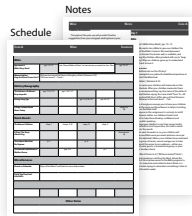


Instructor's Guide Quick Start

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?

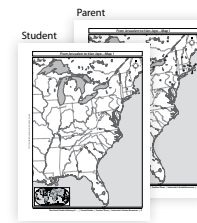


Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

Same View Maps

Students will plot map locations on their blank maps, while you check their answers with your answer keys of the same view.



To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material. The questions are numbered to help you reference between the Parent Guide and the Student Guide.



Vocabulary

orphan: a child whose parents are dead.
children's homes: an orphanage.

Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.



320 BIBLE/HISTORY		WEEK 1			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible/Apologetics						
How to Ruin Your Life By 30	pp. 12–16	pp. 16–19	pp. 20–24	pp. 24–26		
Bible Reading	Genesis 1–2	Genesis 3–4	Genesis 5–6	Genesis 7–8	Genesis 9–10	
Memorization	Psalm 27:1–2					
History						
Special	Day 1: Parents and Students: make sure you both read the notes.					
The Visual History of the Modern World	Choose Topic to Research pp. 8–11; Introduction & 1900–09 Overview	1900 pp. 12–13 	1901 pp. 14–15 	1902 pp. 16–17 	1903 pp. 18–23 	
Our Century in Pictures for Young People		pp. 2–5 		pp. 6–9		
Current Events	Parents and Students: Please read the notes for Current Events in the Notes for Day 1 this week.					
Biographies and Historical Fiction						
God Spoke Tibetan	chaps. 1–2 	chaps. 3–4 	chaps. 5–7	chaps. 8–10 	chaps. 11–12 	
Other Notes						

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Day 1

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 12–16

Bible Reading | Genesis 1–2

Reading

We will read the historical books of the Old Testament in order. Feel free to skim all genealogies and lists of names.

Memorization | Psalm 27:1–2

Memorization/Public Speaking

Some alternative Scriptures we recommend for possible memorization and presentation this year: 1 Corinthians 13;

Exodus 20:1–17 (or Deuteronomy 5:5c–21); Psalm 1; Psalm 8; Psalm 15; Psalm 19; Psalm 23; Psalm 24; Psalm 90; Psalm 91; Psalm 103; Psalm 121; Psalm 150; Isaiah 53; Matthew 5:1–16; Matthew 6:1–18; Matthew 6:19–34; John 15:1–8; Hebrews 11:1–40; Hebrews 12:1–13; Revelation 21:1–22:6.

History

Special

General Introduction to Our Studies of the 20th Century

This year we want to study “20th Century World History”—the history of the world in our times: the history of the world that most impacts us today and that will most impact the world during your (and my) lifetimes.

Special Note to Mom or Dad Map Point Timeline Suggestion

If we are to fulfill God's purposes on earth, we must know what is happening around us: what God Himself is doing and what His enemy, the Devil, is up to.

Let me tell you: we have held off teaching 20th century history as long as possible partially because it is so ugly.

As you well know, there are ratings placed on commercial films. If the 20th century were rated, it should probably receive an "NC-17" or, at the least, a very strong "R"—not so much for sexual content (though there is far too much of that), but for violence: human violence against humans.

The 20th century is by far the most violent (not counting the Flood) in all of world history to the present.

I am sure you are well aware of Hitler and the Jewish holocaust in World War II. But it is quite likely that you are not so well informed about all the other holocausts of this century—beginning with the Turkish attempt to wipe out the Armenian people in the very earliest part of this century and continuing with deliberate policies of government that led to mass starvation in the Soviet Union and China (well over 60 million total killed in the two countries combined), and other tens of millions of deaths at the hands of warring factions the world over.

But despite the ugliness of this century, we need to look it in the face. We need to evaluate it for what it is, where it came from and where it is going. We need to evaluate the roots of this century: what historical events and intellectual influences shaped people's thinking and actions. I will discuss these matters in a moment.

But first, I want you to consider that what you will deal with this year is

A Disturbing Study

Your studies this year are quite likely to disturb you. Besides the "NC-17" content I have already mentioned, I expect you will find that some things you have been taught or somehow simply come to believe as "Gospel Truth" are ... not true.

You may find, for instance, that members of certain groups you have been taught to mistrust as "enemies" (members of labor unions? socialists? communists?) have some legitimate gripes against the powers that be.

In other words, by being introduced to some of these "enemies" concerns, your world may become quite a bit more complex than it ever has been in the past. You will suddenly find yourself wrestling with issues that had never crossed your mind before.

There are other disturbing aspects to our study. Many people want to know "the right answer," the Truth. I am such a person. I want to know what really happened. I also want to know what is right: what should have happened.

The problem is, in historical studies, as with courtroom cases, "the Truth" cannot always be discovered. It may be that the "prosecution" or "defense" was able, over time, to do away with the records of the "opposition." At this point, due to the destruction of evidence, no one knows what "the other side" said or did—or what they would have said or done had they been permitted to hear the "testimony"

of those who opposed them and who have since written all the history books.

Then again it may be that no one destroyed any records. All the records are available to you; it's simply that it is too hard to determine what really happened. You can see the "prosecution's" case; you can understand the "defense's" case; you can understand how or why they would each see the situation as they do. But you also know that they have a disagreement—and you don't know how to sort things through.

Finally, you may find yourself—as I have found myself many times—simply lacking time, energy or other resources to hunt down "what really happened."

You will need to learn the historian's (and attorney's and judge's ...) habits of defining degrees of certainty: "There can be no question that ..." "The majority of evidence seems to indicate ..." "Jones says _____; however, ..."

MOST IMPORTANT! Day 2: Find Some Mentors

Besides reading the books, articles, and notes I have assigned you, I want you to find some mentors—people close at hand who can help you with your studies, encourage you when the going gets tough, and help you maintain your balance when you feel as if your faith is being buffeted. Most likely, this will and ought to be your mom or dad; but you (and they) may want to enlist the help of your pastor, or someone else who has either studied many of the issues or who has access to books and research that may be outside your grasp.

Have these mentors stand with you and help you as you do your study. When you find yourself feeling confused, ask them to interpret things for you. Ask them if they can help you form an opinion or, in cases where it seems someone you would expect to disagree with has the stronger argument—ask your mentors if they can help you formulate a better response.

As you approach your studies, you and your mentors need to know that I have assumed you (and they) are coming from a middle-class American evangelical Protestant background.²

1. If you feel strongly that you must have absolute assurance about everything you are taught, you will be particularly uncomfortable this year.

I want to remind you of something, however. Our Lord God remains Lord. He remains God. He *will* walk with you. I have confidence He will reveal **the truth you need** "to do justice, to love kindness, and to walk humbly with your God" (Micah 6:8). He probably won't reveal all the truth you *want*; but He will definitely reveal all the truth you *need*. (Remember Deuteronomy 29:29: "The secret things belong to YAHWEH our God, but the things revealed belong to us and to our children forever, that we may follow all the words of this law.")

2. I know that not everyone who studies this program is American, middle-class, or evangelical Protestant. But the audience I have defined is the audience with which I am primarily acquainted, and its strengths and limitations are those for which I seek to offer counterbalancing perspectives. If you find yourself coming from outside the specific group I have defined as my primary audience, I hope you will not hold against me that I am writing to that particular audience.

By the way. This seems an appropriate place to mention this. If you have additional information, or a quality counterbalancing perspective to something that either I say or one of the books we are reading says: please don't hesitate to write and give me your input! We will all be the richer because of your consideration.

That assumption has had several practical implications. Primarily, however, it means that I have written notes with that specific audience in mind.

If, for example, you come from a more blue-collar/working-class background, some of the notes I have written concerning the labor movement may seem elementary to you: you've heard it all before. But to someone coming from a more white-collar/middle-class background, they may be revelations. Similarly in other areas. There will be little pieces of information I put in—and others that I leave out—primarily because I have made certain assumptions concerning my audience.

Now, I must confess: as with most assumptions, they could be wrong. I could be wrong. And that's why I want to make sure your mom or dad reads the following note.

Note for Mom or Dad: You *must* take an active role in your son's or daughter's education. Take the time to read through my notes. If, for some reason, you are concerned that one or more of the books we read or one or more of my "counterbalancing perspectives" may set your son or daughter adrift theologically, morally, or in some other way, the Scriptures clearly teach that it is your responsibility to "cut me off." Obliterate my questions or quotes. Do what you must to protect your children.

My parents permitted me to wrestle with the difficult issues. I believe I am stronger because of it. If your children are not ready for this kind of study, then please do not harm them by permitting them to study what we have laid out in this year's program.

I have structured our studies this year in the manner I have not only because I assumed you would have a mentor. I structured them as I have due to a practical limitation, and, partially, due to a philosophical commitment.

The structure of our studies is the result of a practical limitation of time. I had only a limited amount of time to prepare this manual. Since I assumed you would have access to a quality mentor, I felt it was not as important that I should provide rebuttals to arguments presented by the "opponents" as that I should provide arguments from "the other side" in the first place. I figured you and your mentor(s) could generate rebuttals. What you could not do as easily is acquire quality alternative perspectives.

But supposing I had more time to develop this manual: would I have taken the time to find answers to all the questions raised by the "opposition"? No. And there are two reasons for this.

First, practically speaking: I doubt all the questions ever will be answered—not while we're here on Earth, anyway.

But even beyond the practical difficulty, I believe that by failing (or refusing) to provide you answers that agree with everything you have ever been taught, you will be forced to dig a little deeper and work a little harder to come up with answers on your own. If I have done my homework correctly and provided you good quality alternative questions and arguments, you will not be satisfied until you have come to your own well-researched conclusion(s).

How to Study; What We Expect of You

The two history books we have chosen for you to read move rather rapidly through the 20th century and attempt to avoid providing an interpretive framework. This affords some positive benefits: you get to read history much the way it was experienced by people living at the time.

It has the disadvantage, however, that, until you have done your reading you won't have an obvious interpretive frame-work or outline into which you can place the events.

So. Do I have any helpful suggestions?

Perhaps.

One. I would like to suggest that you approach your studies the way you might approach building a jigsaw puzzle for which you believe you have most of the pieces, but for which there is no box or cover picture. You know the pieces are supposed to make a picture, you just don't know what the picture is about As time goes on and you fit together two pieces here, and five pieces there, you will begin to get an idea of what the puzzle depicts. Finally, after many, many hours, you will probably get a glimpse of what this or that portion of the larger picture is supposed to portray. But it won't be until all the pieces are fitted together—and you discover that there are still some substantial holes in the picture—pieces missing—that you will have a pretty good idea of what the puzzle is really about.³

If you have done jigsaw puzzles, you know there are certain strategies one can follow to help organize pieces for putting the puzzle together: identify and collect edge pieces, for instance, by looking for pieces that have straight sides; sort and place pieces in piles according to common color; etc.

You may find you can benefit from a similar sorting process with the historical events and persons about which you read this year: take notes and sort your readings according to subject matter. For instance, collect literary and/or artistic events in one group, place political events in another, scientific and technological discoveries in a third, economic matters in a fourth, and so on.

Tie events of less universal significance to events that had broader impact on the world. For instance (and you may know of these key events already), you may want to organize your thinking around the following major events:

- World War I and the End of Monarchism (1914–1918)
- The Great Depression (1930–1939)
- World War II (1939–1945)
- The Cold War (1945–1989)
- The Social Revolution of the 60s (1961–1969/70)
- The Advent of the Personal Computer and Biotechnology (ca. 1980)

With these as anchor dates and events, you can sort others as "before," "after," or "during." You may also be able to see how some of the more localized events are related to the broader movements and events of their day.

3. I must confess, even after reading several works on the 20th century, and spending several years thinking about this subject, I am still just beginning to figure things out (I *think*).

My View of the 20th Century in World History

If we had the time, I would begin our study of 20th century World History not in 1900 or 1901 but at least as far back as 1789—the time of the French Revolution. Why would I do such a thing? Because the French Revolution was a precursor of so much of what we find in the 20th century.

To my knowledge, the French Revolution was the first time in human history in which there was a concerted effort to destroy any and all influences of religion upon daily life and national affairs.

There had been movements before in which people had sought to limit the influence of religion—particularly in the area of political affairs, but the French Revolution marked a turning point in that its leaders sought to eliminate religion from any and all influence upon the life of a nation.

I view the French Revolution as a precursor to the modern secular state and to modern secular humanism—two realities that have deeply impacted the 20th century.

After the French Revolution, I would probably call your attention to the American Civil War, the first conflict in Western history (history after the fall of Rome) in which civilians were accepted as military targets. Sherman's "scorched earth" policy on his march to the sea became a precursor to tactics we have seen repeated throughout the 20th century.

And then I would have you pay attention to the three men of the 19th century whose philosophies and writings dominated the course of the 20th century like no others. Those three men: Charles Darwin, Karl Marx, and Julius Wellhausen.⁴

Darwin, as I'm sure you're aware, is known for having popularized a god-less view of human origin. More than that, his theory concerning the origin of species came to dominate a wide range of thinking in disparate fields. Undirected, purposeless "evolution" and "change" became watchwords not only in biology, but in theology, the social sciences and politics, too. The idea that only the "fittest" survive became the motivating force behind some of the greatest tragedies of our century.

To quote James Dale Davidson and Lord William Rees-Mogg: "Marx, Lenin, Stalin, Mao, and Hitler [all] saw the struggle for survival, 'Mein Kampf' [My Struggle] as Hitler called it, as the central political issue. The Marxists saw social classes as though they were separate species; the Nazis saw races in the same light Both ... wished to solve the same problem, the problem of the struggle for survival, ... by destroying competition. They invaded foreign territories, they promoted conflict between different classes who competed for social power, or different races who were seen either as economic exploiters (the normal charge made against Jews by anti-Semites) or as

a dangerous under class (the fear held of blacks by their white enemies)."⁵

Karl Marx's co-worker, Friedrich Engels, stated at Marx's funeral that, "[j]ust as Darwin discovered the law of evolution in organic nature, so Marx discovered the law of evolution in human history."⁶

Marx proposed that human history evolved through a struggle between the class of people who own the means of production—the capitalists, or bourgeoisie as he called them—and the class of people who make their way in life by selling their labor—the proletariat.

"Workers of the world unite!" Marx said at the close of his Communist Manifesto. "[You] have nothing to lose ... but [your] chains." Sadly, as millions of Russians, Chinese, and other people who came under Communist domination discovered in the 20th Century, workers of the world (let alone owners of capital) had very much to lose in a Communist society: especially their lives.

And Julius Wellhausen?

He is largely ignored in secular circles, but he laid the foundation for the wholesale abandonment of biblical Christianity. He was the man chiefly responsible for popularizing the idea that the Bible is not (and was not) the product of divine revelation and Holy Spirit inspiration but, rather, the result of a millennia-long evolution of religious thought and editorial revisions. One cannot look to Scripture for accurate history (let alone God-inspired theology), Wellhausen argued; rather, one can find in the Bible only the ideas of men, sacred myths that, over time, have been (inappropriately) granted the status of authoritative holy writ.

And so, with Scripture dethroned, God pushed aside, and man-kind and all human history thrown upon the "mercies" of one or another principle of impersonal, undirected evolution, human society—especially Western society—entered the 20th century.

What happened then? That's what we intend to study throughout this year, so I will refrain from further comments at this time.

But where are we now ... and where are we going?

Where is History Headed at the Beginning of the 21st Century?

In Daniel 2 we read that God, through a dream, showed King Nebuchadnezzar "what [would] happen in days to come."

"As you were lying there, O king," Daniel tells Nebuchadnezzar, your mind turned to things to come, and the revealer of mysteries showed you what is going to happen.

... You looked, O king, and there before you stood a large statue—an enormous, dazzling statue, awesome in appearance. The head of the statue was made of pure gold, its chest and arms of silver, its belly and thighs of bronze, its legs of iron, and its feet partly of iron and partly of baked clay. While you

4. Lord willing, we will be studying these men and others in another couple of years. A key introductory text concerning their thought and influence may be found in Dave Breese, *Seven Men Who Rule the World from the Grave* (Chicago, IL: Moody Press, 1990).

5. James Dale Davidson and Lord William Rees-Mogg, *The Sovereign Individual* (New York, NY: Simon & Schuster, 1997), p. 358.

6. Philip Foner, *Karl Marx Remembered* (San Francisco: Synthesis, 1983), p. 38, quoted in Breese, op. cit., p. 56.

were watching, a rock was cut out, but not by human hands. It struck the statue on its feet of iron and clay and smashed them. Then the iron, the clay, the bronze, the silver and the gold were broken to pieces at the same time and became like chaff on a threshing floor in the summer. The wind swept them away without leaving a trace. But the rock that struck the statue became a huge mountain and filled the whole earth.

This was the dream, and now we will interpret it to the king.

... The God of heaven will set up a kingdom that will never be destroyed, nor will it be left to another people. It will crush all [the earth's] kingdoms and bring them to an end, but it will itself endure forever. This is the meaning of the vision of the rock cut out of a mountain, but not by human hands—a rock that broke the iron, the bronze, the clay, the silver and the gold to pieces.

The great God has shown the king what will take place in the future. The dream is true and the interpretation is trustworthy. (Daniel 2:29, 31–36, 44–45)

I am convinced that Jesus is that rock that was cut out of a mountain but not by human hands (see Romans 9:33; 1 Corinthians 10:4; 1 Peter 2:8). I believe and expect that His kingdom will destroy every other earthly kingdom (1 Corinthians 15:24–28; Revelation 5:9–10; 11:15) and it, itself, will never be destroyed or left to another people (Luke 1:33; 1 Corinthians 15:24–28; Hebrews 1:8; 12:28; 2 Peter 1:11; Revelation 11:15).

This vision and expectation for the future affects the way in which I view—and, therefore, how I will teach you about—the 20th century.

I have few doubts about the future of the Church.

Most people I know think we are in the very last moments of the last days of history. Any day now Jesus is coming back to rapture us into heaven.

One of the pieces of “evidence” they point to for this interpretation of the future is what they perceive as a growing persecution of Christians here in the United States. Things are going from bad to worse, so the end is nigh (see Mt. 24:6–13, 21–22, 29–34; etc.).

I see things in a different light.

We are not yet at the end of history because that kingdom which is to “crush all [the earth's] kingdoms and bring them to an end” has not yet crushed those kingdoms nor brought them to an end, that rock that was cut out of the mountain has not yet become “a huge mountain and filled the whole earth.” Historical events—things that the Lord has told us will occur before the end, before He returns—have not yet occurred.

I believe Christians in the United States are facing God's judgment for our failure to serve faithfully as His ambassadors on earth. This means, I believe, that we are to be confronted with some tough times in the near future. But instead of viewing this near future as the last moments of the last days of world history, I believe that human history has some time left; probably lots of time: time in which God wants us to be faithful to Him as His representatives. He wants us, His people, to extend His authority—Godly authority—in every area of life.

“All authority in heaven and on earth has been given to Me,” said Jesus (Matthew 28:18). I expect Jesus to exert and extend that authority through us, His people, throughout history “*until* He has put all His enemies under His feet” (1 Corinthians 15:25); “*then* the end will come, when He hands over the kingdom to God the Father” (1 Corinthians 15:24).

I believe that, as members of His body on earth, as co-workers with Him, it is our responsibility to participate in helping our Lord to put His enemies under His feet.

While the immediate future looks rather bleak—almost entirely as a result of the rebellion *against* God's kingdom, a rebellion that has grown and flourished throughout this century—my medium-range and long-term expectations for world history are very bright. I expect God's word will be fulfilled, His Kingdom will come roaring back and His Name will be exalted in all the earth.

Thus, while we are at the bottom—or very close to the bottom—of societal decline as a result of this past century's revolt against God's Kingdom, there is a glorious future awaiting God's people as we serve Him faithfully—both here on earth and, far more, in heaven.

Darwin, Marx, Wellhausen, and others of their kind did not operate and are not now operating individually. Oh, they *thought* they were operating individually and without outside direction. But, as Jesus said concerning the Jewish leaders of His day, these men of the 19th and 20th centuries proved by their deeds that they were every bit the sons of their father, the Devil, as we, by our deeds, are called to prove that we are the sons and daughters of our Father who is in heaven (see John 8:44, Mt. 5:14–16, 44–48, 6:1ff, etc.).

As we obey our Father in heaven, we can expect victory—if not tomorrow, then the next day, or the next, or the day after that.

Let us work and pray toward that end.

The Visual History of the Modern World | Choose Topic to Research pp. 8–11; Introduction and 1900–09 Overview

Choose Topic to Research

Today begins your adventure through the 20th Century! Please read the Introduction and the 1900–09 decade Overview on pages 8–11. Before diving into each decade, it is helpful to get a “big picture” overview of the events and trends that will develop over the course of the decade. After reading the Introduction and decade Overview, be sure to read through the Prime Events and Trends for 1900–09 outline, which can be found in this week's notes for *The Visual History of the Modern World*. **Note:** A Prime Events and Trends outline will be provided for each decade, so be sure to look for this section of the notes as you begin each subsequent decade.

Your assignment today also indicates you need to Choose Topic to Research. Each decade, we would like for you to choose one key event that you would like to explore in-depth. So, as you get a “big picture” overview of the entire decade, you also need to choose an event

to research in detail. We hope this combination of detailed research and “big picture” overview will give you a better, well-rounded understanding of the events of the 20th Century.

So what kind of research should you do? That’s up to you and your parents. At the end of each decade, you will be writing a short summary report about the decade, so a written report is certainly not necessary for your research. If you want to write a detailed research report, you’re welcome to do so, but we would like for you to use some thought and creativity as well. Interested in World War II? Perhaps part of your research could be watching a movie about World War II, such as *Saving Private Ryan*. Curious about the birth of rock’n roll in the 1950s? Then explore that event by listening to music from that time period! Or maybe there’s a book you could read that discusses your chosen event in detail. The possibilities here are endless. Just read the decade overview, choose an event you want to learn more about, and then, with the help of your parents, decide upon a creative way to research your chosen event. Have fun!

Event and Trend Outline

We have yet to find the perfect book to teach 20th century world history. Each book has its own peculiar advantages and disadvantages.

The primary disadvantage to most books we’ve seen is that they get you so entangled in the details that you may never get the “big picture.” What’s happening on the macro scale?

So once a decade, rather than hitting the daily events or even the events of a particular year, we want to outline the bigger events and trends you should be watching develop over the course of that decade and, potentially, into the decade(s) that follow.

If you want to study this course primarily for an overview, we encourage you to concentrate on the events and trends listed here, and on the articles we have marked with a * in the main section.

We should note, too: the notes tend to highlight items of interest to the United States and to Americans. Therefore, you will find few references, say, to the trends in other countries: apartheid, say, in South Africa, or civil wars that kill large numbers of people in other countries but go largely unnoticed in the United States.

Prime Events and Trends for 1900–1909

Emotional Description for the Decade (from a U.S. perspective): A decade of hope. The U.S. is beginning to flex its muscles on the international stage and its achievements in Panama (completion of the Canal), on land (Henry Ford’s automobile), and in the air (the Wright brothers’ airplane)—not to mention the rapid spread of “American” inventions like Edison’s light bulb and motion pictures—give it great influence worldwide.

1898–July 1902: Spanish-American War leads to U.S.-Filipino War—American soldiers, originally viewed as saviors by the Filipinos, are soon called upon to crush Filipino

aspirations for independence. 4,200 U.S. soldiers, 20,000 Filipino soldiers, and 200,000 Filipino civilians die before the Philippines is subjected to U.S. control.

1899–1902: Boer War—Establishes a new low standard for treatment of civilians in Western warfare.

1900: Chinese “Boxer Rebellion”—Chinese nationalists—called “boxers” because they used martial arts and calisthenics rituals—seek to destroy Western encroachment into their society; they especially attack Christian missionaries.

1900–1920s and beyond: Huge Advances in Travel—First there is powered flight of a lighter-than-air vehicle (the Zeppelin dirigible; 1900), then of a heavier-than-air vehicle (the Wright brothers’ airplane; 1903). The automobile becomes a vehicle for “everyone” (Ford introduces the Model A in 1903 and the Model T in 1908); meanwhile, automobile speed records keep rising, with 120 mph speeds reached in 1908. Railroads become faster with a 16-hour New York-to-Chicago run in 1902. The use of oil in shipping extends the speed and range of naval vessels and leads to ever-larger designs.

1900–1921: Irish Republicans seek independence from England—and eventually acquire Free State status (minus the six Northern counties).

1900–1960s: Huge advances in centralization of power in social structures—most especially in governments and businesses—around the world.

1901: First experimental radio broadcast.

1903–1918: German and British maneuvering for control of Middle Eastern oil and supremacy on the seas leads to World War I.

1904–1905: Russia and Japan maneuvering for control of the Far East. Japan keeps defeating Russian forces.

1904–1914: Panama Canal is built.

1905–1918: Russian Czar loses power and Bolsheviks take over.

1907–1945: Eugenics movement gains acceptance, then the backing of the international scientific and legal communities ... leading to forced sterilizations in the United States and, eventually, mass extermination (in Germany) of those considered “genetically unfit” or of the wrong class.

Current Events

Do three reports; at least two of international concern.

Parents: How to “Teach” (or Learn!) Current Events

If your children are unfamiliar with key people, dates, events, and terms, read together! Browse through a current news magazine together; choose an appropriate-looking article, then start reading. *If it helps, read the article out loud.* There should be no shame in this. If our children

need our help, then we should give it to them. By helping them now, we reduce the need for us to help them later.

As you read, ask your children if they understand what the author is talking about. If you come across an uncommon or unfamiliar term, explain it or look it up. Try to give your children whatever historical, cultural, and other background you can. In addition, talk about what appear to be parallel situations with which they might be familiar from their studies of history or other cultures.

This process may be rather slow at the start, but it will enable your children to understand what they would have otherwise never understood. It will give them a wealth of information they would otherwise know nothing about.

After you finish reading, have your children try to summarize what you just read. We have found that the best time to hold current event discussions is either over the dinner table or, for older students, during your daily student-teacher time.

We believe students need to learn that world affairs—matters of social, political, economic, and cultural concern—are appropriate for their interest: they should be informed about these matters, and they ought to be forming biblically-appropriate opinions about them. As citizens of God's Kingdom, they are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

The “textbook” for your study of current events should be articles found in current newspapers and magazines.⁷

We believe you should be able to make three verbal reports per week on some matter of significant local, regional, national, or international concern that you have read about this week. You should recount the details of the story and understand what the authors are talking about. But you should also be able to state who the protagonists are and what makes each matter significant: why should we care. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?

We believe you should be able to add a statement about your own position on the issues of the day (how you would like to see the matter turn out) and you should be able to explain why you believe and feel as you do.

Note to Student or Parent: Though you may make these written assignments, it is not *our* expectation that you or your children will be required to write these reports. We have always simply required *oral* presentations . . .

Biographies and Historical Fiction

God Spoke Tibetan | Chapters 1–2

Introductory Comments

The Twentieth Century is not a century of sweetness and light. It's a century of hatred, of genocide, of horrors.

7. Many people wonder what magazines or newspapers we might suggest that could provide a broader, more well-rounded perspective on current events than those to which they are currently subscribing. See Instructor's Guide Resources (**Section Three** in this guide) for a brief listing.

We wanted to bookend this program with amazing stories of God's provision in the midst of hard things. This week you get to read the marvelous story of the translation of the Tibetan Bible, from 1855 to 1945. The final two weeks are another incredible story of God's redemption, *There's a Sheep in My Bathtub*, that ends in the early years of the Twenty-first Century.

God is faithful. He keeps his promises. May you remember that in the midst of the hard things we read about.

To Discuss After You Read

Notes: It's interesting that, while demon-possessed, the Oracle was still able to carry out a personal vendetta.

I'm thankful I don't believe in signs. How depressing to believe from the day of my birth that I would know real trouble. How much better to avoid worrying about anything beyond this day: each day has enough troubles of its own (Matthew 6:34).

Timeline and Map Activities

Note: To refresh on how to do the Timeline and Map Activities refer to the notes found in **Section Four**.

📍 *Kyi Chu River* ❶; *Nyenchentangla Range* ❷; *Chang Tang plateau* ❸; *Bay of Bengal* ❹; *Mongolia* ❺; *Nepal* ❻; *Bhutan* ❼; *India* ❽ (map 1)

Day 2

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 16–19

Bible Reading | Genesis 3–4

Memorization | Psalm 27:1–2

History

The Visual History of the Modern World | 1900
pp. 12–13

Note Concerning Discussion Questions

Note to Mom or Dad: We have had a number of parents plead: Can't you please provide us with questions to allow us to judge whether or not our children are reading and understanding anything of what they are being assigned?

The questions below and in weeks to come are meant to give you (and your children) that first level of assurance: Yes, they are reading the book(s). Yes, they are at least following the main story line.

This is a valid and necessary goal.

We encourage you, however, if you possibly can: go beyond these questions. If you find yourself able to steal a few minutes to read the books your children are reading on your own (every evening? on a Sunday afternoon?), please do so! How much richer both you and your children will be!

We have provided beginning answers to most questions, but when you get down to it, for many of the books—books that are touching on serious issues—our answers are really quite inadequate.

You, in knowledgeable discussion with your children, could do so much better ... if you have the time. If you don't have that time: please, use these questions with our blessing. Use them for the purpose for which they have been written. And know that your children are still getting a better education under your tutelage than they are likely to get in any classroom setting!

God bless you.

To Discuss After You Read

*** Note:** Begun in late 1899, the Boer War was fought when Britain tried to take over the two Dutch ["Boer"] South African republics: the South African Republic [Transvaal] and the Orange Free State. The Boers fought to remain free.

1. Where is Knossos Palace, which archeologists excavate in 1900? ➡ *Crete*
2. According to Greek Mythology, whose palace was unearthed? ➡ *King Minos, son of Zeus*
3. What was the world population in 1900? ➡ *1.7 billion*
4. What was the goal of the *I-ho ch'uan* (also known as the Boxers)? ➡ *to drive all foreign influence from China*

*** Note:** Your book does not mention that Filipinos overthrew the Spanish colonial power in June 1900. This event is an important precursor to American involvement in the Philippines.

Several modern histories of the United States make clear how the United States government at this time in its history was heavily engaged in imperialistic (empire-building) behavior—something the founding president, George Washington, strongly urged the young nation to avoid.⁸

8. In his "Farewell Address," given September 17, 1796, Washington said: Against the insidious wiles of foreign influence ... the jealousy of a free people ought to be constantly awake; since history and experience prove, that foreign influence is one of the most baneful foes of Republican Government. But that jealousy, to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defence against it. Excessive partiality for one foreign nation, and excessive dislike of another, cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little political connexion as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

You will see, throughout this year, how the United States, beginning most especially with the McKinley administration, but continuing throughout the 20th century, completely ignored Washington's sage advice. I hope you will notice, too, how completely outside the scope of

Howard Zinn comments:

There was heated argument in the United States about whether or not to take the Philippines [after the Spanish-American War]. As one story has it, President McKinley told a group of ministers visiting the White House how he came to his decision:

... I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

- 1) That we could not give them back to Spain—that would be cowardly and dishonorable.
- 2) That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable.
- 3) That we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and
- 4) That there was nothing left for us to do but to take them all and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow men for whom Christ also died. And then I went to bed and went to sleep and slept soundly.

The Filipinos did not get the same message from God. In February 1899, they rose in revolt against American rule, as they had rebelled several times against the Spanish. Emilio Aguinaldo, a Filipino leader, who had earlier been brought back from China by U.S. warships to lead soldiers against Spain now became leader of the *insurrectos* fighting the United States. He proposed Filipino independence within a U.S. protectorate, but this was rejected.

It took the United States three years to crush the rebellion, using seventy thousand troops It was a harsh war. For the Filipinos the death rate was enormous from battle casualties and from disease.⁹

Strange how President McKinley's desire to "uplift and civilize and Christianize" the Filipinos would encourage him to have American troops get involved in *killing* them!

I believe Zinn pulls the wrappers off the real reasons McKinley wanted American troops in the Philippines. Zinn quotes Senator Albert Beveridge's speech of January 9, 1900:

Mr. President, the times call for candor. The Philippines are ours forever And just beyond the Philippines are China's illimitable markets. We will not retreat from either ... We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world

The Pacific is our ocean Where shall we turn for consumers of our surplus? Geography answers the question. China is our natural customer The Phil-

the United States' Constitution are most of these exploits.

9. Howard Zinn, *A People's History of the United States* (Harper Collins, 2003), pp. 312–313. Questions for consideration: What Constitutional grounds are there for the government of the United States "to educate the Filipinos, and uplift and civilize and Christianize them"?

ippines give us a base at the door of all the East No land in America surpasses in fertility the plains and valleys of Luzon. Rice and coffee, sugar and coconuts, hemp and tobacco The wood of the Philippines can supply the furniture of the world for a century to come. At Cebu the best informed man on the island told me that 40 miles of Cebu's mountain chain are practically mountains of coal

It has been charged that our conduct of the war has been cruel. Senators, it has been the reverse Senators must remember that we are not dealing with Americans or Europeans. We are dealing with Orientals.¹⁰

Was it religious zeal that led the United States to "take" the Philippines? Or was it something else? . . . And what of that comment about "dealing with Orientals"? Zinn suggests how we ought to interpret it.

It was a time of intense racism in the United States. In the years between 1889 and 1903, on the average, every week, two Negroes were lynched by mobs—hanged, burned, mutilated. The Filipinos were brown-skinned, physically identifiable, strange-speaking and strange-looking to Americans. To the usual indiscriminate brutality of war was thus added the factor of racial hostility

The Anti-Imperialist League published the letters of soldiers doing duty in the Philippines. A captain from Kansas wrote: "Caloocan was supposed to contain 17,000 inhabitants. The Twentieth Kansas swept through it, and now Caloocan contains not one living native." A private from the same outfit said he had "with my own hand set fire to over fifty houses of Filipinos after the victory at Caloocan. Women and children were wounded by our fire."

A volunteer from the state of Washington wrote: "Our fighting blood was up, and we all wanted to kill 'niggers.' . . . This shooting human beings beats rabbit hunting all to pieces."¹¹

During the course of the war, 200,000 Filipinos died: 20,000 soldiers, and 180,000 civilians. "Ironically, America had, in part gone to war because of the concentration camps introduced by the Spanish General, Weyler. The U.S. finally won the Philippine-American War by introducing the same technique in the Philippines," writes Robert Couttie in his article about the Spanish-American War. For more information, visit our IG links web page for a link that will allow you to read the entire story 📖.

Timeline and Map Activities

- 🕒 **Boer War begins (late 1899)**
- 🕒 **Second modern Olympics held (1900)**
- 🕒 **Zeppelin's first flight (1900)**
- 🕒 **Boxer Rebellion begins in China (1900)**
- 📍 **Crete ①** (map 2)
- 📍 **Great Britain ①** (map 3)
- 📍 **South Africa ①** (map 5)
- 📍 **China ①; Philippines ②** (map 7)

10. Ibid., pp. 313–314.

11. Ibid., p. 315.

Our Century in Pictures for Young People | pp. 2–5

Note to Parent and Student: We have not provided any notes for this book. Please use this book to enhance your understanding of the time period you are studying.

Current Events

Biographies and Historical Fiction

God Spoke Tibetan | Chapters 3–4

Vocabulary

Rationale: Knowing definitions is critical to understanding. That's why we've included important vocabulary terms in your Instructor's Guide. More common terms that your children may not know are listed first, followed by, where applicable, cultural literacy terms that provide depth to stories but may not be commonly known. Read the vocabulary sections aloud to your children, then have them guess the meanings of the **bold italic** words. See how your children's definitions compare to the definitions we provide. From time to time you and your children may also want to look up words in a dictionary to compare what other sources offer as definitions.

Like a gigantic **chorten** of the gods (*a domed structure built to house a relic*)

Tempu stood gazing at the sacred **massif** while his men bowed in worship. (*a block of the earth's crust bounded by faults or flexures, or a mountain mass*)

Behind them the mountains leaned icy **seracs** against an azure sky. (*pinnacle, sharp ridge, or block of ice among the crevasses of a glacier*)

. . . to the gilded image of **Sakya Muni** (*founder of Buddhism*)

To Discuss After You Read

5. How did Tempu believe he would gain salvation? ➡ *he could simply seek for merit; perhaps eventually, through innumerable lives, all the good deeds would add up to enough to earn salvation. Tasks like crawling 28 miles on a sacred track, or turning prayer wheels, or lifting pebbles out of a path, or reciting the same phrase all earned some merit*
6. Does the Gergan religion offer joy? ➡ *no: "brooding over it all, remained the eternal fear of the gods and dark demons of the underworld who bided their time to inflict more suffering on the family if they should fail to fill the bowls of holy water before the idol in their home" (p. 61)*

Note: I love that the Gergan parents name their son "Sonam—Bearer of Good Tidings." Such an appropriate, a prophetic name, despite the parents' ignorance of the God of the Bible. "How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace; that bringeth good tidings of good, that publisheth salvation; that saith unto Zion, Thy God reigneth!" (Isaiah 52:7)

Timeline and Map Activities

- 📍 *Leh* 9; *Kashmir* 10; *Indus River* 11; *Kangting* 12; *Tendong* 13; *Makalu* 14; *Mount Everest* 15; *Naini Tal* 16; *Badrinath* 17; *Kailas* 18 (map 1)
- 📍 *Journey: Calcutta* 1, *up the Brahmaputra* 2, *Tsangpo River* 3, *Darjeeling* 4, *by Mount Kanchenjunga* 5, *Tista Gorge* 6, *Kalimpong* 7, *across into Sikkim* 8, *to the Jelep-la* 9, *through the Himalayas* 10, *into the Chumbi Valley* 11, *down through Gyangtse* 12, *and Shigatse* 13, *to Lhasa* 14 (map 2)

Day 3

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 20–24

Bible Reading | Genesis 5–6

Memorization | Psalm 27:1–2

History

The Visual History of the Modern World | 1901
pp. 14–15

To Discuss After You Read

7. Queen Victoria rules Great Britain for how many years? ➔ 1837–1901
8. ✱ Marconi sends a wireless telegraph message from England to Newfoundland. What is another name for this device? ➔ *radio*
9. What American president is shot to death in office, and who becomes president in his place? ➔ *President William McKinley is shot to death, the third American president killed in office. Teddy Roosevelt becomes president*
10. Alfred Nobel, best remembered as the founder of the Nobel Peace Prize, ironically made his fortune from the invention of what? ➔ *dynamite*

✱ **Note:** The discovery of oil in Texas opens the rush for oil in the western United States. Previously, all oil had been pumped from locations east of the Mississippi River. You need to understand the growing importance of oil at this moment in world history. Oil as a strategic and important resource was *just beginning* to be recognized. As F. William Engdahl points out:

In 1882, the black heavy sludge we know today as petroleum [*petro*=rock; *oleum*=oil] had little commercial interest other than for fuel to light new mineral oil lamps, [which lamps were only first] developed in Berlin in 1853 The development of the internal combustion engine had not yet revolutionized world industry. But at least one man understood the military-strategic implications of petroleum for future control of the world seas. Beginning with a public address in September 1882, Britain's Admiral Lord Fisher, then Captain Fisher, argued to anyone in the British establishment who would listen that Britain

must convert its naval fleet from bulky coal-fired propulsion to the new oil fuel ...

Fisher had done his homework on the ... superiority of petroleum over coal as a fuel, and knew his reasoning was sound. A battleship powered by a diesel motor burning petroleum issued no tell-tale smoke, while a coal ship's emission was visible up to 10 kilometers away. Where some 4 to 9 hours were required for a coal-fired ship to reach full power, an oil motor required only 30 minutes and could reach peak power within 5 minutes. To provide oil fuel for a battle-ship required the work of 12 men for 12 hours. The same equivalent of energy for a coal ship required the work of 500 men and 5 days. For equal horsepower propulsion, the oil-fired ship required 1/3 the engine weight, and almost one-quarter of the daily tonnage of fuel, a critical factor for a fleet, whether commercial or military. [Thus] the radius of action of an oil-powered fleet was up to four times as great as that of the comparable coal ship.

But at the time, Fisher was regarded by his English peers as an eccentric dreamer.

Meanwhile, by 1885 a German engineer, Gottlieb Daimler, developed the world's first workable petroleum motor to power a road vehicle. Although automobiles were regarded as playthings of the ultra-rich until the turn of the century, the economic potentials of the petroleum era were beginning to be more broadly realized by many beyond Admiral Fisher and his circle.¹²

Notes: On September 7, 1901, the Peking Treaty ends the Boxer Rebellion. According to the Treaty, the Chinese must pay \$739 million and open ports to foreign troops.

On November 18, 1901, a British-U.S. treaty grants the U.S. the right to build the Panama canal in Central America. The conditions of the treaty were the canal must be neutral, be available to ships of all countries, and remain non-fortified [i.e., demilitarized].

Timeline and Map Activities

- 📍 **Queen Victoria (1819–1901)**
- 📍 **President William McKinley (1843–1901)**
- 📍 **Peking Treaty ends Boxer Rebellion (1901)**
- 📍 **First Nobel prizes awarded (1901)**
- 📍 *Poldhu, Cornwall to St. Johns* 1; *Newfoundland* 2 (map 11)
- 📍 *Texas* 1 (map 12)

Current Events

Biographies and Historical Fiction

God Spoke Tibetan | Chapters 5–7

To Discuss After You Read

11. Pagel and Dr. Heyde pray for wisdom. Do they receive it? ➔ *James 1:5 says that if we lack wisdom, we should ask God, who gives generously to all without finding fault. I would conclude that they receive the wisdom God had for them, though certainly not answers to all their ques-*

12. F. William Engdahl, *A Century of War: Anglo-American Oil Politics and the New World Order* (Concord, MA: Publishers Consortium, Inc, 1993), pp. 29–30.

tions; at least, not in their lifetime. In fact, their translation was, more or less, a failure

12. Like the Josephs in the Old and New Testaments, how is Yoseb directed as to which way his life should go? ➔ *in a dream*

Note: I love that Dr. Heyde had prayed that he might live to see the day when Yoseb joined him in ministry, despite being old enough that rest would be attractive, and perhaps even expected. Oh, that we might finish so well!

13. Where did Yoseb find the key for the Bible translation? ➔ *resting outside a Tibetan temple, he overheard a lama reciting from a book, using the words for “God” and “prayer” that he and his predecessors had sought for many years. Miraculously, the lama allowed Yoseb to take the book with him, requiring no payment*

Note: I love the conclusion Yoseb reaches in response to his question, “Why?” “God works out everything in His own good time, and he must be content to leave the matter there” (p. 95).

14. How did God miraculously spare the manuscript in Britain? ➔ *a 2000 pound missile, with a faultless firing device, came to rest four feet from the manuscript. The hand of God offered protection*
15. How did God preserve the translation in Kashmir? ➔ *Yoseb worked to copy the manuscript onto appropriate paper. After a heart attack, he almost died, until the Christians pleaded with God to spare his life. He lived, with four scribes working feverishly for him. Five days after he approved the final verse of Revelation, Yoseb died*

Day 4

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 24–26

Bible Reading | Genesis 7–8

Memorization | Psalm 27:1–2

History

The Visual History of the Modern World | 1902
pp. 16–17

To Discuss After You Read

16. Cecil Rhodes (1853–1902) dies. Name two things that he did in his life. ➔ *Rhodes was virtual dictator of the British Cape Colony in South Africa, founder of the De-Beers Mining Company, and a major force for British rule in South Africa*
17. The Boer War ends. What does Britain take control of? ➔ *South African gold mines*

18. What does the completion of the Aswan Dam in Egypt provide? ➔ *it controls the Nile and provides better irrigation*

Note: Scientists discover Yellow Fever is transmitted via mosquitoes. They postulate a microscopic virus is responsible.

Timeline and Map Activities

🕒 **Boer War ends (1902)**

📍 **Egypt 2** (map 5)

Our Century in Pictures for Young People | pp. 6–9

Current Events

Biographies and Historical Fiction

God Spoke Tibetan | Chapters 8–10

To Discuss After You Read

19. Why is the printing delayed? ➔ *several pages of the manuscript need to be recopied. The first courier never reaches his destination. The second courier reaches the final pass, and then a terrible—a demonic—storm arises. This storm makes the courier deaf, and, when the courier reaches his destination, the storm had soaked the papers in the bag; the contents were pulp. “His journey had accomplished nothing. He called God to witness what the devil had done to the precious papers” (pp. 107–108)*

Note: This section ends so painfully. Were this the end of the story, what an awful, hopeless story it would be. Satan appears to have triumphed. Thankfully, this is not the end.

20. How do the believers fight back against Satan’s attacks? ➔ *the Bible Society prays, and asks Christians in India and elsewhere to pray, too*
21. How does Gappel persuade his congregation that he should go to Lahore? ➔ *he reminds them that his safety is not the most important thing, but to follow God’s will. And he first reminds them of how God changed his life—he longs for that for the people of Tibet*

Note: Gappel was caught between Pakistani and Indian forces. When Britain relinquished rule of Pakistan and India, it was supposed to allow the rulers of each princely state to decide whether to belong to India or Pakistan. Kashmir was 77% Muslim and shares a border with Pakistan—most assumed Kashmir would be part of Pakistan. The Maharaja, however, did not side with Pakistan, so Pakistani guerrillas began a war. Indian forces came to smash the guerrilla rebellion. The Pakistanis now control about one third of Kashmir—the unpopulated, difficult to access part. India controls about half of Kashmir—the populated, civilized, productive part. To be a Pakistani, traveling among Indian troops, would certainly have been a dangerous thing—a Pakistani would have been a suspected guerrilla.

Timeline and Map Activities

📍 **Amritsar 19; Delhi 20; Lahore 21** (map 1)

Bible Reading | Genesis 9–10**Memorization** | Psalm 27:1–2

History

The Visual History of the Modern World | 1903
pp. 18–23

To Discuss After You Read

22. Why does the U.S. Congress attempt to limit immigration through a \$2 head tax and certain rules about who may be admitted to the country? ➔ *wages have been forced downward because of a large workforce, cities become more crowded, and new immigrants were Catholics and Jews*
23. The Balkan region continues to roil with hatred and murder. The Christians and Muslims in the area cannot get along. The Turks, Albanians, and Bulgarians fight regularly. Who do the Bulgarians massacre? ➔ *165 Macedonian Muslims*
24. Paul Gauguin dies. What artistic style was he known for? ➔ *impressionism*
25. How does the French government crack down on Catholicism? ➔ *it starts to close all monasteries and forbids monks to teach*
26. What couple wins the Nobel Prize for their work with radioactivity? ➔ *Pierre and Marie Curie*
27. Still the flagship event of the sport, what famous bicycling race started this year in France? ➔ *the Tour de France*
28. ✱ Wilbur and Orville Wright fly the first self-powered, heavier-than-air craft. The plane has moveable wing-tips and a lightweight motor. Where does this take place? ➔ *Kitty Hawk, North Carolina*

✱ **Note:** Under military pressure from the United States, Cuba grants land to the United States for the purpose of establishing U.S. naval bases in Cuba. We took note, in 1900, of how the United States was involved in imperialistic activity. Cuba is another example. In Cuba,

The American military pretended that the Cuban rebel army did not exist. When the Spanish surrendered, no Cuban was allowed to confer on the surrender, or to sign it. [American] General William Shafter said no armed rebels could enter the capital city of Santiago, and told the Cuban rebel leader, General Calixto García, that not Cubans, but the old Spanish civil authorities, would remain in charge of the municipal offices in Santiago

The United States did not annex Cuba. But a Cuban Constitutional Convention was told that the United States army would not leave Cuba until the Platt Amendment, passed by [the American] Congress in February 1901, was incorporated into the new Cuban Constitution. This Amendment gave the United States “the right to intervene for the preservation of Cuban independence, the maintenance of a government adequate for the protection of life, property, and individual liberty” It also provided for the United States to get coaling or naval stations at certain specified points

A mass meeting of the American Anti-Imperialist League at Faneuil Hall in Boston denounced [the Platt Amendment], ex-governor George Boutwell saying: “In disregard of our pledge of freedom and sovereignty to Cuba we are imposing on that island conditions of colonial vassalage.” ...

A committee was delegated by the [Cuban] Constitutional Convention to reply to the United States’ insistence that the Platt Amendment be included in the Constitution. The committee report ... said:

For the United States to reserve to itself the power to determine when this independence was threatened, and when, therefore, it should intervene to preserve it, is equivalent to handing over the keys to our house so that they can enter it at any time, whenever the desire seizes them, day or night, whether with good or evil design.

The report termed the request for coaling or naval stations “a mutilation of the fatherland.” It concluded:

A people occupied militarily is being told that before consulting their own government, before being free in their own territory, they should grant the military occupants who came as friends and allies, rights and powers which would annul the sovereignty of these very people. That is the situation created for us by the method which the United States has just adopted. It could not be more obnoxious and inadmissible.

With this report, the Convention overwhelmingly rejected the Platt Amendment.

Within the next three months, however, the pressure from the United States, the military occupation, the refusal to allow the Cubans to set up their own government until they acquiesced, had its effect; the Convention, after several refusals, adopted the Platt Amendment. General Leonard Wood wrote in 1901 to Theodore Roosevelt: “There is, of course, little or no independence left Cuba under the Platt Amendment.”

Cuba was thus brought into the American sphere, but not as an outright colony.¹³

13. Howard Zinn, *A People's History of the United States* (HarperCollins, 2003), 309–312. As when we discussed the American occupation of the Philippines, we have to ask here: What article of the Constitution gives the federal government of the United States of America the right to control the affairs of a foreign country? And for your consideration: How

Note: Why was the United States so interested in Cuba? For one, because of the American financial interests already in the country. As President Grover Cleveland indicated in 1896, “It is reasonably estimated that at least from \$30,000,000 to \$50,000,000 of American capital are invested in the plantations and in railroad, mining, and other business enterprises on the island. The volume of trade between the United States and Cuba, which in 1889 amounted to about \$64,000,000, rose in 1893 to about \$103,000,000.”¹⁴ But besides the business interests already there, we ought not to ignore the business prospects that lay immediately to hand in the future:

The *Lumbermen’s Review*, spokesman for the lumber industry, said in the midst of the war: “The moment Spain drops the reigns of government in Cuba ... the moment will arrive for American lumber interests to move into the island for the products of Cuban forests. Cuba still possesses 10,000,000 acres of virgin forest abounding in valuable timber ... nearly every foot of which would be saleable in the United States and bring high prices.”

Americans began taking over railroad, mine, and sugar properties when the war ended United Fruit moved into the Cuban sugar industry. It bought 1,900,000 acres of land for about twenty cents an acre. The American Tobacco Company arrived. By the end of the occupation, in 1901, [Philip] Foner estimates that at least 80 percent of the export of Cuba’s minerals were in American hands, mostly Bethlehem Steel.¹⁵

*** Note:** Germany acquires from the Turkish government the right to build a railroad that will connect Baghdad to Constantinople. This acquisition will contribute to the outbreak in 1914 of what we know as World War I. F. William Engdahl notes:

By 1896 a rail line was open which could go from Berlin to Koniah deep in the Turkish interior of the Anatolian highlands The ancient rich valley of the Tigris and Euphrates rivers was coming into sight of modern transportation infrastructure The rail link, once extended to Baghdad and a short distance further to Kuwait, would provide the cheapest and fastest link between Europe and the entire Indian subcontinent

From the English side, this was [of grave concern]. “If ‘Berlin-Baghdad’ were achieved, a huge block of territory producing every kind of economic wealth, and unassailable by sea-power would be united under German authority,” warned R.G.D. Laffan, at that time a senior British military adviser

“German and Turkish armies would be within easy striking distance of our Egyptian interests, and from the Persian Gulf, our Indian Empire would be threatened. The port of Alexandretta and the control of the Dardanelles would soon give Germany enormous naval power in the Mediterranean.”

Laffan hinted at the British strategy to sabotage the Berlin-Baghdad link. “A glance at the map of the

world will show how the chain of States stretched from Berlin to Baghdad. The German Empire, the Austro-Hungarian Empire, Bulgaria, Turkey. One little strip of territory alone blocked the way and prevented the two ends of the chain from being linked together. That little strip was Serbia. Serbia stood small but defiant between Germany and the great ports of Constantinople and Salonika, holding the Gate of the East *Serbia was really the first line of defense of our eastern possessions. If she were crushed or enticed into the ‘Berlin-Baghdad’ system, then our vast but slightly defended empire would soon have felt the shock of Germany’s eastward thrust.*”¹⁶

Notes: The newly-formed Republic of Panama concludes a treaty with the United States regarding a canal. Panama agrees to a U.S. zone on both sides of canal, and allows U.S. troops there.

If you scan the sidebars in your book, you will notice that there is a significant amount of unrest and violence around the world at this time. Here are a few of the events you should be aware of:

- Scores of Russian Jews die during a pogrom in Kishinev on Easter Sunday.
- The Serbian King and Queen are murdered in Belgrade.
- Ottoman Turkish forces exterminate entire villages in Monistir [present-day Bitola], Macedonia.

Timeline and Map Activities

- 🕒 **Paul Gauguin (1848–1903)**
- 🕒 **Wilbur and Orville Wright’s first flight (1903)**
- 🕒 **Pierre and Marie Curie win Nobel Prize (1903)**
- 📍 **Bulgaria ②** (map 2)
- 📍 **France ②** (map 3)
- 📍 **Turkey ①** (map 6)
- 📍 **Cuba ①** (map 8)
- 📍 **Kitty Hawk, North Carolina ①** (map 13)
- 📍 **Review the Austro-Hungarian Empire** (map 15)

Current Events

Biographies and Historical Fiction

God Spoke Tibetan | Chapters 11–12

To Discuss After You Read

- How does Chandhu Ray help Gappel, used to the icy Himalayas, survive extremely hot weather? ➡ *he prays for the monsoon to come early, which it does. And then he orders huge blocks of ice and makes an ice cave, with fans blowing on the scribe. God miraculously sustains the scribe, and Gappel writes out the words of God*
- How many years did it take to translate the Bible into Tibetan? ➡ *just over ninety years*

do you think the people—and especially the political leaders—of Cuba would have felt about the United States as a result of the United States’ policies and practices toward them?

14. Ibid., pp. 302–303.

15. Ibid., p. 310.

16. F. William Engdahl, *A Century of War: Anglo-American Oil Politics and the New World Order* (Concord, MA: Publishers Consortium, Inc., 1993), pp. 33–34.

Note: I am mystified by several things in the final chapter. If charms did work for the Tibetans for centuries, why did they stop working against the Chinese? How did the Dalai Lama and his followers control the weather so he could escape? (And was that similar to the storm that Jesus rebukes and calms—can demons control the weather?)

31. What was the only book available in both Chinese and Tibetan? ➡ *the Bible*
32. What is one reason that God may have allowed the Bible translation to take so long? ➡ *had it been translated earlier, while priests and lamas ruled, many people bringing the Bible would have died. Now that tragedy overwhelmed Tibet, now that monasteries were destroyed and people subjugated, and the gods powerless, at that time God's word speaks hope and life and peace to those waiting to hear*

God is so good! May we give unto the Lord the glory due his name.

Timeline and Map Activities

📍 Yatung ²²; Assam Hills ²³; Mussoorie ²⁴ (map 1) ■



320 BIBLE/HISTORY		WEEK 2			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible/Apologetics						
How to Ruin Your Life By 30	pp. 26–31	pp. 32–36	pp. 36–40	pp. 40–45		
Bible Reading	Genesis 11–12	Genesis 13–14	Genesis 15–16	Genesis 17–18	Genesis 19	
Memorization	Psalm 27:3–4					
History						
The Visual History of the Modern World	1904 pp. 24–25 🕒🌐	1905 pp. 26–27 🕒🌐	1906 pp. 28–29 🕒🌐	1907 pp. 30–31 🕒🌐	1908 pp. 32–35 🌐	
Our Century in Pictures for Young People	pp. 1, 10–13					
Current Events	Three reports this week.					
Biographies and Historical Fiction						
The Road From Home	chaps. 1–2 🌐	chaps. 3–4	chaps. 5–6	chaps. 7–9 🌐	chaps. 10–12	
Other Notes						

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Day 1

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 26–31

Bible Reading | Genesis 11–12

Memorization | Psalm 27:3–4

History

The Visual History of the Modern World | 1904
pp. 24–25

To Discuss After You Read

- ✳ What happens at Port Arthur (now Lü-shun) in southern Manchuria? ➡ *Japan attacks and destroys the Russian fleet*

Both Japanese and Russian troops invade Korea.

- British forces entered Tibet to prevent incursions in the area by what country? ➡ *Russia*
- Were any forces from this country encountered by the British? ➡ *no*
- How do France and England settle disputes? ➡ *Britain allows France to maintain control of Morocco and allows French fishermen to fish off Newfoundland. France allows Britain control of the Suez Canal and Egypt*

Notes: African Hereros are angry enough to kill more than 120 German colonists in Southwest Africa because of Germany's failure to compensate the tribe for land used to build a railroad and for German seizure of Herero cattle.

Russian Czar Nicholas II tries to appease the strikers, but his suggestions do not succeed. He proposes liberty for peasants, increased press rights, and increased religious freedom, but he refuses to consider the idea of a constitutional assembly.

📖 Special Note to Mom or Dad 🗺 Map Point 🕒 Timeline Suggestion

On March 14, 1904, the Supreme Court applies the Sherman Antitrust Act to Northern Securities. The Northern Securities case hides an astonishing and wonderful story. As Burton W. Folsom, Jr. points out,

[M]ost historians say there was no way to get the happy ending of the transcontinental [railroad] story without federal aid. “Unless the government had been willing to build the transcontinental line itself,” John Garraty typically asserts, “some system of subsidy was essential.”

But there is a nagging problem in this argument. While some of this rush for subsidies was still going on, James J. Hill was building a transcontinental from St. Paul [Minnesota] to Seattle with no federal aid whatsoever. Also, Hill’s road was the best built, the least corrupt, the most popular, and the only transcontinental never to go bankrupt. It took longer to build than the others, but Hill used this time to get the shortest route on the best grade with the least curvature. In doing so, he attracted settlement and trade by cutting costs for passengers and freight . . .

As Hill built his railroad across the Northwest, he followed a consistent strategy. First, he always built slowly and developed the export of the area before he moved farther west. In the Great Plains this export was wheat, and Hill promoted dry-farming to increase wheat yields. He advocated diversifying crops and imported 7,000 cattle from England and elsewhere, handing them over free of charge to settlers near his line. Hill was a pump-primer. He knew that if farmers prospered, their freight would give him steady returns every year. The key was to get people to come to the Northwest. To attract immigrants, Hill offered to bring them out to the Northwest for a mere \$10.00 each if they would farm near his railroad . . . To make sure they prospered, he even set up his own experimental farms to test new seed, livestock, and equipment. He promoted crop rotation, mixed farming, and the use of fertilizers. Finally, he sponsored contests and awarded prizes to those who raised meaty livestock or grew abundant wheat.¹

Hill’s approach to railroad building was particularly striking in contrast to Henry Villard, the on-again, off-again operator of the government-subsidized Northern Pacific Railroad.

Congressmen chartered the Northern Pacific in 1864 as a transcontinental running through the Northwest. They gave it no loans, but granted it forty sections of land per mile, which was twice what the UP [Union Pacific] received. Various owners floundered and even bankrupted the NP, until Henry Villard took control in 1881 . . .

Villard had many of the traits of his fellow transcontinental operators. First, like Jay Gould, he manipulated stock . . . Second, like the Big Four on the CP [Central Pacific; the Big Four were Leland Stanford, Collis Huntington, Charles Crocker, and Mark Hopkins—men who used their wealth and political pull to dominate and sometimes bribe California legislators in order to prevent any competing railroad from entering California], Villard liked monopolies. He even bought railroads and steamships along the Pa-

cific coast, not for their value, but to remove them as competitors. Finally, like the leaders of the UP, Villard eagerly sought the 44,000,000 acres the government had promised him for building a railroad.²

As Hill pushed [his Great Northern Railroad] westward, slowly but surely, the Northern Pacific was there to challenge him. Villard had first choice of routes, lavish financing from Germany, and 44,000,000 acres of free federal land. Yet it was Hill who was producing the superior product at a competitive cost. His investments in quality rails, low gradients, and short routes saved him costs in repress and fuel every trip across the Northwest. Hill, for example, was able to outrun the Northern Pacific from coast to coast at least partial because his Great Northern line was 115 miles shorter than Villard’s NP.

More than this, though, Hill bested Villard in the day-to-day matters of running a railroad. For example, Villard got his coal from Indiana, but Hill got his from Iowa and saved \$2.00 per ton.³

Just a few more pieces of background, and then we’ll get to the heart of the story.

In the depression year of 1893, all the transcontinental owners but Hill were lobbying in Congress for more government loans . . .

Hill criticized the grab for subsidies, but here is the ironic twist: those who got federal aid ended up being hung by the strings that were attached to it. In other words, there is some cause and effect between Hill’s having no subsidy and prospering and the other Transcontinentals’ getting aid and going bankrupt. First, the subsidies, whether in loans or land, were always given on the basis of each mile completed. In this arrangement, . . . the incentive was not to build a quality line, as Hill did, but to build quickly to get the aid. This resulted not only in poorly built lines but . . . increased fuel costs . . . costly repairs and accidents along the line. Hill had no subsidy, so he built slowly and methodically . . . [and] had lower fixed costs than did his subsidized competitors.

By building the Great Northern without government interference, Hill enjoyed other advantages as well. He could build his line as he saw fit. Until . . . the 1890s, American rails were inferior to some foreign rails, so Hill bought English and German rails for the Great Northern [rails that cost him not only their original price and shipping, but steep government-mandated protective tariffs as well; Hill’s rails cost 50 percent more than the rails his rivals purchased]. The subsidized transcontinentals were required in their charters to buy American-made steel, so they were stuck with the lesser product. Their charters also required them to carry government mail at a discount, and this cut into their earnings. Finally, without Congressional approval, the subsidized railroads could not build spur lines off the main line. Hill’s Great Northern, in contrast, looked like an octopus, and he credited spur lines as critical to his success.⁴

1. Burton W. Folsom, Jr., *The Myth of the Robber Barons: A New Look at the Rise of Big Business in America*, 3rd Edition (Herndon, VA: Young America’s Foundation, 1996), 17, 18, 27.

2. *Ibid.*, pp. 22–23.

3. *Ibid.*, p. 28.

4. *Ibid.*, pp. 29–30.

Hill became America's greatest railroad builder, he believed, because he followed a consistent philosophy of business. First, build the most efficient line possible. Second, use this efficient line to promote the exports in your section Third, do not overextend; expand only as profits allow⁵

Now we come to our story.

What Hill ultimately deplored more than tariffs and subsidies [was] ... the Sherman Anti-trust Act. Congress passed these vague laws to protest rate hikes and monopolies. They were passed to satisfy public clamor (which was often directed at the wrongdoing committed by Hill's subsidized rivals). Because they were vaguely written, they were harmless until Congress and the Supreme Court began to give them specific meaning. And here came the irony: laws that were passed to thwart monopolists, were applied to thwart Hill

As written, the Sherman Act banned "every combination ... in restraint of trade." This vaguely written law was an immediate problem because every act of trade potentially restrains other trade. This meant that the courts would have to decide what the law meant. The first test of the Sherman Act, the *E. C. Knight* case (1895), liberated entrepreneurs to freely buy and sell. The American Sugar Refining Company had bought the *E. C. Knight* company and thereby held 98 percent of the American sugar market. The Supreme Court upheld this acquisition because no one had tried to "put a restraint upon trade or commerce." No one stopped anyone else from producing sugar and competing with American Sugar Refining. Therefore, the trade was legal even though "the result of the transaction ... was creation of a monopoly in the manufacture of a necessary of life" In fact, other sugar producers did enter the market and steadily whittled the market share of American Sugar Refining from 98 to 25 percent by 1927.

With the *E. C. Knight* case the law of the land, Hill saw no problem when he created the Northern Securities Company in 1901. After the Panic of 1893, Hill bought a controlling interest in the bankrupt NP and sometimes used it to ship his own freight. In 1901, Hill added the Chicago, Burlington, and Quincy to his holdings; this allowed him to tap markets to the South in lumber, meat-packing, and cotton. That same year he placed his stock in the GN, NP, and CB&Q in a holding company called the Northern Securities Company. Hill pointed out that in doing this he was not restraining trade; he was combining three smaller companies he already controlled into one larger company. Actually, competition among the transcontinentals was keener than ever

Hill was therefore disappointed when President Theodore Roosevelt urged the Supreme Court to strike down the Northern Securities under the Sherman Act. He called the Northern Securities a "very arrogant corporation" and Hill a "trust magnate, who attempts to do what the law forbids." But, of course, no one knew what the Sherman Act did or did not forbid. To lead his defense, Hill hired John G. Johnson, who was the "successful warrior" in the *E. C. Knight* case. Johnson defended the Northern Securities in much the same way he had defended the *E. C. Knight* Company. He argued that the Northern Securities did not restrain trade or bar other railroads from

entering the Northwest With the *E. C. Knight* case as a precedent, with rates falling on Hill's railroads, and with competition stiff between the GN and the UP, Johnson argued his case with confidence.

In 1904, however, in a landmark case, the Supreme Court decided five to four against the Northern Securities. It had to be dissolved

The *Northern Securities* decision, then, overturned the *E. C. Knight* case. Now "the mere existence" of a large corporation was seen as a threat to trade and therefore unlawful

Since "the mere existence of such a combination" as the Northern Securities was bad, all large corporations now had to fear prosecution. Just how much this hurt American trade, at home and abroad will never be known. Robert Sobel and other business historians have argued that this fear of being too big made some corporations stifle innovation and reduce their dominance in their industries in order to protect inefficient competitors. General Motors and IBM are frequently cited as examples of companies that dulled their competitive edge to help their rivals survive.⁶

Timeline and Map Activities

- 🕒 **Russia and Japan at war (1904)**
- 🕒 **Russia's Trans-Siberian railroad completed (1904)**
- 🕒 **Teddy Roosevelt elected president (1904)**
- 📍 *Port Arthur (now Lü-shun)* ③; *Manchuria, Tibet* ④ (map 7)
- 📍 *Southwest Africa (Namibia)* ③ (map 11)

Our Century in Pictures for Young People | pp. 1, 10–13

Current Events | Three reports this week

Biographies and Historical Fiction

The Road From Home | Chapters 1–2

Introductory Comments

With so many genocides in the Twentieth Century to choose from, why spend two weeks reading about the Armenian extermination?

I think the answer comes before the Author's Note, in the front pages. Read the quote by Talaat Pasha, that orders the Armenians all killed, "however criminal the measures taken may be."

And then, the chilling statement by Hitler, ordering all Poles killed: "After all, who remembers today the extermination of the Armenians."

Hitler uses as his justification for genocide the lack of memory of history!

May this quote spur you on to pray for events in our world today, whether the genocide in Sudan, the horrific conditions in North Korea, or whatever other mind-numbing horrors are taking place.

5. Ibid., p. 34.

6. Ibid., pp. 35, 36–39.

Vocabulary

He would travel all over the country with ... **mohair**, which he also sold. (*a silk-like fabric or yarn made from the hair of the Angora goat*)

... in the distance could be heard the cries of the **muez-zin** ... (*a chosen person at the mosque who leads the call to Friday service and the five daily prayers from one of the mosque's minarets*)

To Discuss After You Read

Note: I find it interesting how casually Veron refers to her father's business: "harvesting and selling the gum that was used in making opium" (p. 2). With the US so heavily invested in the "War on Drugs," it seems incongruous that there was a time where kind family men simply grew the ingredients for opium, today processed as heroin. What a different time that was.

5. Was Veron's family wealthy? How do you know? ➡ *well, with one doll between two sisters, it hardly seems like a wealthy family. Yet there is no sense of poverty or want, and they are rich in life and love*

Note: It's interesting, too, to see how other cultures live, such as the communal bakery, where families took their food to be cooked at a specific time. It's hard to fathom not just having a stove of my own!

6. At the end of the first chapter, Veron and her cousin are spanked for giving themselves bangs: "Only Turkish girls wear their hair in bangs. You have brought a disgrace upon our family" (p. 14). Would you call this racism? Or something else? ➡ *answers will vary: it seems like racism. Imagine if a white girl today had her hair braided in cornrows, and then her mother spanked her and said, "Only black girls wear their hair in cornrows. You have brought disgrace upon our family." Ouch. On the other hand, from the Author's Note I see that around the time of this chapter, in 1909, the Turks killed 30,000 Armenians. It could be that the Armenian parents simply didn't want to identify with their potential killers. In any case, I find the statement shocking*
7. Veron's Great-Grandma used to say, "It is important to have peace in old age" (p. 22). Veron is surprised that not everyone does, and her Grandma tells her, "it must be earned and acquired before one has grown old. It must be prepared for" (p. 22). What does this mean? ➡ *I think that a person prepares for old age by living well while young. Raising children well, so that you enjoy both your children and your children's children. Loving your neighbors so you won't be alone. Striving to be more Christ-like so your character in old age is full of beauty and godliness. Building beautiful memories as much as possible, so your thoughts are pleasing*
8. Another proverb is, "What you learn in childhood is carved on stone; what you learn in old age is carved on ice" (p. 23). What do you think that means? ➡ *the learning you gain as a child is fixed within you for your whole life. The things you learn when old are much more fleeting*

9. When Veron's mother says, "Whatever you do, Veron, you do for yourself" (p. 18), what does that mean? ➡ *Veron's unwelcome work benefits her, since they are for her own hope chest. I also take it to mean that she has control over her attitude; no one else can make her happy or sad. If she's mad, she does it to herself*

Timeline and Map Activities

- 📍 **Note:** the map in the front section of the book, that traces Veron's journey through Turkey.

Day 2

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 32–36

Bible Reading | Genesis 13–14

Memorization | Psalm 27:3–4

History

The Visual History of the Modern World | 1905
pp. 26–27

To Discuss After You Read

* As workers march in St. Petersburg for improved working conditions, the Czar's troops fire on the marchers. Bloody Sunday leaves 105 dead.

10. The crew of the most powerful battleship of the Russian Black Sea fleet mutiny. What is this ship? ➡ *the Potemkin*

11. What is the Duma that the Czar establishes? ➡ *a consulting body with no right to pass legislation*

On October 30, 1905, the Czar signs over new constitutional rights to his people, ending the last autocratic government in Europe.

12. What famous scientist publishes his "Special Theory of Relativity"? ➡ *Albert Einstein*

Notes: German Kaiser Wilhelm makes political waves this year. First, his visit to Morocco makes the French feel threatened. Then, he forms a defensive alliance with Russia.

On August 8, 1905, U.S. President Roosevelt moderates a meeting between Russian and Japanese leaders. The countries meet because Russia seeks the end of the war due to massive loss of lives and arms, and Japan is bankrupt. Talks cover use of the Russian-built Manchurian railroad, Russian fishing rights, and sovereignty over Korea and Manchuria. The two countries eventually agree to a set of terms memorialized in the Treaty of Portsmouth: Russia leaves Manchuria and loses its only ice-free Pacific harbor, while Japan gains free reign in Korea and additional fishing rights.

Timeline and Map Activities

- 🕒 **Bloody Sunday (1905)**
- 🕒 **Russia and Japan agree to a treaty (1905)**
- 🌐 **St. Petersburg, Russia** ③; **Odessa, Russia** ④ (map 2)
- 🌐 **Morocco** ⑤ (map 5)

Current Events | Three reports this week

Biographies and Historical Fiction

The Road From Home | Chapters 3–4

Vocabulary

Seljuks: Turkish Sunni Muslim group that ruled the Middle East from the 11th to the 14th centuries.

To Discuss After You Read

Note: I like Veron's description of land transfer: "We did live on the same soil, but I was told that soil could be owned and that the present owner of this soil, which we had always called home, was Turkey." This could apply to American Indians and European settlers, also. It's hard to imagine what that would feel like, should it happen to me.

13. Why is Grandma not deported? ➔ *two of her sons were serving in the Turkish army, which granted her clemency*
14. Papa says, "Men who love God love life. God does not have a nationality, nor does life" (p. 37). What do you think of this statement? ➔ *answers will vary: well, if Satan comes only to steal, kill, and destroy, I guess those who love God would not steal, kill, and destroy—they love life*
15. Papa also says, "All men's problems are caused by sleep. There is no such thing as conscious evil" (p. 38). Do you agree? ➔ *answers will vary: absolutely not: of course people sin consciously. The Bible tells us that the lust of the flesh, the lust of the eyes, and the pride of life cause us to sin (1 John 2:16), not sleep. (Interesting that when Satan tempted Eve, he used those three temptations: lust of the flesh, as the fruit was good for food; lust of the eyes, as it was pleasing to the eye; pride of life, as Eve would be like God, knowing good and evil.) Though I don't at all agree with the Sufis on this count, I do like the idea of being present to every moment, really being aware. If I really paid attention to what was going on around me at all times, I think I would feel that my life was more rich*
16. Papa says of *insallah*, "as if we haven't had enough of Oriental philosophy and fatalism." What does this mean? ➔ *my understanding is that this translates, "God willing," with the underlying meaning more like, "what will be, will be." The way it plays out in the world is with a fatalistic attitude of, "There's nothing we can do about this situation, so, oh, well"*
17. What allies do the Armenians have? ➔ *time is the only one on their side. Their Western "friends" are not true friends; only the missionaries, men of God who obey him and not the current political situation, are friends*

Day 3

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 36–40

Bible Reading | Genesis 15–16

Memorization | Psalm 27:3–4

History

The Visual History of the Modern World | 1906
pp. 28–29

To Discuss After You Read

18. The Liberal Party took advantage of what to win a landslide victory in the British general elections? ➔ *the Conservative Party's divisions on tariff reform*
19. ✱ What happens in San Francisco? ➔ *an earthquake destroys the city and kills thousands*

Another major natural disaster occurs this same month when Mount Vesuvius erupts in Italy, killing hundreds.
20. Six thousand U.S. troops are sent where to restore order? ➔ *Cuba*

Note: Suffragettes in England, France, and the U.S. decide to use violence to gain the right to vote.

✱ **Note:** Although not mentioned in your book, on June 30, 1906, President Roosevelt signs the Food and Drug Act. I believe you need to pay attention to this "foot in the door" of the federal government into our private affairs. As Thomas Szasz demonstrates in his fascinating book *Our Right to Drugs: The Case for a Free Market* (Syracuse, NY: Syracuse University Press, 1992), the Food and Drugs Act of 1906 opened the door to the situation in which we find ourselves today, where you are unable to purchase eyeglasses without a doctor's prescription, even though a technician should be able to set you up with a very good pair. If you are prone to certain kinds of infections and know that a particular antibiotic will cure you, you're not permitted to purchase the drug without your doctor's permission in the form of a prescription. If one member of your family has received a doctor's prescription for some medication, and then another member of your family contracts the same illness, it is a federal crime for the second person to use any portion of the first person's medication. The second person must get his or her own prescription from the doctor. And so forth.

The initial aim of prescription laws [enacted in the 1940s] was to protect uninformed patients from using powerful ("dangerous") drugs. The laws were not intended to protect the drug user from his own desire to use a particular drug (opiates becoming the first exceptions). Thus, until the 1940s, lay persons could obtain most prescription drugs (except opiates) without a prescription; and pharmacists and physicians, who had unlimited access to prescription

drugs, could use such drugs to medicate themselves as they saw fit Yet we now view a physician who prescribes a controlled substance for his own personal use not as an educated person exercising autonomous choice, but as a hapless victim of the disease of drug abuse—and as a criminal, to boot⁷

Note the proclaimed purpose of the original 1906 legislation. It is meant to prohibit “the misbranding or adulteration of all foods and drugs manufactured in or shipped within the United States.” So what happened between then and now? Szasz summarizes the progression:

In 1914, trading in and using drugs was a right. In 1915, limited federal drug controls were a constitutionally questionable tax revenue measure. By 1921, the federal government had gained not only complete control over so-called dangerous drugs, but also a quasi-papal immunity to legal challenge of its authority

In retelling this tale, it is impossible to overemphasize that, although initially the drug laws were intended to protect people from being “abused” by drugs *others wanted to sell them* [under false pretenses], this aim was soon replaced by that of protecting them from “abusing” drugs *they wanted to buy*. The government thus succeeded in depriving us not only of our basic right to ingest whatever we choose, but also of our right to grow, manufacture, sell, and buy agricultural products used by man since antiquity.⁸

The following hypothetical scenario illustrates [the distinction I wish to draw here—between the government’s using force *against others* to protect us from being harmed by them, and its using force *against us* to protect us from harming ourselves]. Suppose that in 1907 a dairy farmer discovered that one of his cows had tuberculosis. In compliance with the Food and Drugs Act, he would have been forbidden to sell its milk or meat; however, there was nothing in the law to prevent him from drinking the milk or eating the meat. Change the date from 1907 to 1987, replace the milk with marijuana, and the farmer becomes a criminal for the mere possession of the targeted substance

Lysander Spooner’s *Vices Are Not Crimes*, ... rests on his using the words *vice* and *crime* in their literal senses. “*Vices*,” he declared, “are those acts by which a man harms himself or his property. *Crimes* are those acts by which one man harms the person or property of another.” However, nothing is easier than interchanging these terms metaphorically in order to persuade people that such figures of speech represent truth, and to create social policy based on and justified by such officially sanctioned falsehoods. Thus, in 1906 it was illegal to operate a lottery, but it was legal to sell and buy heroin; today it is the other way around. Formerly, gambling was considered to be both a vice and a crime; now, operating a lottery is considered to be a publish service (indeed, it is a state monopoly, like the postal service), and playing the lottery is regarded as neither a vice nor a crime. (It is regarded as a disease only if the player loses too much money; then he suffers from “pathological gambling.”) My point is simply that neither participat-

ing in the drug trade nor using drugs (legal or illegal) need be interpreted as constituting vice, crime, or disease.⁹

Let us look further at part of the “definitions” section of the Food and Drug Act of 1904:

[F]or the purposes of this Act an article shall also be deemed misbranded: ... if the package fails to bear a statement on the label of the quantity or proportion of any alcohol, morphine, opium, cocaine, heroin, alpha or beta eucaine, chloroform, cannabis, chloral hydrate, or acetanilide.¹⁰

As Szasz notes, “It is implicit in this sentence that, back then, Congress took for granted the legality of a free market in drugs, including cannabis [marijuana], cocaine, heroin, and morphine.”¹¹

And in the particular case of heroin? When it was developed by the Bayer company (yes, the company known for Bayer Aspirin) laboratories in the late 1890s, “[s]cientists had been looking for some time for a non-addictive substitute for morphine, then widely used as a painkiller and in the treatment of respiratory diseases. If diacetylmorphine could be shown to be such a product, Bayer—and [the head of Bayer’s pharmacological laboratory, Heinrich] Dreser—would hit the jackpot Tuberculosis and pneumonia were then the leading causes of death, and even routine coughs and colds could be severely incapacitating. Heroin, which both depresses respiration and, as a sedative, gives a restorative night’s sleep, seemed a godsend.”¹²

Rather than laughable, then, heroin as a cough-suppressant is exactly the purpose for which the drug was developed. Indeed, “In 1906, the American Medical Association approved heroin for medical use, though with strong reservations about a ‘habit’ that was ‘readily formed.’ ... In Britain, the medical use of heroin continues to this day, accounting for 95 percent of the world’s legal heroin consumption.”¹³

Timeline and Map Activities

American troops land in Cuba (1906)

 **Mount Vesuvius** ① (map 1)

 **San Francisco** ② (map 12)

Current Events | Three reports this week

7. Szasz, op. cit., pp. 42–43.

8. Szasz, op. cit., pp. 41, 42.

9. Szasz, op. cit., pp. 42–43, 44.

10. Ibid., p. 38.

11. Ibid.

12. From <http://opioids.com/heroin/heroinhistory.html> (accessed 10 November 2003).

13. Ibid.

Biographies and Historical Fiction

The Road From Home | Chapters 5–6

Vocabulary

Lazes: Caucasians from northeast Turkey.

Circassians: people of the northwest Caucasus.

fez: brimless felt hat with a tassel from the crown.

To Discuss After You Read

21. Grandpa does not understand why they are living in a time of trouble. Do you have an answer for him? ➔ *answers will vary: the only answer I have is that, apart from God, men are sinful. Maybe that's enough*
22. What do you think of the proverb, "Hurrying comes from the devil, patience comes from Allah"? ➔ *answers will vary: I think Biblical patience is more about holding the truth without wavering than a patient spirit, and therefore not terribly applicable here. When I'm checking out at the grocery store, I sure appreciate checkers who move swiftly and accurately. If hurrying precludes doing a good job, however, that is clearly a poor use of time. So I would say this statement is sometimes true, but not universally*
23. Grandpa makes the statement, "It is the not knowing that ages a man" (p. 62), especially not knowing when they would move or where they will go. Can you think of other examples of not knowing, in your family, that might age a person? ➔ *answers will vary: well, for women without scheduled C-sections, they wait in expectation for sometimes a month or more for their baby to be born "at any time." That's a nerve wracking situation. Or a person given six months to live: at any time for the next six months, the end will come. Both of these are not, however, as long as the long journey Veron and her family are on. (Their journey reminds me somewhat of the Israelites, who had to move when God prompted for forty years, with the only given that they would all die at some point during those forty years.)*

Day 4

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 40–45

Bible Reading | Genesis 17–18

Memorization | Psalm 27:3–4

History

The Visual History of the Modern World | 1907 pp. 30–31

To Discuss After You Read

24. On February 13, 1907, police arrest 57 British suffragettes. Why? ➔ *they had attempted to storm Parliament*
25. Where does the 8,000 mile long auto race course lead? ➔ *from Peking to Paris*
26. What two famous British ships broke transatlantic speed records this year? ➔ *the Lusitania and the Mauretania*
27. What technological advance do the French Lumiere brothers achieve? ➔ *color photography*

Notes: On March 14, the stock market crashes, but it has little effect on the economy, as few people are invested.

Sun Yat-Sen's party, the *Kuomintang*, seeks to overthrow the Manchu government of China and replace it with a national republican state and land redistribution reform.

Timeline and Map Activities

🕒 **Stock Market crashes (1907)**

📍 *Paris, France* ① (map 4)

📍 *Peking* ⑤ (map 7)

Current Events | Three reports this week

Biographies and Historical Fiction

The Road From Home | Chapters 7–9

Vocabulary

The Turkish gendarmes have been **billeted** in all the townships. (*lodged*)

One day we came to a crossroad where a group of Turkish soldiers were **bivouacked**. (*temporary encampment often in an unsheltered area*)

* * *

Cholera: bacterium that causes exhaustive diarrhea. In its most severe forms, cholera is one of the most rapidly fatal illnesses known; infected patients may die within three hours if medical treatment is not provided. In a common scenario, the disease progresses from the first liquid stool to shock in 4 to 12 hours, with death following in 18 hours to several days, unless oral rehydration therapy is provided.

To Discuss After You Read

28. In several of the books we'll read this year, the selfishness of survival overrules any desire to love one another. Is that Veron's experience? ➔ *no. Those on the march love one another, and strive to lighten one another's load, which makes their own load lighter. I like what she says, "I*

realized that without the children to be saved, the elders might not have found the reason to go do, and without the elders to guide us, we, of course, would have been helpless victims" (p. 71)

29. What do you think Papa means when he says that the tired man "alone must bear the conscience for an entire village" (p. 73)? ➔ *when everyone in a village ignored the passing Armenians, the one man sought to welcome them and provide succour. Perhaps the people in the village elected him to be the agent of mercy on their behalf; perhaps he alone could not abide the suffering without doing something about it. In any case, he is not permitted to extend help*
30. What thriving civilization once existed in the midst of the barren desert Veron finds herself in? ➔ *Mesopotamia: "It is the people, not the land, who are barren."*
31. What disasters prevent Veron's family from having enough to eat? ➔ *the Allies blocked all the Syrian ports so that no grain could enter the country. The entire wheat crop was demanded by the army. The previous year, a plague of locusts attacked everything growing, so that even farmers were without food. The refugees would be last to be fed*
32. What kills Veron's family members? ➔ *Cholera takes her sister and two brothers, Grandpa, and extended relatives. A broken heart killed her Mama*

Timeline and Map Activities

- 📍 *Constantinople* ①; *Baghdad* ②; *Damascus* ③; *Euphrates River* ④ (map 1)

Day 5

Bible/Apologetics

Bible Reading | Genesis 19

Memorization | Psalm 27:3–4

History

The Visual History of the Modern World | 1908
pp. 32–35

To Discuss After You Read

33. What do the Turkish people demand that the Sultan fulfill? ➔ *re-establish the constitutional government*

34. What leader of the revolutionary Young Turks would become the father of modern Turkey? ➔ *Mustafa Kemal*
35. Where are the Olympics held? ➔ *London*
36. The Olympics were marked by squabbling between athletes of what two countries? ➔ *Great Britain and the U.S.*
37. The annexation of Bosnia and Herzegovina by what country brought all of Central Europe to the brink of war? ➔ *Austria*
38. ✱ The first Model T is released. What is special about this car? ➔ *it is priced for all to buy*
39. What does Belgium annex? ➔ *the Congo*
40. What autocrat had ruled the region for almost 30 years? ➔ *Leopold II*
41. Who was the first black heavyweight champion of the world? ➔ *Jack Johnson*

Note: On November 14, 1908, the Dowager Empress of China dies. China's new emperor is an infant. Not all the Chinese hope for a new constitutional monarchy. Some desire it, while others hope for Manchu overthrow and establishment of a republic.

Timeline and Map Activities

- 📍 *London* ② (map 1)
📍 *Belgium* ② (map 4)
📍 *Congo* ④ (map 5)
📍 *Turkey* ① (map 6)
📍 *Bosnia-Herzegovina* ① (map 20)

Current Events | Three reports this week

Biographies and Historical Fiction

The Road From Home | Chapters 10–12

Vocabulary

... they put their hands to their mouths and sent out a ringing **tremolo**. (*a regular and rapid alternation between two notes*)

To Discuss After You Read

42. Is Veron's Papa concerned that she isn't more active, that her days are boring? ➔ *no. He is happy that she can rest, as the travelers were more tired than they realized*
43. What is Papa's final wish for Veron? ➔ *that she would re-found the race in a land far distant from Turkey, where her children could be free from the wounds of the extermination* ■



320 BIBLE/HISTORY		WEEK 3			SCHEDULE	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible/Apologetics						
How to Ruin Your Life By 30	pp. 45–49	pp. 50–55	pp. 55–59	pp. 60–63		
Bible Reading	Genesis 20–21	Genesis 22–23	Genesis 24	Genesis 25	Genesis 26	
Memorization	Psalm 27:5–6					
History						
The Visual History of the Modern World	1909 pp. 36–37 🕒🌐	Decade Summary Paper 📄	Choose Topic to Research pp. 38–39; 1910–19 Overview	1910 pp. 40–41 🕒🌐	1911 pp. 42–43 🕒🌐	
Our Century in Pictures for Young People	pp. 14–15			pp. 16–17		
Current Events	Three reports this week.					
Biographies and Historical Fiction						
The Road from Home	chaps. 13–15	chaps. 16–17	chaps. 18–19	chaps. 20–22	chaps. 23–24 🌐	
Other Notes						

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Day 1

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 45–49

Bible Reading | Genesis 20–21

Memorization | Psalm 27:5–6

History

The Visual History of the Modern World | 1909
pp. 36–37

To Discuss After You Read

1. What artistic movement gets its start in Paris? ➔
Futurism

2. Robert Peary makes a name for himself when he does what? ➔ *he reaches the North Pole*
3. Who challenges Peary's claim to be the first to reach the North Pole? ➔ *Frederick Cook*
4. Louis Bleriot makes a name for himself. How? ➔ *he is the first to successfully fly across the English Channel*

Note: Germany loses Prince von Bulow as chancellor while France ousts Clemenceau as premier. The loss of von Bulow is viewed with consternation because he had served as a moderating balance to the oft-times abrasive German Kaiser Wilhelm; he has been replaced by a long-time friend of the kaiser, the diplomatic ingénue, Bethmann-Hollweg—i.e., someone whom few people expect will provide a counterbalance to the kaiser.

Note: An angry Korean assassinates Prince Ito of Japan. Prince Ito is remembered for his role in helping to write the Japanese constitution and for making Japan into a world power.

Timeline and Map Activities

- 🕒 **William Howard Taft (1857–1930) becomes president of the U.S. (1909)**
- 📍 *English Channel* ③ (map 1)
- 📍 *Paris* ① (map 4)
- 📍 *North Pole* ④ (map 11)

Our Century in Pictures for Young People | pp. 14–15

Current Events | Three reports this week

Biographies and Historical Fiction

The Road From Home | Chapters 13–15

To Discuss After You Read

5. When Veron sees her Grandma again, she is surprised at how different she looks. Has this ever happened to you? To see a relative or friend after some absence and realize how much they have changed? ➔ *answers will vary: sometimes it happens to me if my husband is out of town for a week—I think he comes back looking a bit different. But I remember most strikingly the time I first realized my Grandpa was old*
6. For the relatives who did not have to leave Azizya, was life easy? ➔ *no, though the number of people who died was less*
7. Veron realizes that ties of blood do not bring people together. What does? ➔ *the way they respond to their experiences*
8. Veron feels guilty that she does not have such sadness as Grandma. How does Grandma respond? ➔ *a young heart can heal its ache, and later in life, the memories will resurface. While young, though, it is better for a child to grow without bad memories, so the child will grow up healthy. (I wonder, too, if Grandma's grief is so much greater because she lost husband and children. I think my depth of love for my children is a great deal stronger than the love I felt for my siblings growing up, even as my love for my husband is stronger than the love I have for my parents.)*

Day 2

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 50–55

Bible Reading | Genesis 22–23

Memorization | Psalm 27:5–6

History

The Visual History of the Modern World | Decade Summary Paper

Today, your assignment is to write a Decade Summary Paper for 1900–09. You will write a Decade Summary Paper at the end of each decade. Your paper should be 1–2 pages about what you feel happened during the previous 10 years.

Rather than just summarizing the major events of the decade, try to write about what those events meant overall and how they might affect the events of the next decade. If you're having trouble getting started, go back and re-read the decade overview. Do you agree with the overview now that you've read about the events of the decade? What did the authors get right in the overview? What did they leave out?

Note to Parents: You should be satisfied with your student's Decade Summary Paper if it evidences comprehension of the decade's events and an ability to see those events in the "big picture" of world history.

Current Events | Three reports this week

Biographies and Historical Fiction

The Road From Home | Chapters 16–17

To Discuss After You Read

9. Why does Aunt Arousiag abandon Veron? ➔ *in her bitterness and grief, she hates Veron and wishes Veron had died instead of her own children*
10. "At the end of every bad road, a good road begins" (p. 162). Is this aphorism true for your life?
11. What incredible escapes does Veron make in these chapters? ➔ *when the house she is in is bombed, and the other children in the same room die, she escapes with a calf muscle wound, without even a broken bone. When the Greek general desires to adopt her, she escapes from his house in the middle of the night and walks to the church, where she is granted safety*
12. What unusual way did Aunt Lousapere come to find Veron? ➔ *Veron's mother came to her in a dream and told her that "the apple I was carrying in my pocket fell into the stream—quick, run and grab it before it floats away" (p. 171). Since, apparently, apples mean "soul" in dreams, the Aunt hurried to find Veron—and did! This seems very odd to me, but I guess there is a Biblical precedent for dreams revealing truth to people*

Day 3

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 55–59

Bible Reading | Genesis 24

Memorization | Psalm 27:5–6

History

The Visual History of the Modern World | Choose Topic to Research pp. 38–39; 1910–19 Overview

Choose Topic to Research

Just like last decade, read the decade Overview in your book and the Prime Events and Trends outline. Then choose one event from the coming decade to research in-depth. Remember: Be creative in the way you choose to do your research!

Prime Events and Trends for 1910–1919

Emotional Description for the Decade (from a U.S. perspective): A decade of triumph. American inventions continue to gain worldwide attention and the late involvement of American forces in World War I clearly tips the balance to those who finally declare victory. American finances also help rebuild shattered Europe.

1911: Triangle Shirtwaist Factory fire (among other horrors) leads to major labor law reforms in the United States.

June 28, 1914–November 11, 1918: World War I and the introduction (among others) of air warfare, submarine warfare, trench warfare, the use of poison gas in warfare, and the tank.

1914–1922: Greek Holocaust at the hands of the Turks.

1914–1945: Japan seeks to control China.

1915: Armenian Holocaust at the hands of the Turks. Hitler will use the Turks' crimes as a basis for his own. Shortly before he begins his destruction of the Jews, he asks, "Who now remembers the Armenians?"

1915: Einstein proposes the General Theory of Relativity which leads, soon, to the broader *social* theory of *relativism*.

1916–1920: Women's suffrage movement makes gains in the United States as Jeanette Rankin becomes the first Congresswoman (1916; before women have the right to vote) and the 19th Amendment is finally passed (1920), granting women the right to vote in federal elections.

1917: The United States enters the War in Europe and a military draft is enacted.

1917–1920: The Russian Revolution ends the reign of the Czar and establishes the Communist Party—and, more specifically, the Bolsheviks—in sole, absolute power.

1917–1929: Race relations in the United States are at all-time lows as Ku Klux Klan membership proliferates, race riots explode, and black lynchings—which have been in the double digits since the turn of the century (and in the low triple digits for 9 of the 11 years from 1891–1901)—continue apace. Please note that most of the details of this tension are buried in your book in the monthly sidebars or go completely unreported. For more on this aspect of American history, visit our IG links web page for a link that will allow you to read the entire story 📖.

1917–1948: The Zionist Movement gathers steam ... as British Foreign Minister Balfour issues the Balfour Declaration (1917) and Israel is eventually declared an independent nation (1948).

1918–1919: Spanish Flu kills millions—possibly more than any other pandemic in world history.

1918: The Russian Bolshevik Communists seek to spread their revolution worldwide, creating terror and unrest wherever they go. The Bolsheviks found Comintern (the Communist International or "Third International") in March 1919. At its Second Congress, in the summer of 1920, they proudly declare: "The Communist International is the international party for insurrection and proletarian dictatorship." During the ensuing years, organized, armed (violent, terrifying) insurrections are organized in Germany (Berlin & Bavaria—1919; Hamburg—1921), Hungary (1919), Estonia (1924), Bulgaria (1924), France (1924ff), China (1925ff), and elsewhere. Less organized, but no less terrifying, Communist "actions" take place elsewhere around the world, including in the United States. (Meanwhile, many non-Communist parties and governments seek to benefit from the Communist terror by charging opponents as Communists who are not truly Communists, thus raising the specter of violent conflict even higher.)

1919: The British, Austro-Hungarian, and Ottoman empires collapse, leading to major political upheaval across Europe. The Austro-Hungarian and Ottoman empires died directly in the immediate aftermath of the War, and these changes were recognized by and formalized in the various treaties signed upon conclusion of the fighting. The British Empire suffered a slower decline precipitated by its enormous war debts. "From being the World's largest overseas investor, it became one of its biggest debtors, with interest payments forming around 40% of all government spending. Inflation more than doubled between 1914 and its peak in 1920, while the value of the Pound Sterling fell by 61.2%. Reparations in the form of free German coal depressed the local industry, precipitating the 1926 General Strike."¹

1919–1943: Anti-Communist and totalitarian, Fascism comes to rule Italy (1922–1943).

Current Events | Three reports this week

1. From "Aftermath of World War I: British Empire" in *Wikipedia*, found at http://en.wikipedia.org/wiki/Aftermath_of_World_War_I#British_Empire on 19 October 2004.

Biographies and Historical Fiction

The Road From Home | Chapters 18–19

To Discuss After You Read

13. After Veron is “adopted” by a wealthy woman, and treated more like a servant, she says, “The very rich are miserable, I thought, but it’s not the kind of misery one can feel sorry for” (p. 179). What does she mean? ➔ *the woman cannot enjoy her spoiled children: she passes them off to Veron to look after. (I cannot imagine how much less rich my life would be without my children to enjoy.) Because of all her expensive furnishings, she was very strict with many rules—rules that she brings upon herself. If she had less money, she would be happier. But she is unhappy because of her own doing, which is why Veron cannot be sorry for her, I think*
14. Veron has several other miraculous escapes in these chapters. What? ➔ *Aunt Lousapere formulates a story to fool the wealthy “adoptive mom,” so Veron can return to live with her. Then, when Turkish Mustafa Kemal arrives in Smyrna, Veron, along with 5000 other Armenians gathered in the church/hospital complex. Those outside the complex were slaughtered. As those inside ran out of food, a nurse escaped in disguise and went to seek help. Turned down repeatedly, she finally found a doctor who came and pleaded with the Turkish soldiers that those in the complex were sick and harmless. And so they were set free*

Day 4

Bible/Apologetics

How to Ruin Your Life By 30 | pp. 60–63

Bible Reading | Genesis 25

Memorization | Psalm 27:5–6

History

The Visual History of the Modern World | 1910 pp. 40–41

To Discuss After You Read

15. What French river flooded the City of Paris? ➔ *the River Seine*
16. Samuel Clemens dies. For what is he known? ➔ *primarily for his writing under the pen name “Mark Twain”; some of his most famous stories include those about Huckleberry Finn and Tom Sawyer*
17. Dr. Crippen was captured and brought to justice in large part thanks to what technology? ➔ *the Marconi wireless system*

18. Edison reveals the “kinetophone.” What is this? ➔ *kine-tos—Greek for “motion” or “moving”; phone—Greek for “sound” or “voice”: talking motion pictures*

Notes: In 1910, Nicaragua is involved in civil war. The U.S. does not get involved. U.S. Rear Admiral Kimball says that “No protection will be extended to any so-called American interests, which as a matter of fact *have no existence in law or in right.*” Despite rather consistent failure on the part of the U.S. federal government to refuse to “protect American interests” in other countries, the fact is, Kimball is correct: there is no constitutional justification for the United States military to get involved in other countries’ internal affairs, even when legal, political, or social changes in other countries may affect the rights of Americans (or American companies) who own property in those other countries.

Japan formally annexes Korea. The Koreans rebel to no avail.

In Mexico, rebels seek to oust Porfirio Diaz, self-proclaimed president who has ruled for 30 years. Rebels seek land redistribution in behalf of the 97 percent of families who own no land. Pancho Villa and Emiliano Zapata answer the call to arms.

The Union of South Africa becomes the third nation with dominion status (after Canada and Australia) in the British Empire. It holds its first Parliament. The minority white settlers hold all political power; the majority Negroes have no vote.

Timeline and Map Activities

Mark Twain (1835–1910)

-  *South Africa* ① (map 5)
-  *Japan* ⑥; *Korea* ⑦ (map 7)
-  *Mexico* ②; *Nicaragua* ③ (map 8)

Our Century in Pictures for Young People | pp. 16–17

Current Events | Three reports this week

Biographies and Historical Fiction

The Road From Home | Chapters 20–22

To Discuss After You Read

19. In what seems like incredible callousness, all foreign ships declined to save the Armenians from the destruction of Smyrna, opting instead to save only their own citizens. What might be their rationale? ➔ *perhaps they wanted to stay on good terms with the Turks by staying neutral. Perhaps, in the face of such overwhelming need, they decided against saving any, unlike the men of conscience who help the Armenians escape and believe that they can be saved*
20. What keeps Auntie from drowning herself? ➔ *Veron offers her hope: that Hrpsime is alive, that something will happen*

21. In the nightmare on the quay, what miracle preserves the people? ➔ *no burning building facades fall on the massed people. They stand erect until the fires burn out*
22. What made America attractive to Veron? ➔ *the fact that, even in the midst of war, the American government was able to find its citizens and offer safety*
23. Why is Veron's first engagement broken off? ➔ *Veron realizes that her future mother-in-law would be very hard to please. Her Aunt seeks out a priest who, when consulting an astrology book, declares that Veron will have a large family, and be poor and unhappy for the rest of her life. In order to allow the other family to save face, Aunt Lousapere goes to the mother and claims that Grandmother is coming, and therefore, all arrangements are off*

Day 5

Bible/Apologetics

Bible Reading | Genesis 26

Memorization | Psalm 27:5–6

History

The Visual History of the Modern World | 1911
pp. 42–43

To Discuss After You Read

24. King Edward VII's son takes over as King of England. Who is he? ➔ *George V*
25. Norwegian Roald Amundsen reaches the South Pole ahead of the Britisher Robert Scott. How did each man power his expedition? ➔ *Amundsen used dog teams; Scott used mechanical sleds*
26. President Porfirio Diaz of what country resigns as rebel forces take control? ➔ *Mexico*

✳ **Note:** The U.S. Senate votes to amend the Constitution to provide for election of senators by popular vote rather than by state legislatures. State governments now have no constitutional ability to impact the federal government. All elected positions within the federal government result from direct elections by private citizens.

Notes: The United States Supreme Court determines that the Standard Oil Company is guilty of violating the Sherman Antitrust Act. In its decision, the court determines, that not all monopolies are illegal—only those that unreasonably restrict trade. This decision makes business owners wholly dependent on court decisions after the fact to determine whether their actions are “legal” or “illegal”! Creating a monopoly is not, in itself necessarily illegal, but then, how does one know if one's business practices are “unreasonable” from other people's perspective?

A fire—combined with locked factory doors that prevented workers' escape—results in the deaths of 146 workers at the Triangle Shirtwaist Company in New York City. Factory owners are put on trial for manslaughter as a result. The large death toll, caused almost completely because of the factory owners' policies and practices, launched a massive public outcry and transformed many fire and safety regulations. As The History Buff explains, “The New York legislature, appalled by the event, created a commission ... to investigate conditions in the city's sweatshops. This resulted in the present labor laws protecting factory workers in health, disability and fire prevention. The division of Fire Prevention was also created as part of the Fire Department. Their function is to rid factories of fire hazards. Among other restrictions, all doors must now open outwards [the doors in the Triangle factory opened inwards; when the rush of fearful workers hit the doors, the people in the forefront could not open them fast enough to avoid being crushed against the doors by the people who followed; thus the doors were never opened—JAH], no doors are to be locked during working hours, sprinkler systems must be installed if a company employs more than 25 people above the ground floor, and fire drills are mandatory for buildings lacking sprinkler systems.” To read more about the true horrors of the event, visit our IG links web page for a link that will allow you to read the entire story [📖](#). By the way, a “shirt-waist” is a woman's blouse or bodice that is styled like a tailored shirt.

Italy and Turkey (the center of the Ottoman Empire) go to war over Libya.

Five-year-old Emperor Pu-Yi virtually ends the Manchu dynasty when he grants a constitution and a Cabinet devoid of nobles. Some hope that this action might avoid revolution in China, but many believe the action is too little too late.

France and Germany sign a treaty: France controls Morocco, Tunisia, and Algeria. Germany is granted the right to almost 100,000 square miles in the northern French Congo.

Timeline and Map Activities

🕒 **George V (1865–1936) coronated King of England (1911)**

- 📍 France ②; Germany ③; Italy ④ (map 3)
- 📍 Libya ⑤ (map 5)
- 📍 Turkey ① (map 6)
- 📍 South Pole ⑥ (map 11)

Current Events | Three reports this week

The Road From Home | Chapters 23–24

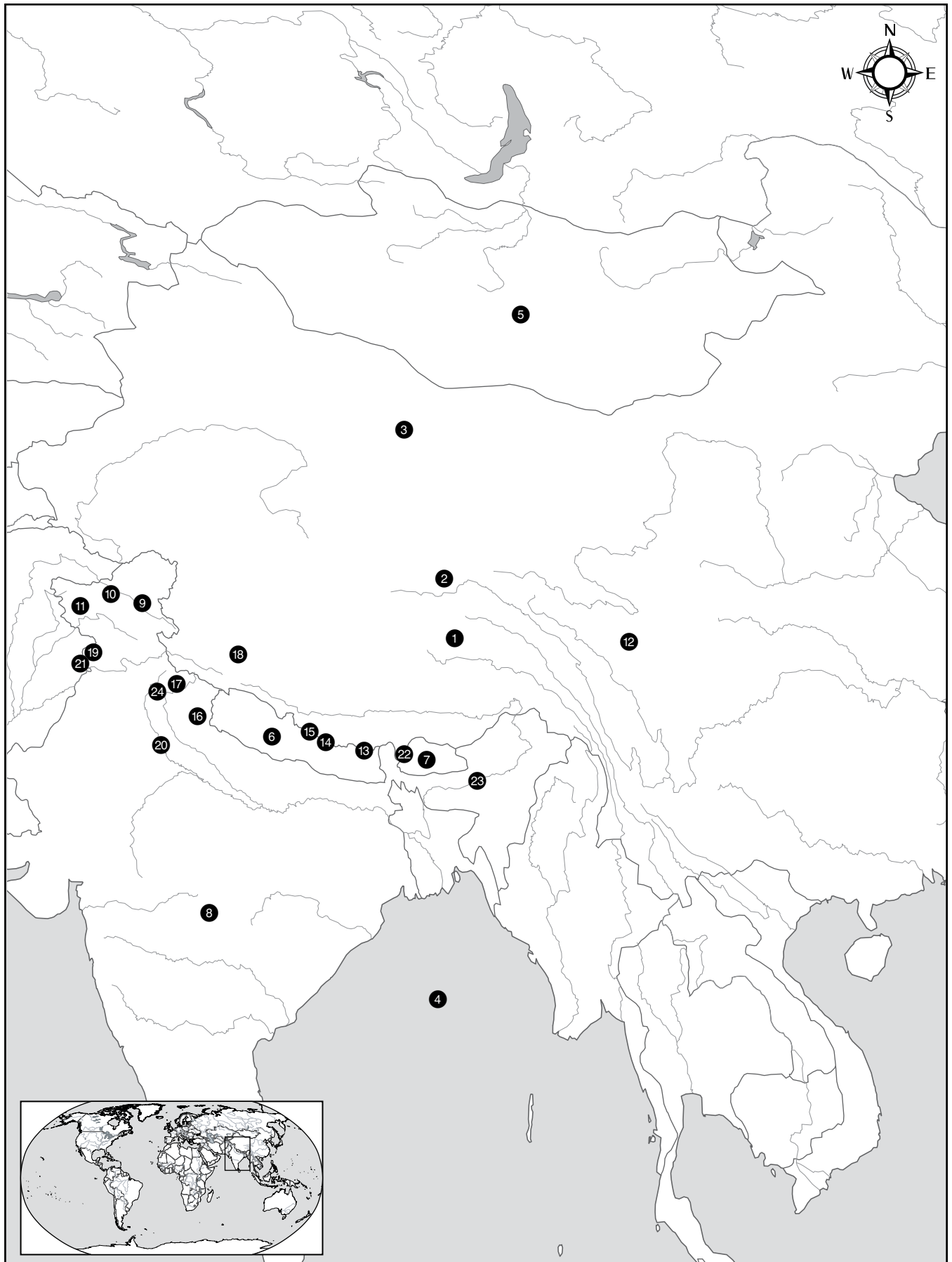
To Discuss After You Read

27. Although Veron longs to live in America, she hesitates to marry Melkon Kherdian in America. Why? ➔ *a mail-order bride, whose qualification is that she's an orphan, is quite unromantic. Also, America is so far from her family, and there would be no one to protect her, should he be a drunkard or gambler. And factory work is dangerous, so even were he to be a good provider, there is no guarantee that he would always be so. However, he could offer security and safety, a home with proper food*
28. What makes her decide to marry? ➔ *she decides she's done with being passive: "I would have to make a jump, deliberately, and on my own, or I would again be a victim" (p. 229). And then, the decision is basically taken out of her hand: in order for Hrpsime and her Aunt to survive, they need one less mouth to feed. Veron can leave, and she has a good feeling about doing so*

Timeline and Map Activities

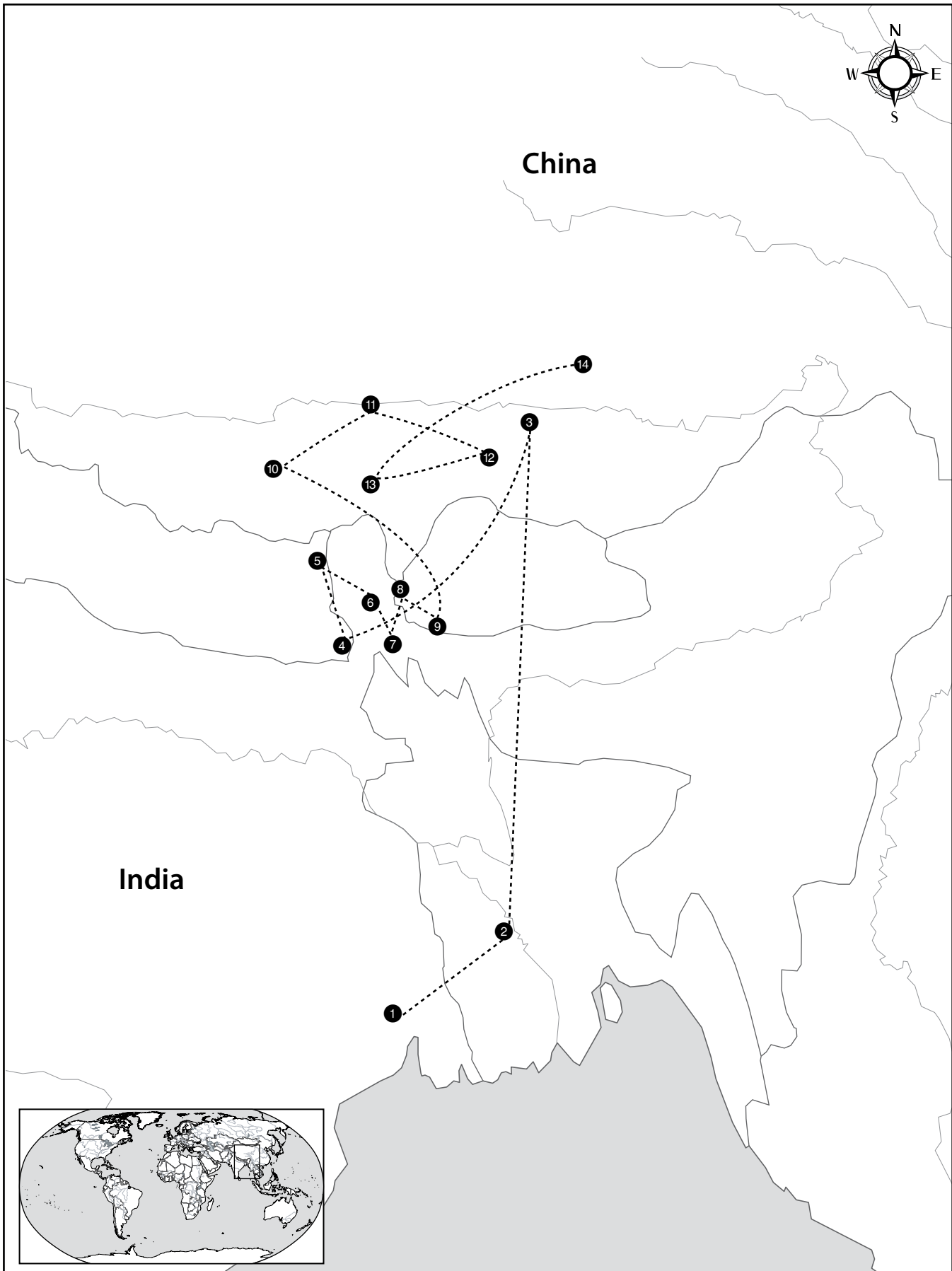
- 📍 Salonika ⑤; Anatolia ⑥ (map 1)
- 📍 Chicago ①; Wisconsin [delightfully spelled "Veeskahn-tzsun" in the text] ② (map 2) ■

God Spoke Tibetan—Map 1



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

God Spoke Tibetan—Map 2



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Road from Home—Map 1



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

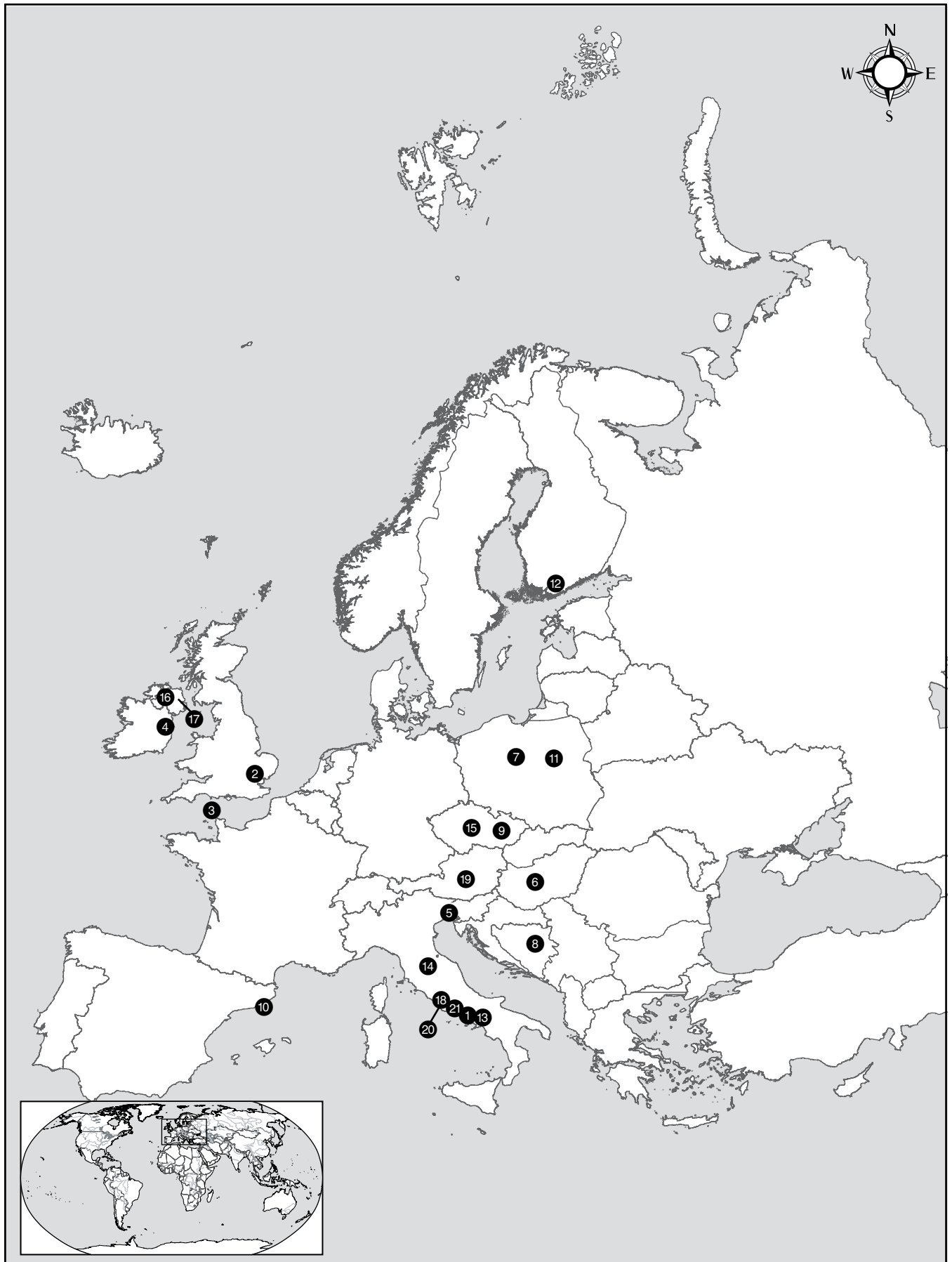
The Road from Home—Map 2



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the Modern World—Map 1

©2013 by Sonlight Curriculum, Ltd. All rights reserved.



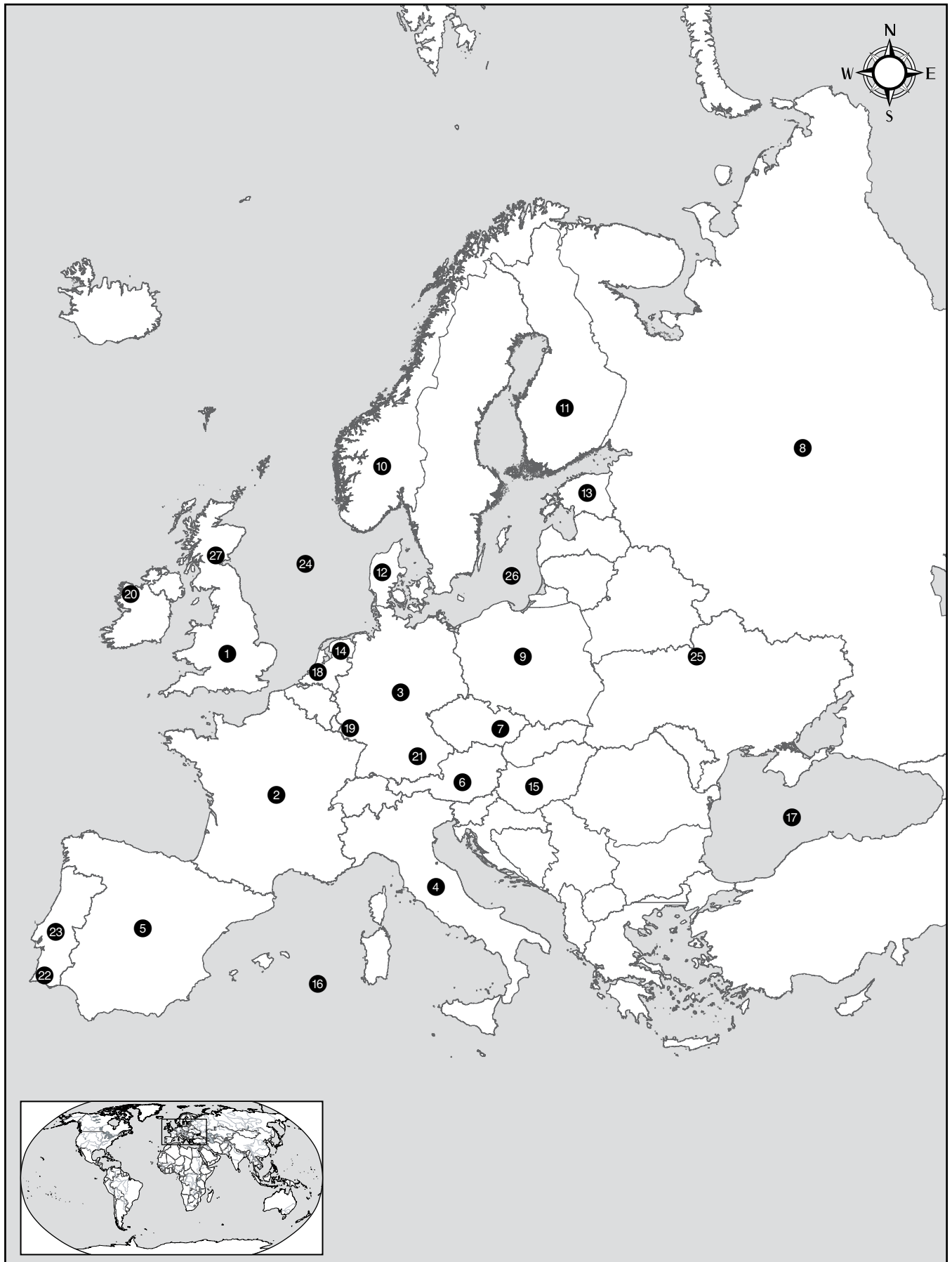
The Visual History of the Modern World—Map 2



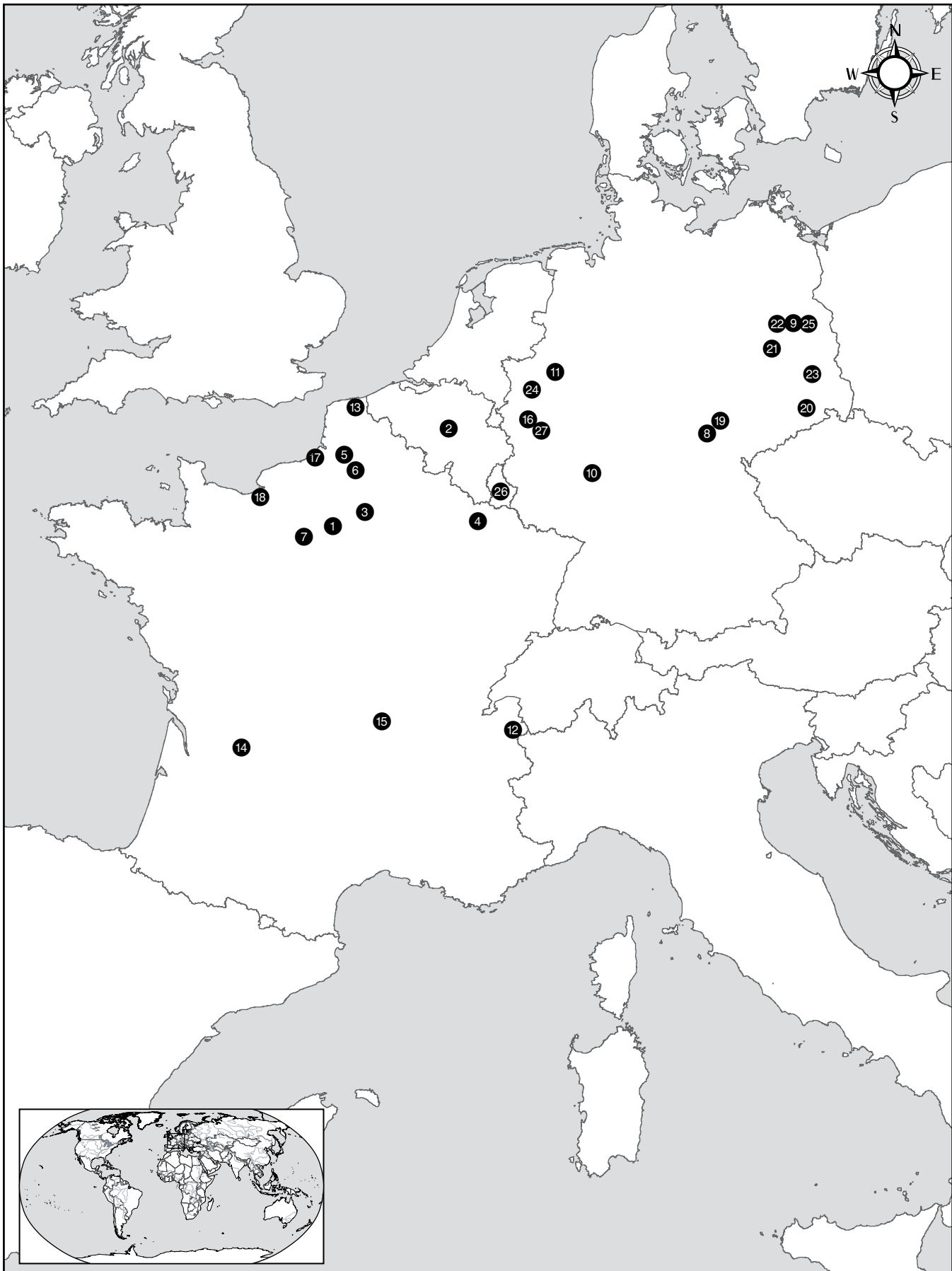
©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the Modern World—Map 3

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

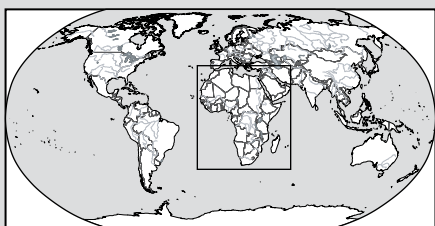


The Visual History of the Modern World—Map 4



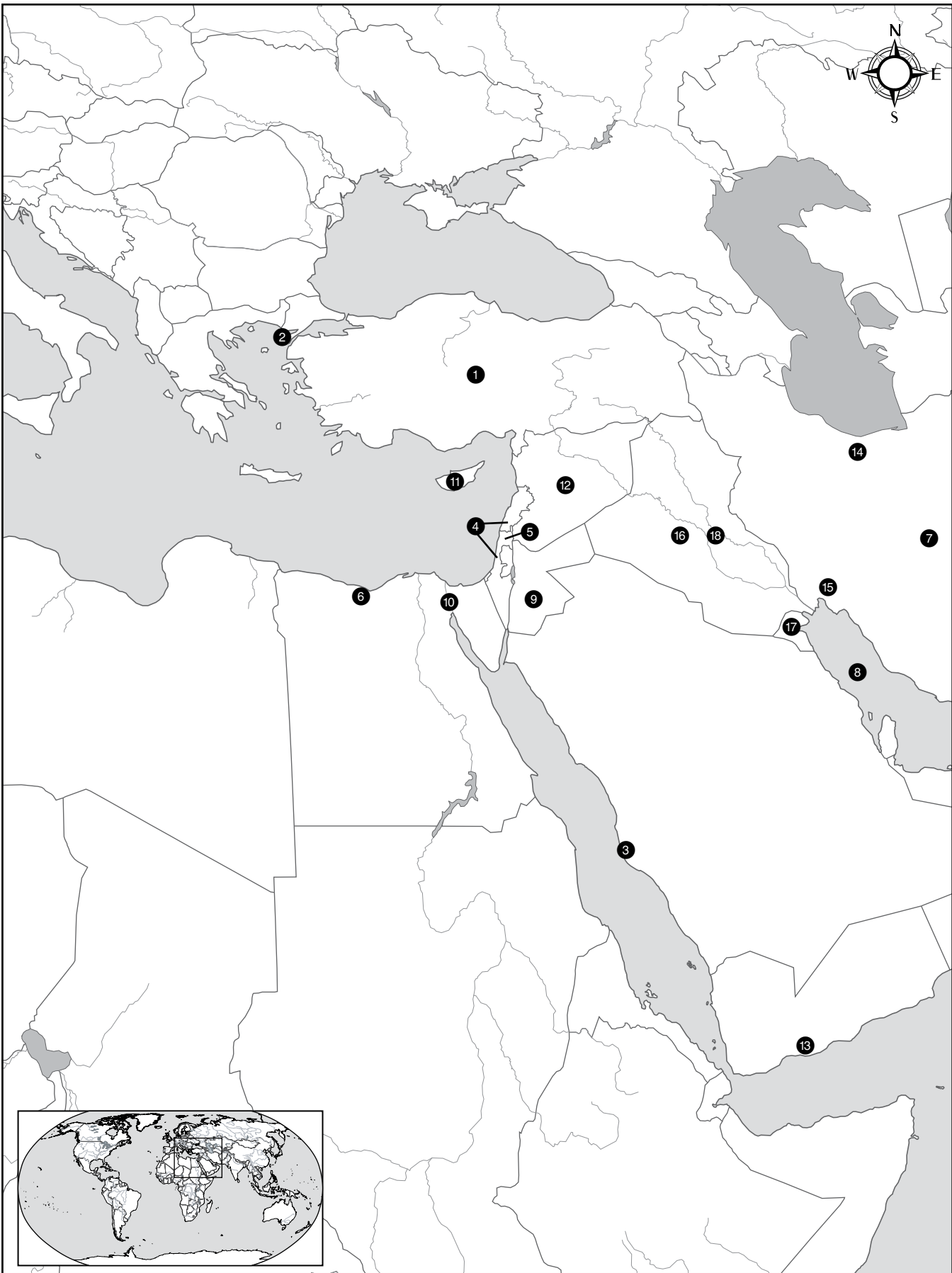
©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the Modern World—Map 5



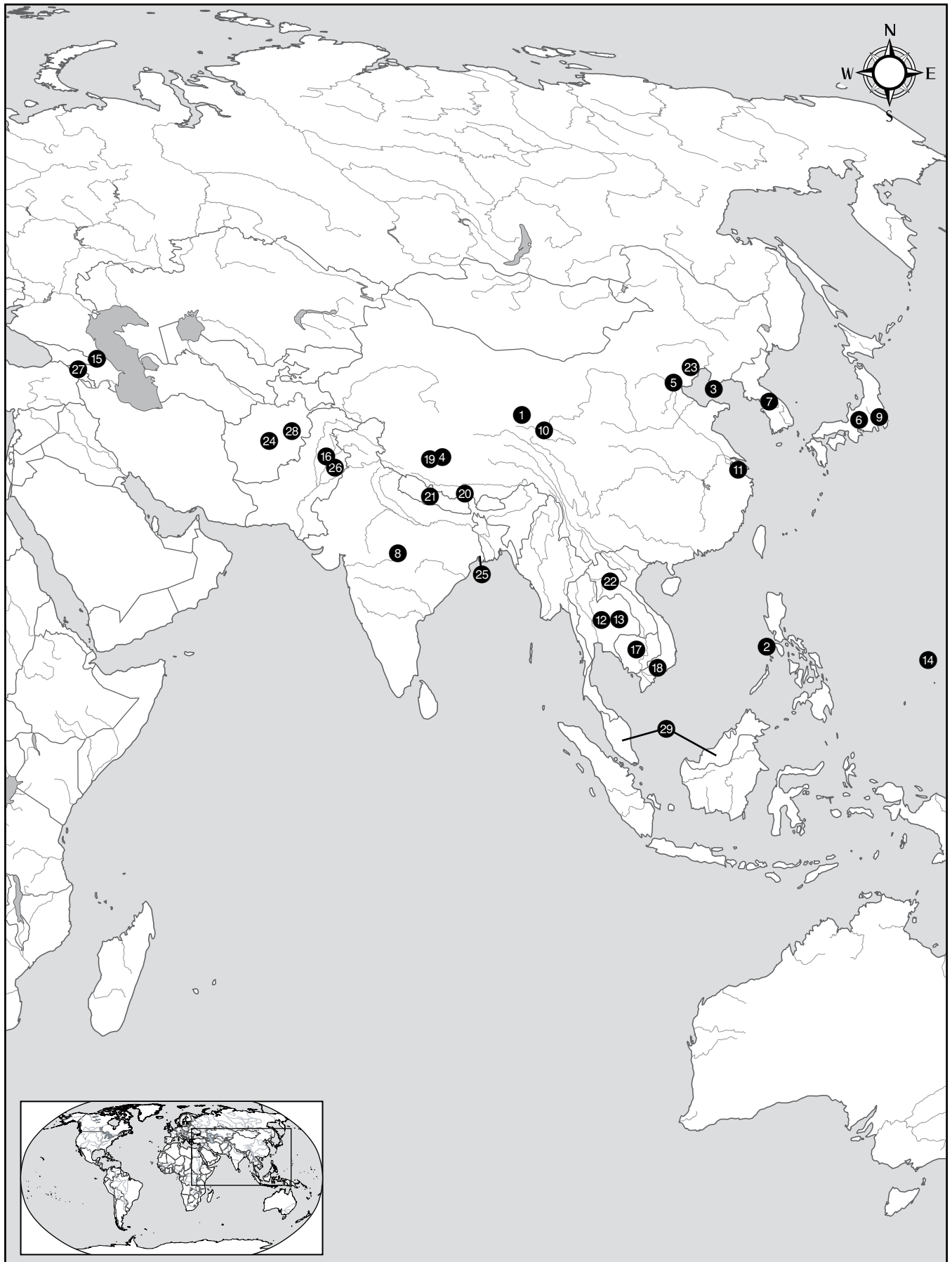
©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the Modern World—Map 6



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the Modern World—Map 7



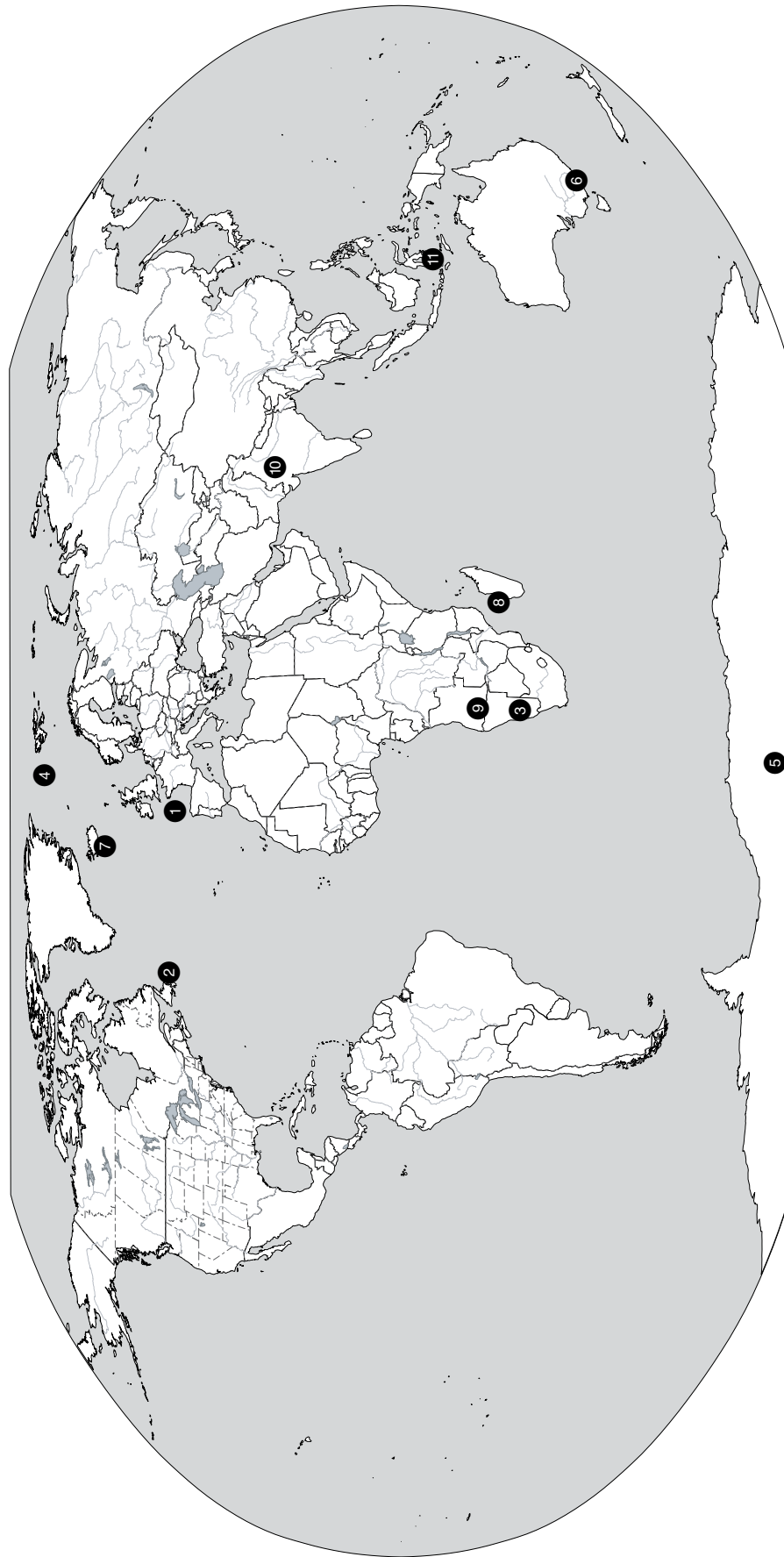
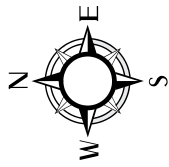
©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the Modern World—Map 8

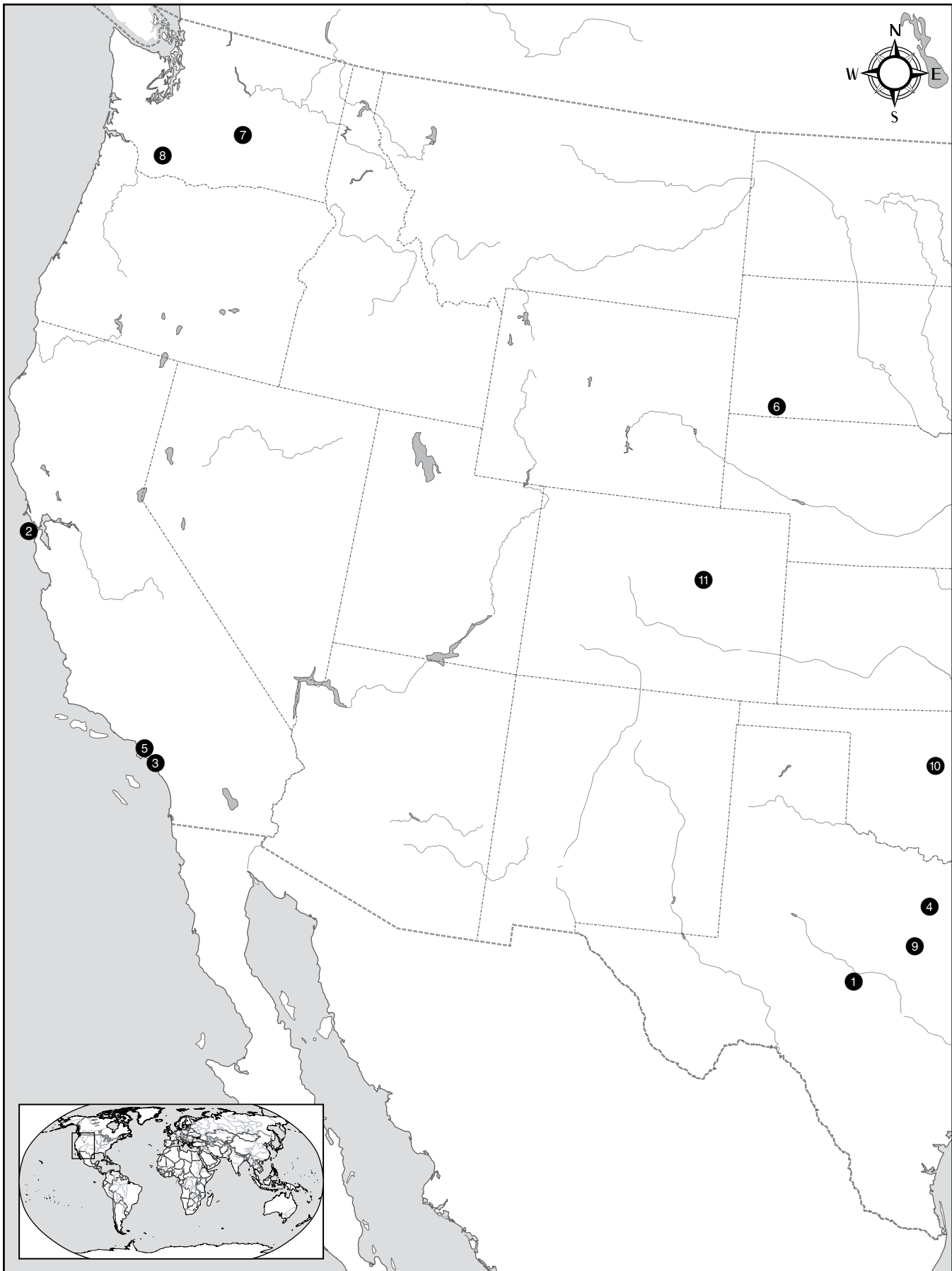


©2013 by Sonlight Curriculum, Ltd. All rights reserved.

A Visual History of the World—Map 11



The Visual History of the Modern World—Map 12



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the Modern World—Map 13

©2013 by Sonlight Curriculum, Ltd. All rights reserved.



The Visual History of the Modern World—Map 15



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

The Visual History of the World—Map 20



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

“20th Century World History”—Scope and Sequence: Schedule for Topics and Skills

Week	Bible/Apologetics	History	Biographies/ Historical Fiction	Geography
1	Security; the Bible	Major world events from 1900 through 1903; 1900–1913: Across the Threshold	Christian Missionaries in Tibet	<i>South Africa; Europe; South Pacific; Texas</i>
2	Temptation; God	Major world events from 1904 through 1908; 1900–1913: Across the Threshold	Armenian Holocaust	<i>South Africa; Russia; Mount Vesuvius; Turkey; Bosnia-Herzegovina</i>
3	Competition; Jesus Christ	Major world events from 1909 through 1911; 1900–1913: Across the Threshold	Armenian Holocaust	<i>North Pole; South Pole; Japan; Korea; Europe</i>
4	Drugs; Jesus Christ’s Death	Major world events from 1912 through 1915; 1900–1913: Across the Threshold, 1914–1919: The War to End All Wars	Labor Unions in the United States	<i>China; Eastern Europe; Panama Canal; Bosnia</i>
5	Doubt; Man and Sin	Major world events from 1916 through 1918; 1914–1919: The War to End All Wars	Labor Unions in the United States	<i>Ireland; Cameroon; Mecca, Saudi Arabia; France</i>
6	Depression; the Holy Spirit	Major world events from 1919 through 1921; 1914–1919: The War to End All Wars; 1920–1929 All That Glitters	World War I	<i>Hungry; Berlin; Poland; England; Germany</i>
7	Reputation; Salvation	Major world events from 1922 through 1926; 1920–1929: All That Glitters	World War I	<i>Egypt; India; Greece; Japan; Tennessee, United States; Chinese Republic</i>
8	God; Angels, Satan, and Poetry	Major world events from 1927 through 1929; 1920–1929: All That Glitters	World War I	<i>China; Palestine; Japan</i>
9	Divorce; Life; Satan; Omni-what?; Reasons to Read/Study; the Church	Major world events from 1930 through 1933; 1930–1939: Empty Pockets	Suffrage Movement in America; Elizabeth Cady Stanton	<i>India; Australia; Spain; Siam; Cuba</i>
10	Guilt; Things to Come	Major world events from 1934 through 1938; 1930–1939: Empty Pockets	Albert Einstein’s Theory of Relativity (Biography)	<i>Yugoslavia; Austria; England; Yenan Providence</i>

“20th Century World History”—Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Bible/Apologetics	History	Biographies/ Historical Fiction	Geography
11	Contentment; Is Christianity Rational?	Major world events from 1939 through 1940; 1930–1939: Empty Pockets; 1940–1945: World on Fire	Albert Einstein’s Theory of Relativity (Biography)	<i>Europe</i>
12	Anger; Is There a God?	Major world events from 1941 through 1943; 1940–1945: World on Fire	Chinese History (Chairman Mao/Long March)	<i>Eastern Europe; French Indochina; Pearl Harbor; Iceland</i>
13	Career; Is Christ God?	Major world events from 1943 through 1945; 1940–1945: World on Fire	The Dutch in Nazi Holocaust (Corrie ten Boom)	<i>Europe; Philippines; Guam; Japan</i>
14	Feelings; Did Christ Rise From the Dead?	Major world events from 1946 through 1949; 1940–1945: World on Fire; 1946–1963: Spreading the Wealth	The Dutch in Nazi Holocaust (Corrie ten Boom)	<i>Soviet Union; China; Argentina; Dead Sea; Czechoslovakia</i>
15	Bible Facts; Cosmic Coach or God of Grace; Bible Messes; Mysterious Ways; Is the Bible God’s Word?	Major world events from 1950 through 1951; 1946–1963: Spreading the Wealth	The Dutch in Nazi Holocaust (Corrie ten Boom)	<i>Persian Gulf; Communist People’s Republic of China; Vietnam</i>
16	Honesty; Are the Bible Documents Reliable?	Major world events from 1951 through 1953; 1946–1963: Spreading the Wealth	Nazi Germany	<i>Tibet; South Korea; Finland; Mount Everest; Cuba</i>
17	Sex; Does Archaeology Verify Scripture?	Major world events from 1954 through 1956; 1946–1963: Spreading the Wealth	Nazi Germany	<i>Argentina; Suez Canal; Alabama</i>
18	Loneliness; Are Miracles Possible?	Major world events from 1957 through 1959; 1946–1963: Spreading the Wealth	Nazi Germany; Winston Churchill	<i>Europe; USSR; South America; Cuba; United States</i>
19	Parents; Do Science and Scripture Agree?	Major world events from 1959 through 1960; 1946–1963: Spreading the Wealth	Nazi Germany; Winston Churchill	<i>South Africa; Congo; Laos; Cuba; United States</i>
20	Peers; Why Does God Allow Suffering and Evil?	Major world events from 1961 through 1963; 1946–1963: Spreading the Wealth	World War II Biographies	<i>East, West Berlin; Congo; Southeast Asia</i>

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

“20th Century World History”—Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Bible/Apologetics	History	Biographies/ Historical Fiction	Geography
21	Appearance; Does Christianity Differ From Other World Religions?	Major world events from 1963 through 1965; 1946–1963: Spreading the Wealth, 1964–1975: Dissent and Disobedience	World War II Biographies	<i>United States; South Asia; Dominican Republic</i>
22	Intolerance; Is Christian Experience Valid?	Major world events from 1966 through 1968; 1964–1975: Dissent and Disobedience	Siberian Prison Camp during Stalin’s Rule	<i>Asia; South Africa; North Africa; Mediterranean</i>
23	Christianity vs. New Age; Love of a Lifetime; Empty Tomb; Fatherhood; Racism	Major world events from 1968 through 1969; 1964–1975: Dissent and Disobedience	Siberian Prison Camp during Stalin’s Rule	<i>Ireland; Britain; California; Vietnam</i>
24	World Religions; the Law of Human Nature	Major world events from 1970 through 1972; 1964–1975: Dissent and Disobedience	Cultural Revolution in China	<i>United States; North Africa; Vietnam; Chile; Europe</i>
25	Secrets; Some Objections	Major world events from 1972 through 1974; 1964–1975: Dissent and Disobedience	Cultural Revolution in China	<i>Syria; Jordan; United States; Europe</i>
26	Death; the Reality of the Law	Major world events from 1975 through 1977; 1964–1975: Dissent and Disobedience, 1976–1992: A Global Burst of Freedom	Vietnam War	<i>Spain; Ethiopia; Cambodia; Vietnam; Uganda; Guatemala</i>
27	Popularity; What Lies Behind the Law	Major world events from 1977 through 1979; 1976–1992: A Global Burst of Freedom	Vietnam War	<i>South Africa; Israel; Nicaragua; Ukraine; Uganda; Iran; United States</i>
28	Decisions; We Have Cause To Be Uneasy	Major world events from 1980 through 1981; 1976–1992: A Global Burst of Freedom	Vietnam War	<i>Europe; Khuzistan; Mount St. Helens; Vatican City</i>
29	World’s Biggest Events; Hell; Mistaken Identity; Rival Conceptions of God	Major world events from 1981 through 1983; 1976–1992: A Global Burst of Freedom	Cambodian Refugees	<i>Great Britain; Israel; Grenada</i>
30	Invasion; the Shocking Alternative; the Perfect Penitent; the Practical Conclusion	Major world events from 1984 through 1986; 1976–1992: A Global Burst of Freedom	Cambodian Refugees	<i>Punjab; Mexico; Chernobyl; Lybia</i>

**“20th Century World History”—Scope and Sequence:
Schedule for Topics and Skills (cont.)**

Week	Bible/Apologetics	History	Biographies/ Historical Fiction	Geography
31	Three Parts of Morality; the “Cardinal Virtues”; Social Morality; Morality and Psychoanalysis	Major world events from 1986 through 1988; 1976–1992: A Global Burst of Freedom	Christian Missionaries	<i>Ireland; Persian Gulf; Korea; Armenia</i>
32	Three Parts of Morality; the “Cardinal Virtues”; Social Morality; Morality and Psychoanalysis	Major world events from 1988 through 1990; 1976–1992: A Global Burst of Freedom	Christian Missionaries	<i>Europe; China (Tiananmen Square); Valdez, Alaska</i>
33	Charity; Hope; Faith; Faith	Major world events from 1990 through 1992; 1976–1992: A Global Burst of Freedom	20th Century Advertising	<i>England; Berlin; Kuwait; Bosnia-Herzegovina; Mozambique</i>
34	Making and Begetting; Three-Personal God; Time and Beyond Time; Good Infection	Major world events from 1993 through 1995; 1976–1992: A Global Burst of Freedom, 1993–1999: OurFuture.com	20th Century Advertising	<i>Ireland; Puerto Rico; United States; Rwanda</i>
35	Obstinate Toy Soldier; Two Notes; Let’s Pretend; Is Christianity Hard or Easy?	Major world events from 1995 through 1997; 1993–1999: OurFuture.com	Christian Missionaries in Mongolia	<i>Sarajevo; Afganistan, Oklahoma, United States; Scotland</i>
36	Counting the Cost; Nice People or New Men; the New Men	Major world events from 1998 through 1999; 1993–1999: OurFuture.com	Christian Missionaries in Mongolia	<i>South Pacific; Africa; Colorado, United States</i>

©2013 by Sonlight Curriculum, Ltd. All rights reserved.