Find Rome on the map. That's where it all began. Rome controlled most of the "boot" when they first became a republic.
7. The Roman Empire is going to take us from BC to AD. That means Jesus will be born during their reign. And when Jesus was alive the Romans ruled Israel. Many Jews thought that Jesus was going to free them from having the Romans ruling over them. But that wasn't the kind of king He was born to be.

Day 73

L

1. Read about the [city of Rome](#).
2. Click on each of the tabs with questions and do the readings.
3. Click on all of the pictures and videos. The videos weren't loading, but you can see the pictures and read about them.
4. Then click on the quiz button at the bottom and take the quiz.
5. Write a sentence about Augustus. Type it in a document and save it. Call it Romans and save it in the folder with your name on it. We are going to add to this.

M

1. Read this [introduction to the Roman Empire](#).
2. Write one sentence for each page of the introduction giving some information. You are going to act this out later so keep that in mind as you choose what to write. Type your sentences in one document. Call it Romans and save it in a folder with your name on it.

Day 74

L

1. Read about [rebellion](#).
2. Click on all of the question tabs and do the readings.
3. Click on the pictures and look at them and the videos. The videos weren't loading, but you can see the pictures and read about them.
4. Then take the quiz at the bottom of the page.
5. Write one sentence about the Britons fighting and surrendering and living under Roman rule.

M

1. Read through this overview of the [Roman Empire](#). Click on the chariots to keep moving forward.
2. Take the [quiz](#).
3. Add to your sentences page with information about the Romans invading Britain.

Day 75

L

1. Read about the [Roman army](#).
2. Click on all of the question tabs, pictures and videos. The videos weren't loading, but you can see the pictures and read about them.
3. Take the quiz at the bottom of the page.
4. Write a sentence about the Roman army on your Roman document.

M

1. Read about the [Roman army](#).
2. Read more [information](#).
3. Add to your Romans document with information about the Roman army.
4. Take a look at the structure of the [Roman army](#).

Day 76

L

1. Read about [Roman roads and places](#). Click on all the different things. This is a British website, so it focuses on the Roman's rule in Britain. (The videos weren't loading, but you can see the pictures and read about them)
2. Read a little bit [more](#).
3. Write "All roads lead to Rome" in your Roman document. Add any other information that you find important or interesting.

M

1. Read about [architecture](#) ([alternate link](#)).
2. Watch a video on how [aqueducts](#) work.
3. Add information to your Roman document, whatever you find important or interesting.

Day 77

L

1. Read about [Roman technology](#).
2. How would you build an aqueduct? (You might want to read more about aqueducts first; here's an [article](#).)
3. Add information to your Roman document, whatever you find important or interesting.

M

1. Read about the [Romans and builders](#).
2. Read about [aqueducts](#) and design your own aqueduct. How could there be one near you?
3. Add information to your Roman document, whatever you find important or interesting.

Day 78

L

1. Read about [Roman family life](#). Click on everything. The videos weren't loading, but

you can see the pictures and read about them.

2.Then click on the quiz at the bottom of the page.

3.Add information to your Roman document, whatever you find important or interesting.

M

1.Read about [Roman Education](#). [alternate link](#).

2.Take the [quiz](#) to see what you know and to learn more.

3.Add information to your Roman document, whatever you find important or interesting.

Day 79

L

1.Learn about [Roman houses](#). If it's too much to read, you can at least study the pictures to see what it was like. Click on each of the colored letters.

2.Add information to your Roman document, whatever you find important or interesting.

M

1.Learn about [Roman houses](#). Click on each of the colored letters.

2.Add information to your Roman document, whatever you find important or interesting.

Day 80

L

1.Read about [Roman Entertainment](#). [alternate link](#)

2.Take the [quiz](#) to see what you know and to learn more.

3.Add information to your Roman document, whatever you find important or interesting.

M

1.Read about [Roman Entertainment](#).

2.Take the [quiz](#).

3.Add information to your Roman document, whatever you find important or interesting.

Day 81

L

1.Read about [Roman religion](#). Click on everything. The videos weren't loading, but you can see the pictures and read about them.

2.Take the quiz.

M

1.Read about [Roman religion](#).

Day 82

L

1. Read about the [Roman Senate](#).
2. Add any important or interesting information to your Roman document.

M

1. Read about the [12 Tables](#).
2. Read about the [Senate](#).
3. Add any important or interesting information to your Roman document.

Day 83

L

1. Read about the [fall of Rome](#), how it ended.
2. Add important and interesting information to your document.

M

1. Read about the problems that developed in the Roman empire: [the Republic fails, the fall of Rome](#).
2. Add important and interesting information to your document.

Day 84

L

1. Which items [don't belong](#) in Ancient Rome?
2. If you like, try to [rule the Roman Empire](#).

M

1. There are two more people you should know about.
2. Read about [Julius Caesar](#) and [Cicero](#).
3. Add them to your document about the Romans.

Day 85

L/M

1. Read about [Roman theater](#).
2. To conclude this portion of our Roman studies, you are going to put on a play.
3. You can write a short play, or you can write a story for a narrator to read while the actors pantomime.
4. Today choose what your play is going to be about. You aren't going to use all of your information. Try and include several things though. Decide and write down the idea for your play. Here are some examples: An emperor leading the army on an invasion, the Senate debating taxes, a family. Write what is going to happen in your play. Plan the beginning, middle and end. You don't have to write it today. Just make sure you know what your plan is.
5. You can do your own or work with your brothers and sisters. You will probably need each other to be actors in each other's plays.

Day 86

L

1. Work on writing your play.

M

1. Work on writing your play.
2. You have the same assignment on Day 87, except on Day 87 you need to finish.

Day 87

L

1. Dress a [Roman soldier](#).
2. Work on writing your play. Try and finish today.

M

1. Work on writing your play. Try and finish today.
2. If you like, you can [rule the Roman empire](#).

Day 88 (Materials for L/M: You are making masks. You can use paper plates and yarn/string to tie them on. Or maybe you could tape them to sun glasses? and just take the glasses on and off.)

L/M

1. Today for art and for history make masks and costumes for your play. Make sure the costumes are simple and are things you can hold onto until tomorrow.

Day 89

L/M

1. Put on your play. Take pictures and add a page of pictures and a description to your portfolio.

Day 90

L

1. Read about some current events [here](#).
2. We're actually not quite finished with the Romans. We're going to look at them from another perspective next.

M

1. Read an [article](#).
2. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.
3. Add the Greeks and Romans to your overall timeline. Where do they fit in?
4. We're actually not quite finished with the Romans. We're going to look at them from another perspective next.

Day 91

Optional Reading: [Tor, a Street Boy from Jerusalem](#) (same author as the Titus book), [Trial and Triumph](#) (Ambleside has you reading this to first graders. It's about early Christian martyrs. You have to decide if it would encourage or scare your children. It talks about them being tortured, burned at the stake, fed to lions, etc.)

L

1. Read about the [Romans in the Bible](#). These are just the verses from Luke and Acts that

talk about Romans.

2. What famous Bible author was a Roman citizen? (answer: Paul)
3. The Pharisees ruled the Jews underneath the rule of the Romans. In the one verse we read how they were concerned the Romans would take away their temple if Jesus' got too many followers and caused too much commotion.

M

1. Read about the [Romans in the Bible](#).
2. If you can't figure out what the verse is talking about, you can use the links under each verse to read more.
3. Who issued the decree for the census, causing Jesus to be born in Bethlehem as was prophesied? (answer: Caesar Augustus)
4. What famous Bible author was a Roman citizen? (answer: Paul)
5. What was a Roman colony that Paul traveled to? (answer: Philippi)
6. In John 11:48 what are the Pharisees worried about and why? (answer: They are worried about the Romans taking their temple and power if Jesus got too many followers and caused a commotion. They were leaders of the Jews, but they were all under Roman rule.)
7. Whose palace was Jesus taken to before He was killed? (answer: the Roman governor's)

Day 92

L

1. Read about the [Roman gladiators](#).
2. When it talks about them sending in criminals, this became a way that Christians were persecuted. If they confessed their loyalty to Christ as their King, they could be killed.
3. Here is a coloring picture of what the [theater](#) looked like.

M\*

1. \*Print out this [worksheet](#) and complete the quest. You'll need the "[Plentifax](#)" to help you!

Day 93

L

M

1. Read about [Hanukkah and the Maccabees](#). Notice that the dates are earlier.
2. Explain to someone why the Maccabees are significant in Jewish history and why they are related to the holiday of Hanukkah.
3. Here are two crafts you could do. [Menorah](#) [Soldier](#)
4. This story comes between the Old and the New Testament. There's a 400 year gap between the Old and the New. Why? God was setting things up just right. In order for the gospel to spread (as it did so quickly in Acts) there had to be a common language spoken. The Greek Empire took care of that and all of the areas where Paul ended up traveling all spoke Greek. The gospel also needed a way to travel. The Romans aided there by building roads all over their empire. God used the Romans in another way. In conquering the whole region, they took control by policing their territories. This ended a lot of fighting and banditry in different areas that made travel dangerous.

Day 94

L

1. Are you interested in the Maccabees? Here's a video about [the story of Hanukkah](#). WARNING: There are some photosensitive sections (brief strobe lights, lightening bolts, etc.) in the first 6-7 minutes of the video at approximately 0:45, 3:40, and 5:30. It ends by 6:15 (This is long, 45 minutes).

M

1. Today you can read about someone from [Christian history](#).
2. Write a paragraph about Cyprian.

Day 95\*

L\*

- 1.\*Read an [article](#) and fill in this [chart](#).

M\*

1. \*Read an [article](#) and fill in this [chart](#). Choose one article.
2. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.

Vikings

Optional reading: [Viking Tales](#) (from year 1 of Ambleside—read aloud)

Day 96

L

1. Read about the [Vikings](#).
2. Make sure you click on all of the tabs to read. And click on the pictures to see them better and read the captions.
3. Take the quiz at the bottom.
4. Just for fun, if you like, you can click on Thorkel and the Trading Voyage at the bottom and play the game.

M\*

1. Read lesson one about [Vikings](#) ([alternate link](#)).
2. \*Print the first page and complete the [minibooks](#) with the maps on them.

Day 97

L

1. Read about [Vikings](#) at sea.
2. Make sure you click on everything and read everything.
3. Take the quiz. It's down lower on the page.
4. Read about [Viking raiders](#).
5. Take the quiz.

M

1. Read [lesson two](#) ([alternate link](#)).

2. Do the Think and Discuss and Looking at the Evidence sections.

Day 98

L

1. Read about [Vikings at home](#).
2. Take the quiz.
3. Make sure you read the fun facts every day.

M

1. Read [lesson three](#). ([alternate link](#))
2. Read the poem out loud to your family.
3. Do the Looking at the Evidence section.

Day 99

L

1. Read about [family life](#).
2. Take the quiz.

M

1. Read [lesson four](#). ([alternate link](#))
2. Answer the questions.
3. Write one diary entry as a viking.

Day 100

L

1. Read about their [beliefs and stories](#).
2. Take the quiz.

M

1. Read [lesson five](#). ([alternate link](#))
2. Answer the questions.

Day 101

L

1. Read about [Viking settlements](#).
2. Take the quiz.
3. Read about [Viking towns](#).
4. Take the quiz.

M\*

1. \*Print out this [worksheet](#) and complete the quest. You'll need the "[Plentifax](#)" to help you!

Day 102

L

1. Learn about the Vikings with this [online activity](#).

M

1. Learn about the Vikings with this [online activity](#).

Day 103 (Materials for M: print out game board and tape together, dice, tokens to move around board)

L

1. Read about [Viking trade and exploration](#).
2. Take the quiz.
3. If you have older siblings, maybe you could play the trading game with them.

M\*

1. \*Play the [Viking trader game](#).

Day 104

L

1. Play [the Viking game](#).

M

1. Play [Viking Quest](#).

Day 105 (\*Materials for L: choice of coloring pages or two crafts, click on the links to see what materials are needed)

L

1. Here are [coloring pages](#) and two crafts if you are interested: [Viking boat craft](#) , [Viking longhouse](#).

M

1. Add in at least one date for the Vikings on your overall timeline. Here are some [dates](#). Scroll down just a bit.
2. Read an [article](#).
3. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.

Middle Ages (The Vikings were during the Middle Ages.)

Day 106

Optional Reading

- [The Wonder Clock](#) Pyle [Download](#) (Ambleside has you reading this aloud to 1st graders)
- [Robin Hood](#) Pyle [Audio Book](#) (Ambleside has you reading this aloud to 2nd graders)
- A Connecticut Yankee in King Author's Court Twain [Read Online](#) — [Download](#) — [Audio Book](#)
- [The Story of Mankind](#) VanLoon [Audio Book](#) Chapters 30-39
- [The Story of King Author and His Knights](#) Pyle (Ambleside year 5)
- [The Boy Knight: A Tale of the Crusades](#) Henty (Robinson year 5)
- [\(Personal Recollections of\) Joan of Arc](#) Mark Twain [Audio Book](#) (Ambleside year 7)

- [The Age of Chivalry](#) Bulfinch (Ambleside year 7)
- I'm not going to require these. If you like to read aloud to your kids, try one of the first three. The first one is fairy tale type stories.

L

1. A new era—the Middle Ages go from about 500 AD to 1500 AD. How many years is that? (answer: 1000)
2. You probably know this time period best as the time of knights and castles.
3. We're going to use our handy-dandy history website to begin learning about that time.
4. Read about the [Anglo-Saxons](#). This site is going to be talking about the early years of this period. This is just one place and one time. After we read these pages, we'll look at some other aspects of this time period.
5. After you read you can take the quiz and play the game in the Activities section of the page.

M

1. Read the [introduction](#) to the Middle Ages.
2. Then click enter and read the next page.
3. Then click Feudal Life and click the next page.
4. Read about [Feudalism](#). You DON'T need to click on all of those links.

Day 107

L

1. Read about [kings](#).
2. Make sure you click on all of the tabs and click on the pictures to read their captions.
3. Take the quiz when you finish.

M

1. Read about the [Feudalism pyramid](#).
2. Read more about [roles and rules](#) during this time.
3. Write down on scraps of paper: pope, king, noble, knight/vassal, peasant/serf. Have a scrap of paper for each person in your family. It's okay if there are more papers than people. There can only be one pope and one king but there can be more of the others if there are more people in your family. Fold the papers up. When everyone is together, have everyone pick a scrap of paper. Tell everyone their role in the Middle Ages.

108

L

1. Read about [Anglo-Saxon life](#). Make sure you look at all of the pictures and read the captions.
2. Take the quiz when you are finished.

M

1. Read about [daily life in the Middle Ages](#). Use the links to read more. You don't have to read about entertainment yet.
2. Write about the lives of nobels and peasants and compare and contrast them.

Day 109

L

1. Read about [kids!](#)
2. Take the quiz.
3. What would you have liked best about growing up then?
4. What would you have liked least about growing up then?
5. If you are interested, here's a website about [games](#) they played.

M

1. Read about [village life](#) and religious festivals (use the link).
2. Write a paragraph about what you think you would have liked and disliked about living during that time.

Day 110

L

1. Read about [what they did for fun](#).
2. Take the quiz.
3. Compare yourself to what you read today. What do you like to do that they liked to do?
4. Contrast yourself to what you read today. What did they like to do that you don't like to do?

M

1. Read about [entertainment](#) in the middle ages.
2. Use the links to learn more.
3. Learn about one game on each list (board games and outdoor games) that you have never heard of before.
4. Compare and contrast yourself to the people in the middle ages. Tell someone what types of games/entertainment that they liked that you think you would have liked to and what wouldn't you have liked.

Day 111

L

1. Read about [King Alfred the Great](#). Make sure you click on everything to read.
2. Take the quiz.

M

1. Read an overview of some of [Middle Ages History](#).
2. Read the page and then choose one of the wars to learn more about. Use the link and read about it.
3. Write a paragraph about the war. (Intro, details, conclusion)

Day 112

L

1. Read about [Anglo-Saxon settlements](#).
2. Take the quiz.

M

1. Read about [women](#).

2. Read about [food](#).
3. Choose one of these to write about, or you could be creative and act out one of the women or make some of the food.

Day 113

L

1. [War!](#)
2. Who did they fight? (answer: Vikings)
3. Take the quiz.

M

1. Learn about [weapons](#).
2. Learn more about two you don't already know about.
3. Draw pictures of them and write or explain to someone what it was and how it was used.

Day 114

L

1. Read about their [beliefs](#).
2. Take the quiz.

M

1. Read about [religion](#).
2. Write a paragraph summarizing what you read today.

Day 115

L

1. Read about the [Normans](#).
2. Take the quiz.

M

1. Learn about the [Doomsday book](#).
2. Learn about the [Battle of Hastings](#).
3. Choose one of these to write about.

Day 116

L\*

1. Print out the [knights and castles minibook](#).
2. Today read about [castles](#). Click on the links to the left.
3. Cut out and put together your minibook.
4. Use your castle page of the minibook to write something new you learned about castles.

M

1. Read about the [Crusades](#).
2. Write a paragraph about what you learned.
3. Add the crusades to your overall timeline.

Day 117

L

1. Read about [knights and pages](#) and find the page where you get to dress the knight in his armor.
2. Fill in the other two pages of your book with things you learned about knights.

M

1. Read about the [Crusades](#). Use the links to learn more.
2. Write a paragraph about what you learned.

Day 118

L

1. Make a mini scrapbook. You can cut paper in half or quarters and staple them together. On each page write a word, draw a picture or write something about the middle ages. You could try and include this in your portfolio, or you could use tomorrow's project.

M\*

1. \*You are going to write a [newspaper article](#) about the Crusades. Read the first two pages and print the last page. Today fill in the page you printed out.

Day 119

L\*

1. Look at these two pages with [symbols from coat of arms](#). These pages teach about the meanings of [different colors on the coat of arms](#).
2. \*Make yourself a [shield with your coat of arms](#) on it. It doesn't have to be crazy fancy!

M

1. Today write your article. You could include this in your portfolio.

(Just for Fun — [make a coat of arms](#))

Day 120

L

1. Scroll down to read some [Anglo Saxon words phrases](#). Try some out!
2. If you like, here is a [castle craft](#).

M

1. Make a [tapestry](#) that shows something about feudalism. (Click on the thumbnail to make it big.) You can draw it or make it on the computer. If you do it on the computer, here is [clip art](#) that you can use. It doesn't have to be a work of art. Plan to spend 20 minutes working on it.

Ancient Japan

Optional Reading:

[The Master Puppeteer](#) — ages 12 and up, not free, and as of writing this, not yet on Kindle

Day 121

L\*

1. \*Print out this cover picture and complete the [map lapbook piece](#).
  - Scroll way down to under the picture of the lapbook. There is a piece with pictures of maps on it. Under it is the link “Japan-Map.pdf”
  - Also print the other peices you’ll need.
    - Under the map piece is the feudal system book.
    - Next to that is the kimono book.
    - Under that is the Japanese fan book.
    - Samurai book is two below that, under swords.
2. Use this [page for information](#).

M

1. Read about [ancient Japan](#). Keep click next. The last page is about feudal Japan.
2. Tell someone all about ancient Japan and feudal Japan.

Day 122

L

1. Complete the feudal system book. (Printed on page 121.) The diamyos were the powerful landholders in Japan. The peasants had to live and work on their land and give them a lot of what they grew or made.
2. Use this [page for information](#) as well.

M\*

1. \*With the information you read yesterday, fill in a [Venn Diagram](#) with what is the same and what is different about feudal Japan and the same period in Europe.
2. Here are some [more ideas](#).

Day 123

L

1. Complete the samurai mini book. (This was printed on page 121.)
2. Use this [page for information](#).

M\*

1. Read about women in [feudal Japan](#).
2. Write about women during this period. You can use this [notebooking page](#).

Day 124

L

1. Complete the kimono book. (Printed on Day 121.)
2. Make this fan book. (Printed on Day 121.)
3. Use this [page for information](#).
4. You can [watch a traditional fan dance](#). The fan showed the status of its owner. Some very fancy fans were made. Those of high status had fans made from pearl or ivory.

M\*

1. \*Print out this [worksheet](#) and complete the quest. You’ll need the “[Plentifax](#)” to help you!

Day 125

L

1. Read some [current events](#).

M

1. Watch the slide show on [Japan's geography](#).
2. \*Read an [article](#) and fill in this [chart](#). Choose one article.
3. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.

Mongols

Day 126

L

1. Read about the [Mongols and Genghis Khan](#). Click on Next. There are 4 pages to read. (The last page has a picture of horses.)
2. Tell someone about the Mongols and Genghis Khan.

M\*

1. Read this biography of [Genghis Khan](#).
2. \*Write an introduction of who Genghis Khan is on the lines at the top of this page. ([Genghis Khan](#))

Day 127

L\*

1. Look at this [map](#). Click on all of the dates and watch the Mongol Empire expand. Use the place names to help you see where these things were happening.
2. \*Print out "[World 3](#)." Figure out where the Mongol Empire was and color in where it was when it was its largest.

M

1. Read about [Genghis Khan's conquests](#) and take notes on the timeline. Write the date before the line and then the information
2. Take a look at this [map](#) to see where these campaigns led.

Day 128

L

1. Read some more about the leader who brought the [Mongols](#) together.
2. Who were Genghis Khan and Kublai Khan? Tell someone all about them.

M

1. Read the rest of [Genghis Khan's story](#) and take notes on the timeline.

Day 129

L

1. Let's learn about [Mongolians](#). Read about their houses. Click on the link to see how the

inside was arranged. Click on the first link in the list at the bottom “A Mongolian Yurt” to see more pictures.

2. Draw a picture of a yurt.

M\*

1. \*Print out this [worksheet](#) and complete the quest. You’ll need the “[Plentifax](#)” to help you!

Day 130

L\*

1. \*Read an [article](#) and fill in this [chart](#).

M

1. Put the Mongols and feudal Japan on your overall timeline.
2. \*Read an [article](#) and fill in this [chart](#). Choose one article.
3. Look at the most recent [cartoon](#) and try and answer the questions. Describe the cartoon and meaning to your parents.

Ottoman and Persian Empires

Day 131

L\*

1. Read about the [Ottoman Empire](#). You will click on Next and read four pages. The last page is about how it declined.
2. The name of the sultan or king that made them strong was Suleiman, Soo-lee-mahn.
3. Look at this [map of the Ottoman Empire](#) and figure out where it is.
4. \*Color in a [map](#) showing where they ruled. It is marked out for you. Label Africa, Europe and Asia.

M\*

1. Read about the [Ottoman Empire](#).
2. Take a look at this [map](#), the top one. Click on the different dates and watch the empire grow. You can click on the place names to help you see where in the world you are looking at.
3. \*Color in this [map](#) to show where the Ottoman Empire ruled at its height.

Day 132

L

1. Read about the [Persian and Mogul Empires](#). There are seven pages. The last one is about the decline of the Mogul Empire.
2. Tell someone about these two groups. Who is a famous leader from each empire? What religion were these empires?

M\*

1. \*Print out this [worksheet](#) and complete the quest. You’ll need the “[Plentifax](#)” to help you!

Aztecs

## Day 133

L\*

1. Look at this map of the [Aztec Empire](#).
2. \*Print out “[world 2](#)” and find the Aztec Empire on the map. Color the spot and label it.
3. You may need to look at another map to help you if you aren’t sure.
4. Scroll down on [this page](#) and watch the first two videos from this area. There is a volcano video and a desert video.

M

1. Scroll down and [read about the Aztecs](#).
2. Use [these links](#) to learn about the Aztecs.

## Day 134

L\*

1. \*Print out [these pages on the Aztecs](#). Read the history of the Aztecs and match the pictures to the words as best you can.
2. Show someone your work and tell them about what you learned.

M\*

1. \*Print out this page about the [conquistadors](#). (First link under the picture of all the notebooking pages; 1Hernan-Cortes-NB1)
2. Use [these links](#) to find information to fill in the sheet.

## Day 135

L

1. Watch this video on the [conquistadors coming and ending the Aztec empire](#).
2. Answer the questions at the end of the video.

M

1. Watch this video on the [conquistadors coming and ending the Aztec empire](#).
2. Add the Ottomans, samurai, aztecs and mongols to your overall timeline.

## Renaissance

Optional Reading:

[The Story of Mankind](#) – read online, chapters 40-42

[The Whipping Boy](#) It’s 2nd/3rd grade level. Someone found this [online version](#).

## Day 136

L

1. We’re moving into a new era, the Renaissance. We’re coming out of the dark ages and into a period of new ideas. Renaissance means “new birth.” It was a new beginning. This period is from about 1400AD to 1700AD.
2. There was one new idea, one invention that really made a turning point in history. It was a printing press. How often in your day do you see printed words? All the time!
3. In the dark ages people thought they were Christians and serving God by killing Muslims

during the Crusades. People made their own ideas of what God wanted because they had no way to know for themselves. They had no Bible to read! They knew only what they heard told them. What dangers can you think of if you could never read the Bible for yourself, and your family couldn't read the Bible? How would you know the truth of God's Word?

4. Gutenberg changed all that with his invention.
5. Read about [Gutenberg](#) and his printing press.
6. [Match the facts](#).
7. Why would a printing press be so invaluable in a period of new ideas? (answer: It's how the new ideas can be spread and taught to others.)

M

1. We're moving into a new era, the Renaissance. We're coming out of the dark ages and into a period of new ideas. Renaissance means "new birth." It was a new beginning. This period is from about 1400AD to 1700AD.
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4. Gutenberg changed all that with his invention.
5. Read about [Gutenberg](#) and his printing press.
6. Read about [Gutenberg](#) a little bit more.
7. The second article you read said: "Without the printing press we wouldn't have had the Scientific Revolution or the Renaissance." Why? Answer in a paragraph.

Day 137

L

1. First you are going to read about the Tudors. They were the family that ruled over England for more than 100 years during this time. They are kind of famous for chopping off people's heads. They weren't very patient rulers.
2. Read about the [Tudors](#). (Just read this one page.)
3. Tell someone about it.

M

1. Read about [the War of the Roses](#) and [Politics](#).
2. Use notebooking pages or a regular notebook and take notes on your readings.

Day 138

L

1. Read about [life during the period of the Tudors](#).
2. Tell someone about it.

M

1. Read about [Italian wars](#), [Turkish threat](#) and the [Spanish Armada](#).
2. Take notes.

Day 139

L

1. Read about [Henry the VIII](#). Read about why he was famous and whatever else interests you from the list.
2. Tell someone about him. Why is he famous?

M

1. Read the final topics: [Art](#), [Music](#), [Reformation](#).
2. Take notes.

Day 140

L

1. Do the "[Place in History](#)" activity.
2. Look through these [pictures](#) of actual artifacts from the Tudor period. What's the most interesting?

M

1. Write a paragraph (6-12 sentences) telling an overview of the renaissance.

Day 141

L

1. Read about the [renaissance](#). Keep clicking next and STOP when you get to the page on Florence.
2. What country did the renaissance begin in? (answer: Italy)
3. The ways of what ancient peoples influenced new thought? (answer: the Greeks and Romans)

M

1. Read the [introduction page](#) on the renaissance and then click on "Out of the Middle Ages." Click next but stop when it says "next topic."
2. Write a paragraph about the Black Death and its effects.

Day 142

L\*

1. Read about [cities in Italy](#) and read through the pages on the northern and English renaissance.
2. \*Print out this [map of Italy](#) and label Florence, Rome and Venice as closely as you can. Also label the Mediterranean Sea.
3. Here is a [map](#) to help you.

M

1. Read about explorers and trade. Click on "read more."
2. Play the [spice trader game](#).

Day 143

L

1. Read more about the [renaissance](#).
2. Read about [how it began](#).
3. What is humanism? (hint: Look at the last paragraph under the heading “Humanism.”)

M

1. Read about [printing and humanism](#). Click to read more.
2. Write a paragraph about how humanistic thinking affected the church.
3. How do you see humanistic thinking in the church today?
4. What’s wrong with humanistic thinking? (answer: the focus is on man, self, man’s ability to make himself better)

Day 144

L

1. Read about [renaissance art](#).
2. What is realism?
3. What is perspective in drawing and painting? How did it change artwork?
4. Read about [artists](#) and look at their artwork.

M

1. Read about [Florence](#). Click to read more.
2. Who are the famous artists mentioned? Tell someone about them.

Reformation

Day 145

L

1. Read about the [Reformation](#). Click on next until you have read about Martin Luther.
2. At the top of [this page](#) you can read more things that he thought were wrong.
3. Write on a piece of paper some of the things Martin Luther thought were wrong with the Catholic Church. Hang your paper up on your door.

M

1. Read about [Martin Luther and the Reformation](#).
2. Do the Reformation [crossword puzzle](#).
3. Do the Reformation [quick quiz](#).

Leonardo DaVinci

Day 146

L\*

1. If you have siblings doing the same history as you, maybe you’d just like to print out this whole [booklet](#).
2. Read the booklet and choose a page or two to do every day. Older kids can do the more challenging games and do more pages.
3. If you are interested, you can ask to have the whole booklet printed out for yourself. Or,

you can pick certain pages to do.

4. You have seven days to work on the booklet.

M

1. Read the introduction to the [Leonardo DaVinci](#) site.
2. Click Davinci the Inventor and read the page.
3. Make sure you at the image to see how DaVinci imagined the invention.
4. Draw a sketch of a future invention.

Day 147

L

1. Work on your booklet.

M

1. Read through the [gadget anatomy](#). You should recognize a lot of these.
2. Can you guess what [this machine was](#)? It's one of Leonardo's designs. (answer:It's a helicopter.)
3. Design a [machine](#). Use one of the challenges from either section. You aren't going to make it (unless you want to), just design it on paper like DaVinci.

Day 148

L

1. Work on your booklet.

M

1. Read about [perspective and Leonardo as an artist](#).
2. \*Do the [perspective experiment](#) if you are able. (The Data Sheet link is not functioning. Just make a chart of your findings.)
3. A simple alternative is to stand against a wall with your arm out-stretched and your thumb pushed against the wall. Notice how much of the wall your thumb is blocking from your view. Leave your arm out and thumb up and start walking backwards. How much of the wall does your thumb cover now? Go as far as you can. Your thumb has become "bigger" than it was originally. The things that are farther away now are "smaller."

Day 149

L

1. Work on your booklet.

M

1. Read [Leonardo's Window](#).
2. Read about [Leonardo's writing](#).
3. Give it a try! If you can't, this page gives a [tip to make it easier](#).
4. Why do you think he did it?

Day 150

L

1. Work on your booklet.

M

1. Read [DaVinci's biography](#).

Day 151

L

1. Work on your booklet.

M\*

1. \*Print out this [worksheet](#) and complete the quest. You'll need the "Plentifax" to help you!

Day 152

L

1. Work on your booklet.

M

1. Add the renaissance to your overall timeline.
2. Spend time looking at this [timeline](#). There are [two parts](#).

Explorers

Day 153

Optional Reading: (M [Westward Ho!](#) Historical fiction about Sir Frances Drake)

L\*

1. You are going to read about explorers, men who traveled into the unknown to discover new places, routes and riches.
2. Read about [Magellan](#).
3. \*Print out [Magellan](#) and color him in. Write a date and what he is famous for.

M\*

1. Read about [Magellan](#).
2. \*Print out this [explorer's booklet](#), pages 3-12. Color Magellan and write a date and what he is famous for.

Day 154

L\*

1. Read about [John Cabot](#).
2. \*Print out this page. Color [Cabot](#) and write a date and what he is famous for.
3. Why do you think Newfoundland is called Newfoundland?

M

1. Read about [John Cabot](#).
2. Complete the page on [John Cabot](#).

Day 155

L\*

1. Read about [Sir Frances Drake](#).
2. \*Print out the page. Color [Drake](#) and write a date and what he is famous for.

M

1. Read about [Sir Frances Drake](#).
2. Complete the page of the explorer's booklet on [Sir Frances Drake](#).

Day 156

L\*

1. Read about [Vasco Da Gama](#).
2. \*Print out "[World 1](#)" and draw on Da Gama's [exploration route](#). (Print out 4 for each L student, 2 for each M student.)
3. Make sure you label the map.

M\*

1. Read about [Vasco Da Gama](#).
2. \*Print out "[World 1](#)" and label Da Gama's exploration route. (Print out 2 for each M student, 4 for each L student.)
3. Make sure you label the map.

Day 157

L

1. Read about [Marco Polo](#).
2. Use your print out of [world 1](#) and draw on Polo's travels. Label the countries that he traveled through.
3. Label your map.

M

1. Read about [Marco Polo](#).
2. Use your print out of [world 1](#) and draw on Polo's travels. Label the countries that he traveled through.
3. Label your map.

Day 158

L

1. Read about [Ponce de Leon](#).
2. Tell someone about his explorations.

M

1. Read about [Ponce De Leon](#).
2. Complete his pages in the explorer's booklet.

Day 159

L

1. Scroll down and find [Verrazano, Giovanni Da](#) and read about him.

2. Use your print out of [world 1](#) and draw his route on the map. Make sure to label your map with his name.

M

1. Read about [Giovanni Da Verrazano](#).
2. Complete Giovanni Da Verrazano's page in the explorer's booklet.

Day 160

L

1. Read about [Hernando De Soto](#).
2. Tell someone about his adventures. Do you think he was a good guy or a bad guy? Why?

M

1. Read about [Hernando De Soto](#).
2. Complete his page in the explorer's booklet.

Day 161

L

1. Read about [Samuel de Champlain](#).
2. Tell someone where he sailed.

M

1. Read about [Samuel De Champlain](#).
2. Complete his page in the explorer's booklet.

Day 162

L

1. Read about [Henry Hudson](#).
2. Use this [map](#) to draw his route on your printed map.

M

1. Read about [Henry Hudson](#).
2. Complete his page in the explorer's booklet.

Day 163

L

1. Click on the links to watch the [explorers' routes](#).
2. Exploring wasn't really a fun adventure. Read about the awful [life at sea](#).

M

1. Play some review games. What do you remember?
  - [Ancient Egypt or Ancient Mesopotamia?](#)
  - [Ancient Civilization Locations](#)
  - [Ancient Civilizations Jeopardy](#)

Day 164

L

1. Play [review games](#) from any history you have studied so far.

M

1. Play [review games](#) from any history you have studied so far.
2. If this is your first year, play science review games or try history from another year.

Day 165

L

1. You are going to be doing a final, end-of-the-year project. You can choose to learn more about anything from history from the beginning of creation up through the renaissance. You might pick a person or an event.
2. Choose something specific. Don't just pick a time period. Choose a person, an event, or some aspect of the time period such as the architecture, the family, inventions, etc.
3. Here is a page with some links you could look through for an [idea](#).
4. Here is another page with links for [ideas](#).

M

1. You are going to be doing a final, end-of-the-year project. Today you will choose your topic. Look at these TimeWarpTrio pages to help you choose between Peter the Great and Napoleon. (The "Put it Back, Jack" games don't work, but the Plentifox and Who's Who pages have a lot of great info!) You should know a little about both of these men.
  - [Peter the Great](#)
  - [Napoleon](#)

Day 166

1. Once you have chosen what you are going to do for an end-of-the-year project, the second step is to decide what type of project are you going to do. You can make a lapbook, a poster, a power point presentation, a [sway presentation](#), or a scrapbook. You could write and put on a play or give a speech. Or, you can think of something I haven't thought of. Choose what you are going to do.
2. You are going to complete your project, write a bibliography-a list of your resources, and present your project to an audience.

Day 167\*

1. The first step is research. Here are some [Research Note Taker](#) sheets. You need to learn everything you can about your topic. Make sure you write down where your information is coming from. You need titles, authors, dates and website addresses.
2. Here is [one place you can go to search](#) for information. Here is [another](#).

Day 168

1. Continue your research.

Day 169

1. Continue your research.

Day 170

1. Start your project.

Day 171

1. Add to your project.

Day 172

1. Add to your project.

Day 173

1. Add to your project.

Day 174

1. Add to your project.
2. You should probably include a map somewhere on your project.

Day 175

1. Add to your project.

Day 176

1. Add to your project. You need to finish today or tomorrow.

Day 177

1. Finish your project. Practice presenting your project. Write what you are going to say if that helps. You are going to tell them about your topic and about your project. Don't read what you wrote on your project. They can read it for themselves. Tell them about what you learned and about what they will see on your project.

Day 178

1. Read over this [grading sheet](#) for presenting a topic. You would want to score a 4 for every category. The last one is only if you are working together with siblings. Practice what you are going to say for your presenting.

Day 179

1. Write a [bibliography](#) to go with your project. If your project is online, add your bibliography to your online project.
2. Here's an [example](#).

Day 180

1. Present your project. Show it to your audience. Tell about your topic without reading exactly what your project says. Let them look at it and ask questions. Answer their questions in complete sentences.
2. Send me photos, links, videos...and I will post them on this site!