



What Do You Know? Pretest 25

Circle Sense. In the sentences below, circle the word that you think makes the most sense.

1. Charles II, the would-be king of England, once hid in an (oak tree, outhouse) to escape his enemies.
2. Charles II declared himself the head of the Church of (England, Scotland) and started a wave of persecution.
3. Worse than Charles II, James VII persecuted the (Puritans, Covenanters) of Scotland.
4. Manchuria is now part of (China, Russia).
5. Manchu rulers forced Chinese citizens to wear distinctive (sandals, pigtails).
6. K'ang-hsi the Manchu became one of China's most efficient emperors by establishing a well-organized (army, navy).
7. Legend says that Sir Isaac Newton came to understand the principles of gravity when he saw an (orange, apple) fall from a tree.
8. Isaac Newton's third law of gravity states that "for every action, there is an equal and opposite (reaction, spectrum)."
9. Isaac Newton was dubbed a knight for his contribution to the (mint, Royal Society) of England.

Activities for Lesson 73

73A—All Students

1. Outdoor Worship. Hold a reverent outdoor worship service. Incorporate your natural surroundings (logs, rocks, trees) to create the atmosphere of a church or cathedral.
2. Video Documentary. View the hour-long documentary titled *The Scottish Covenanters* available through Vision Video or Amazon. (*Caution:* I recommend that you preview this for Younger Students.)

73B—Younger Students

1. Oak Leaf Pin. Find a real oak leaf, or color your own, and pin it to your garment. Re-examine the lesson to answer these questions. What story did the English remember by wearing an oak leaf? On what day did they follow this custom and for about how many years?
2. Wanted and Welcomed. To understand the change of heart the English felt for Charles II, make two very different things to remember him by. First, on three-hole paper create a “Wanted” poster of Charles II when he was on the run. Second, on three-hole paper create a “Welcome!” banner to greet him when he returned home to England. Why did the English change their mind about Charles II? File your poster and banner in your Student Notebook under “Europe: England.”

73C—Middle Students

1. Read *Fair Sunshine: Character Studies of the Scottish Covenanters* by Jock Purves.
2. Memorial Poem. In a reverent manner, sketch an imaginary tombstone to cover a piece of notebook paper. Choose one martyr from the lesson. In memory of him or her, write a short poem as was the custom in Scotland. Transfer the poem in calligraphy-style handwriting to the tombstone on notebook paper. File it in your Student Notebook under “Europe: Scotland.” A real sample is provided below from the tomb of James Thomson, who died in 1679.

This hero brave who doth lye here
In truth's defence did he appear,
And to Christ's cause he firmly stood
Until he'd sealed it with his blood.
With sword in hand upon the field
He lost his life, yet did not yield.
His days did End in Great renown,
And he obtained the Martyrs Crown.¹

1. “The Covenanters: The Fifty Years Struggle 1638–1688.” Accessed on the Sorbie Family Page Web site, www.sorbie.net/covenanters.htm.

73D—Middle and Older Students

1. Testimony Time. Read Psalm 25, Psalm 103, and Revelation 19. These were Scriptures quoted by the Covenanters while facing death and persecution. What do you find meaningful in these passages? What Scripture has helped you through a difficult time? Share testimony of God’s Word with your class or family.
2. The Geddes Girl. Though not included in this lesson, there is an interesting story about a girl named Jenny Geddes. Research this story and her reaction to civil authorities. Discuss the right or wrong of her actions.

73E—Older Students

1. For additional reading, choose either of the following:
 - ♦ *Martyrland: A Tale of Persecution from the Days of the Scottish Covenanters* by Robert Simpson. Historical narrative.
 - ♦ *Scottish Covenanter Stories: Tales from the Killing Times* by Dane Love. A collection of short-story accounts of the times.
2. Have you ever read *Robinson Crusoe*? This classic was written by Daniel Defoe, an Englishman of the same time period as our lesson. Research and write a short biography titled “The Life and Times of Daniel Defoe.” Draw attention to the events in his lifetime that influenced his many works. File your paper in your Student Notebook under “Europe: England.”

Activities for Lesson 74

74A—All Students

1. Early Birds. Be industrious like K’ang-hsi and start school and/or chores at 5 A.M. every day for a week (if you don’t already). Evaluate the benefits of rising early.
2. Taste Test. Try a ginseng-flavored beverage. Middle and Older Students: What are the alleged benefits of ginseng?

74B—Younger Students

Kowtowing. Practice bowing in kowtow fashion (forcefully touching your head all the way to the floor). Talk about the humility and respect involved in this kind of bowing.

74C—Younger and Middle Students

Pigtails. Use three strands of black yarn to braid a single queue pigtail. Use an elastic band, hairpins, or a rubber band to attach it to your head. How would you feel if you were forced to wear a particular hairstyle? Take a photo of your queue and file it in your Student Notebook under “Asia: China.”

74D—Middle Students

Priceless Pearls. Research the pearl industry. Write a one-page report explaining the “Who, What, When, Where, Why, and How” of how pearls are manufactured. File your report in your Student Notebook under “Asia: China.”

74E—Older Students

1. Read *Emperor of China: Self-Portrait of K'ang-hsi* by Jonathan D. Spence. This is a pleasant narrative derived from original source material of the emperor.
2. Art Appreciation. Explore the Internet for images of “Chinese painting of the Ch'ing dynasty.” Note the delicate beauty and balance. Print a favorite and file it in your Student Notebook under “Asia: China.”

Activities for Lesson 75

Memory Cards

Make your Memory Cards for Lessons 73–75. Mark the card for Lesson 75 as a date and title to memorize.

75A—All Students

Egg Spinning. Try this activity for a fun demonstration of Newton’s first law of motion!

Materials: One hard-boiled egg (left in the shell), one raw egg (in the shell)

Take a hard-boiled egg and spin it on a hard surface. Stop the egg from spinning with your hand, but don’t hold onto the egg! Quickly remove your hand. Observe the egg for any movement. Now take a raw egg and do the same thing (spin it on a hard surface; stop it with your hand; quickly remove your hand; observe the egg for any movement). Do this exercise several times. What do you observe?

Results: The hard-boiled egg *should* remain relatively still after you stop it with your hand. The raw egg, however, should wobble around even after you’ve stopped it. Do you know why? The answer has to do with Newton’s first law of motion! Newton would say that an object stays in motion unless it is acted upon. In this egg exercise, you can stop the hard-boiled egg with your hand, but you *can’t* stop the raw egg very easily because the runny yolk on the inside is still in motion! (We can’t see the raw yolk sloshing around, but it is.) Isn’t that cool? Demonstrate Newton’s law to friends and family.

75B—Younger Students

1. Don’t Break the Law. *Adult Supervision Needed.* Visit a playground to demonstrate Newton’s first and third laws. Try (slowly and carefully) spinning on a merry-go-round and jumping off to demonstrate breaking Newton’s first law. Try the swings and teeter-totter to demonstrate Newton’s third law.

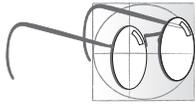
2. Rainbow Seven. Do you know the order of the seven colors of the rainbow? They are always the same. The colors (from inside to outside) are violet, indigo, blue, green, yellow, orange, and red. Sometimes they blend so closely together that they are hard to tell apart. Paint rainbows using the right colors or make real rainbows using a prism. Look for all seven colors.

75C—Middle Students

1. Remembering Rainbows. Memorize the order of the colors of the rainbow (from inside to outside, they are violet, indigo, blue, green, yellow, orange, and red) using the first letter of each color to make up a weird sentence. For example: (The) Very Impatient Boy Grabbed (the) Yarn Of Rosey. (Don't laugh! That was hard for me to come up with, and I still don't like it. I had to insert "The" for my sentence to make any sense. See if you can do better!)
2. Action/Reaction. Demonstrate Newton's third law of motion — "For every action, there is an equal and opposite reaction" — as creatively as possible.

75D—Older Students

1. Build a Sundial. As a child, Newton experimented with building sundials. But building sundials isn't child's play! It requires mathematical skill and the knowledge of your exact location on the globe. Research and use any of the numerous Internet sites that tell how to construct a working sundial. The sundial itself may be simple (using paper and a drinking straw) or elaborate (using a garden stone and a metal gnomon). In any case, the physics behind the sundial makes it a challenging project.
2. Theology of Newton. Most remember Newton for his scientific contributions. However, he had deep spiritual interests. Familiarize yourself with and read portions of one of Newton's more famous theological works titled *An Historical Account of Two Notable Corruptions of Scripture*.



Take Another Look!

Review 25: Lessons 73–75

Wall of Fame

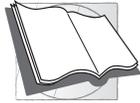
- ◆ **The Scottish Covenanters (1661)** — Since the Covenanters worshiped outdoors in hiding, make a cross of natural materials such as small sticks, pine needles, or long blades of grass. Glue or tape the cross to a card titled “Scottish Covenanters – 1661.” [From *History Through the Ages*, use *Charles II* and *The Scottish Covenanters*.]
- ◆ **K’ang-hsi the Manchu and the Ch’ing Dynasty (1662)** — Using a male timeline figure, portray a young man with black hair and almond-shaped eyes. Give him a crown. Cut out the figure and glue it to a card with the sun drawn in one corner and the moon and a star in the other. (The sun and moon depict the long hours he worked.) Title the card “K’ang-hsi the Manchu – 1661.” [Use *Manchu Dynasty*.]
- ◆ **SIR ISAAC NEWTON (1666)** — Draw a tree with an apple falling to the ground. Title the card “Sir Isaac Newton – 1666.” **Remember, this is a date to memorize.** [Use *Sir Isaac Newton*.]

SomeWHERE in Time

If you made and still have the map of China/East Asia as suggested in Week 10 of Volume II of *The Mystery of History*, then use this time to review that map using the instructions under “Review China” below. If you have *not* made a map of China in the past, follow the directions for each age group under “Features of China” below.

1. **Review China.** Make a flashcard game. You will need a copy of Outline Map 17, “China”; index cards; and the finished map of China/East Asia from Volume II to study from.
 - a. Cut the index cards in half and on each half write one of the following place names.
 - (Bodies of water) Sea of Japan, Yellow Sea, South China Sea, Bay of Bengal
 - (Cities) Beijing (the capital), Shanghai, Hong Kong, Chongqing
 - (Geographical regions) Altai Mountains, Himalayas, Takla Makan Desert, Gobi Desert, Plateau of Tibet, Huang River (also called Hwang River, or Yellow River), Yangtze River
 - b. Study your previous map. Take turns drawing the cards you just made from a pile. Earn a point (or chocolate kiss) for correctly identifying on your blank map of China where to find the name on each card. Play several times until these names are familiar and identifiable.
2. **Features of China.** Use a copy of Outline Map 17, “China,” and Rand McNally’s *Atlas of World Geography* to find the features listed in the chart on the next page. **Younger Students:** Column A. **Middle Students:** Columns A and B. **Older Students:** Columns A, B, and C. File your completed map in your Student Notebook under “Asia: China.”

Features	Column A	Column B	Column C
Countries and Regions	CHINA MANCHURIA	<i>(Large neighbors)</i> Mongolia Russia Vietnam Laos Myanmar (Burma) India Pakistan Afghanistan Kazakhstan	<i>(Small neighbors)</i> North Korea Taiwan Nepal Tajikistan Kyrgyzstan Bhutan
Cities	BEIJING (CAPITAL)	<i>(Capitals of some of the large neighbors listed above)</i> Ulan Bator (Mongolia) Hanoi (Vietnam) New Delhi (India) Islamabad (Pakistan)	<i>(Capitals of all small neighbors listed above, in corresponding order)</i> P'yongyang Taipei Kathmandu Dushanbe Bishkek Thimphu
Bodies of Water	EAST CHINA SEA SOUTH CHINA SEA HUANG RIVER YANGTZE RIVER	Sea of Japan Bay of Bengal	Yellow Sea Bo Hai Taiwan Strait Yalu River (<i>separates Manchuria from North Korea</i>)
Mountains	HIMALAYAS	Altai Mountains	Greater Khingan (<i>separates Mongolia from Manchuria</i>)
Deserts and Plateaus	PLATEAU OF TIBET	Gobi Desert	Takla Makan Desert



What Did You Learn? Week 25: Quiz

I. **Who Am I?** Choose the best answer from the Word Bank below.

1. A German geographer named the Americas after me. Who am I?
2. I preached a message of holiness to the residents of Florence and encouraged them to burn their “vanities.” Who am I?
3. While in Milan, I started the bronze sculpture of a magnificent horse, but like many of my projects, it was never finished. Who am I?
4. I sketched *Praying Hands* in honor of my brother who (in legend) sacrificed that I might attend art school. Who am I?
5. During exile, I wrote *The Prince* and dedicated it to the Medici family. Who am I?
6. On October 31, 1517, I posted my Ninety-five Theses on the door of All Saints’ Church in Wittenberg, Germany. Who am I?
7. After the death of Ferdinand Magellan, I steered the first European crew around the world on the *Victoria*. Who am I?
8. I was a red-bearded Greek pirate who fought for Suleiman in the Mediterranean. Who am I?
9. I was the proud, rightful wife of Henry VIII and the mother of Mary I. Who am I?
10. I was the last wife of Henry VIII and did my best to raise and educate his children. Who am I?

WORD BANK

Barbarossa

Albrecht Dürer

Amerigo Vespucci

Machiavelli

Savonarola

Martin Luther

Elcano

Catherine Parr

Leonardo da Vinci

Catherine of Aragon

II. True or False? Circle your answers.

11. Titian rose to fame for his portrait painting and became one of Milan's best-known artists. T F
12. John Calvin fled France and because of persecution, eventually settled in Geneva, Switzerland. T F
13. In 1534, Ignatius Loyola, Francis Xavier, and five other friends founded the Society of Jesus (or the Jesuits). T F
14. The archbishop of Canterbury bought copies of William Tyndale's Bible to distribute freely to the commoners in England. T F
15. Though not always successful, Bartolomé de Las Casas devoted his life to better treatment of Native Americans. T F
16. As the daughter of Anne of Cleves, Elizabeth I vowed never to marry. T F
17. After 19 years of imprisonment in Scotland, Lady Jane Grey was deemed guilty of treason against Elizabeth I who ordered her execution. T F
18. Elizabeth I honored Francis Drake with a green silk scarf and a fine ceremony for sailing around the world on the *Golden Hind*. T F

III. Fill in the Blanks. One blank is provided for each letter of the missing word.

19. Nicknamed the _____ Colony, the settlers on Roanoke Island disappeared, leaving only the clue "Croatoan" carved on a tree.
20. Michel de Montaigne was considered a _____ for his noncommittal, unbelieving views toward love, life, and faith.
21. Poor _____ were considered second only to the nobility in the social structure of Tokugawa Japan.
22. When Miguel de _____ wrote *Don Quixote*, he gently poked some fun at the dying art of chivalry in Spain.
23. After much hardship, the settlers at Jamestown survived by trading hogs, Indian corn, and sweet-tasting _____.
24. Though it remains controversial, John _____ has been labeled by some as a Baptist for his early convictions about believer's baptism.
25. In what has been called the Defenestration of Prague, Protestant citizens tossed Catholic leaders out of a _____ and triggered the Thirty Years' War across Europe.
26. It was _____, an English-speaking Native American, who taught the Pilgrims to fertilize their corn crops with raw fish.

IV. Matching. Match each description on the right with the correct person on the left.

- | | |
|--------------------------|--|
| _____27. John Winthrop | a. Founder of the Society of Friends |
| _____28. Galileo | b. Dutch artist known for his realist touch |
| _____29. Rembrandt | c. Puritan settler of Salem and Boston in Massachusetts |
| _____30. Thomas Hooker | d. Extravagant, absolute ruler of France |
| _____31. Oliver Cromwell | e. Manchu emperor of China |
| _____32. George Fox | f. Developed the law of falling bodies |
| _____33. Louis XIV | g. Founder of Connecticut and “Father of American Democracy” |
| _____34. K’ang-hsi | h. Lord Protectorate of England, Scotland, and Ireland |

V. Bonus. Earn up to three additional points for the following:

1. Name one famous artist of the Renaissance.
2. Name one of the works of the artist you selected.
3. Describe things you like and/or don’t like about the work you chose.