

FOREWORD

Growing up, I never liked history. It was about dead people. If ancient Egypt was mentioned, I thought of pyramids and mummies—tombs and dead bodies. The mummies I saw in museums seemed like shrunken, leathery mannequins. Textbook history only gave me names, dates, and places—facts to be remembered for tests, and then forgotten.

It wasn't until I came to history through plays, films, and historical novels that I could see a living chain of human beings that stretched from me all the way back to the beginning of time. Now I could picture that mummy as a living, breathing person that ate, slept, dreamed, loved—in short, someone like me. **History came alive** and its fascination continues.

I wanted my own children to share my enthusiasm for the past—to make it real and exciting for them. Soon history became the favorite lesson of the day. They didn't want to stop. I found myself working history into every other subject just to be sure that they were also learning the other skills they needed. These question and activity guides are the result. My hope is that your children will join us in seeing the adventure and excitement of history.

TEACHING HISTORY

GOALS

- € To make the daily life of another culture as real to students as their own.
- € To help students see how lives (and civilizations) are affected by religious beliefs, natural resources, climate, and wildlife.
- € To make the study of geography relevant by incorporating it into a study of people and how they live.
- € To provide experience in using timelines, and primary and secondary sources within the context of a meaningful study rather than as isolated experiences.

HOW TO ACHIEVE THESE GOALS

The question section of this book incorporates history objectives, allowing them to be covered in an interesting manner and with the use of a variety of resources. The teacher does not have to judge the content of a book as complete or incomplete before assigning it to a student. Instead, the questions can be used during the teaching process to determine which portions of a resource to use, and whether or not additional materials are necessary. Now textbooks do not have to be the standard. By having the objectives in this easy-to-use question form, library books, software, videos, movies, field trips, and even games, all become useable resources.

Use this guide in any of three ways:

- € As an outline for an independent study of a time period or culture.
- € As a reference and supplement to traditional teaching materials.
- € As a framework to teach history using a unit study approach.

INDEPENDENT STUDY

Students in grades 6-12 can use the question section for an independent study of a period or people.

To the student:

While reading, look for answers to the questions. Write on a photocopy of the questions, or list the heading and numbers on notebook paper. As you come across an answer, write a word or phrase next to the question number so that you will remember what you have read.

If too many questions in one section are blank, find another book about the subject—one with more information in that area. Follow the steps listed above.

Use the questions and your answers as an outline guide for writing a composition about your subject. You do not need to have the sections in the same order (customs first, then religion, and so on). Choose an order that allows you to present your ideas in an interesting manner.

Make at least one illustration to accompany your composition: maps, the flag, drawings of clothing, houses, weapons, animal life, or any interesting aspect of the culture, a display of items you have collected, food you've cooked from recipes typical of the culture, or anything suitable in the activity section of this book.

REFERENCE GUIDE

This guide can be used at any age as a reference during the study of history. The timeline on page 6 serves as a framework in which to mentally fit the culture being studied. The questions beginning on page 9 give the student an idea of what to look for while reading in order to develop an over-all impression of a period and people. Memorizing names and dates is meaningless unless one understands why the people lived as they did and can, therefore, give significance to those names and dates.

The question section provides an outline for gathering information and presenting it for high school level history assignments. For example, by looking for answers to questions under the heading "Government," a student will learn how the United States government is set up. By finding answers to questions about religious beliefs, they will realize more clearly why it is set up that way.

The classification chart on page 23 is a handy reference when studying biology.

Activities

beginning on page 17 may be used for class projects and presentations.