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For families: You may make as many photocopies of the maps and other Student Pages as you need for use WITHIN YOUR OWN FAMILY ONLY. Peace Hill Press publishes a separate set of Student Pages—which includes all maps, games, flags, timelines, and other consumable pages from the Activity Book. (These cost $9.95 for Volume 1. ISBN 1-933339-15-2.) It is often more economical for you to buy these separate pages than to photocopy the entire consumable section of the Activity Book. If you would like to purchase these, visit our website, at peacehillpress.com. Photocopying the pages so that the Book can then be resold is a violation of copyright.

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How to Use This Activity Book

History is the most absorbing and enthralling story you can tell a young child, because it’s true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they really existed!

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the “best way to tell a story,” as the King tells Alice in *Alice in Wonderland,* “is to begin at the beginning and go on to the end.” When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country’s past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he’s just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

This activity guide is designed to go along with Volume One of Susan Wise Bauer’s *The Story of the World: History for the Classical Child.* Think of each section in *The Story of the World* as a “springboard” into the study of world history. This book provides you with a simple, chronological overview of the progression of history. It isn’t intended to be complete, but when you do history with young students, you’re not aiming for a “complete” grasp of what happened in the Modern Age. Instead, you want to give the child an enthusiasm for history, a basic understanding of major cultures and an idea of the chronological order of historical events.

Using This Activity Book at Home

The Activity Book has two sections: a parents’ guide in the front, and consumable Student Pages in the back. (Note the page numbers at the bottom of each page to see what section you’re in.) For each section in *The Story of the World,* follow this pattern:

1) Read the child one section from *The Story of the World.* Longer chapters are divided into several sections; each section is appropriate for one session of history. Good readers can read the section to you instead.

2) **Review Questions:** These test the student’s comprehension. When he has thoroughly studied the chapter, he should answer these questions orally without looking at the book. Encourage him to answer in complete sentences when possible. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he’s really understanding what he’s reading). Answers given are approximate; accept any reasonable answer. You can also make up your own questions.

3) **Narration Exercise:** Have the child tell you in two to five sentences what the history lesson was about. You can prompt the child with the Review Questions. Encourage the child to include the major facts from the history reading, but not EVERY fact. We have supplied sample narrations simply to give some idea of acceptable answers, not to imply that you child’s narration should match word for word!

   Write down the child’s narration if the child is not writing independently. Good writers can be asked to write the narration down themselves. To help with this process, listen carefully to the child’s narration and repeat it back to her while she writes; this will help with “writer’s block.” For any given section, you can instead ask the child to draw a picture of her favorite part of the history lesson and then describe the picture to you. Write the description at the bottom of the picture. Put the narration or the picture in a History Notebook—a looseleaf notebook that will serve as the child’s record of her history study.

4) When you have finished both sections of a chapter, stop and do **additional reading** and **activities** on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional history reading, as well as maps, hands-on activities, and other projects. Some topics have many more resources available than others. Ask your local librarian for further suggestions.
When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself; don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in difficulty from books for reading aloud to first graders to advanced books appropriate for fourth graders to read independently. When appropriate, ask the child to draw pictures, to narrate, or to complete brief outlines about the additional reading as well. Put these pictures and narrations into a three-ring History Notebook. This should begin to resemble the child's own one-volume history of the world. Don't ask the child to narrate every book or she'll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

Because students from a wide range of grades will be using this Activity Book, we have tried to provide a range of activities, appropriate for different levels. Some are more appropriate for younger students; others will require more in-depth thought. We encourage you to select the projects are most appropriate for you and your students.

5) Maps: Almost every section in Volume One of *The Story of the World* has an accompanying map activity. A blank map is in the Student Pages; an answer key-showing the correct, completed maps begin on page 168.

6) We have provided *encyclopedia cross-references* to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia* (revised), *The Usborne Book of World History*, and *The Usborne Internet-Linked Encyclopedia of World History*. Use these books for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.

7) Choose appropriate titles from the recommended *literature lists* and read these with your child. Classical philosophy discourages the use of “reading textbooks” which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore—an assignment that has to be finished—rather than a wonderful way to learn more about the world. Instead of following a “reading program,” consider using the “real books” from these literature lists. Following each title is a range of grades showing the appropriate reading level. (RA=read aloud, IR=independent read)

8) Every four chapters, you should take one history class to prepare your history review cards. Photocopy the history cards (use stiff cardstock for longer-lasting cards) and cut them out; have the student color the picture. After the cards are completed, use them once or twice a week to review material already covered.

9) Optional: You can administer written tests (available separately from Peace Hill Press) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

### Multilevel Teaching

*The Story of the World* series is intended for children in grades 1–4, but is often used by older students: Volume One is written primarily for grades 1–4; Volume Two for grades 2–5; Volume Three for grade 3–6; Volume Four for grades 4–8. The maps and many of the activities in this book are also appropriate for children in grades 4–8. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*, follow this with the appropriate pages from the *Kingfisher History Encyclopedia*, place all important dates on a timeline; do additional reading on his or her own level. For more book lists and detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home*, by Jessie Wise and Susan Wise Bauer (revised edition, W.W. Norton, 2004), available from Peace Hill Press (www.peacehillpress.com) or anywhere books are sold.

### An Important Note for Parents

Families differ in their attitudes towards teaching myths, in their willingness to view partially-clothed people in ancient art, and in their sensitivity towards the (inevitable) violence of ancient times. We suggest that you skim through the activities in this book, glance through the literature that we recommend, and skip anything that might be inappropriate for your own family. In addition, both the *Kingfisher History Encyclopedia* and the *Usborne Internet-Linked Encyclopedia of World History* contain a number of pages on prehistoric peoples that may not agree with your family's convictions about humankind's beginnings. If this might pose a problem for you, preview these books before purchasing or using them.

Additionally, we recommend that you preview the coloring pages for Chapters 17, 20, and 28 (Student Pages 50, 58, and 87), to make sure that they are appropriate for your family.
Using This Book in the Classroom

Although this Activity Book was initially designed to be used by homeschooling families, it adapts well to the classroom. On the next page is a sample of how each chapter may be taught:

1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days.

2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help her prepare for the upcoming test. If you would like to administer formal tests, you can purchase them separately from Peace Hill Press.

3) Have the students do the map exercises in the Student Pages.

4) Select one or two activities, found in the Student Pages. Some are more appropriate for classroom use than others.

5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as “Around the World,” “Last One Standing,” or “Jeopardy!”

6) On the last day before the test, have the students color their chapter review cards.

7) Test the students.

8) Periodically review past lessons so your students will remember history chronologically.
Pronunciation Guide

Abram – AY bram
Aegeus – EE jus or EE jee us
Ahmose – AH mos
Akhenaten – ah ken AH ten
Akkad – AH kad
Akkadia – ah KAY dee uh
Alaric – ah LAR ic
Alcibiades – al sih BYE uh deez
Amenemhet – AH men EM het
Amenhotep – AH men HO tep
Amon-Ra – AH men RAH or AH men RAY
Amun – AH men or AY men
Amytis – uh MYE tis
Anansi – ah NAN see
Anu – AY noo
Anubis – uh NOO bis
Aphrodite – A fro DITE ee or AH fro DITE ee
Appian – AP ee un
Ariadne – AIR ree ADD nee
Ashurbanipal – ash ur BAN ih pal
Asia Minor – AY zhuh MY nor
Asoka – uh SO kuh
Assur – AH sur
Assyria – uh SEE ree uh
Astyges – uh STIH jeez or uh STEE uh jeez
Athena – ath EE nuh
Attila the Hun – uh TILL uh the HUN
Augustus Caesar – uh GUS tus SEE zer
Belshazzar – bel SHAZ er
Bhagiratha – bah gih RAH thuh
Boadicea – BO uh dih SEE uh
brahmin – BRAH min
Brutus – BROOT us
Bucephalas – byoo SEH fuh lus
or byoo SHE fuh lus
Caesar – SEE zer
canopic – kuh NO pick or kuh NAW pick
Carthage – CAR thj
Carthaginian – CAR thuh JIN ee un
Cassius – CASS ee us
Ceres – SEER eez
Cheops – KEE ops
Cincinnatus – sin sih NAH tus
Claudius Pulcher – CLAW deh us PUL care
Cleopatra – clee o PAT ruh
Confucius – con FYU shis
Constantinople – CON stan tih NO pul
Cyclops – SIGH clops
Cyrus – SIGH rus
Diocletian – DIE o CLEE shun
Dorians – DOOR ee un
E pluribus unum – EE PLUR ih bus OO num
Enkidu – en KEE doo or en KIE doo
Eris – AIR ris
Et tu, Brute? – Et TOO, BROO tay?
Euphrates – you FRATE eez
familia – fah MEE lee ah
floris – FLO ris
frigidarium – frih gih DAR ee um
or frih jih DAYR ee um
Ganga – GANG guh
Gautama – GOW tuh muh
Gilgamesh – GILL guh mesh
Gordian – GORE deh un
Gutians – GOO tee ANS
Hammurabi – hah mu RA bee
Hannibal – HAN ih bel
Haran – hah RAN
Harappan – huh RAP uh
Harpagus – har PAG us
Hatshepsut – hat SHEP soot
Hera – HEER uh or HAIR uh
Hieroglyphs – HIGH ro glifs
Honoria – on or EE uh
Horus – HORE us
Huang Di – hwang DEE
Hyksos – HICK sos
imperator – im PEAR uh tor
Indus – IN dus
Ishtar – ish TAR
Isis – EYE sis
Jakata – ja KA tah
Janus – YAH nus
Jericho – JAYR ih ko
Jove – JOHV
Judah – JOO duh
Judea – joo DEE uh or joo DAY uh
Julius Caesar – JOO lee us SEE zer
Juno – JOO no
Khufu – KOO foo
Kish – KISH
Knossos – NAW sus
Kush – KUSH (the “u” sounds like the “oo” in “foot”)
Lei Zu – lay TZU
liber – LEE bear
Londinium – lon din EE um
Macedonians – mah suh DO nee unz
Mahayana – MAH high yah nuh
Marduk – MAR duke
Mari – MAH ree
mastaba tombs – MAH stuh buh toomz
Mauryan – MAR ee un
Maximian – mack SIH mee un
Mayans – MY unz
Medes – MEEDZ
Media – MEE dee uh
Menelaus – men uh LAY us or men uh LOUSE
Menes – MEN eez
Mesopotamia – MESS uh puh TAY mee uh
Milvian – MILL vee un
Min Lai – min LIE
Minos – MY nus or MY nos or MEE nos
Minotaur – MIN uh tar or MY nuh tar
Momylus – muh MILL us
murex – MYUR eks
Mycenaeans – MY suh NEE uns
Narmer – NAR mare
navis – NAH vis
Narci – NAZ kuh
Nebuchadnezzar – NEH buh kud NEH zer
Nefertiti – NEH fer TEE tee
Nero – NEER o
Nineveh – NIN uh vuh
Ningal – NING gul
Nubia – NOO bee uh
Numitor – NOO mih tor
Octavian – ock TAY vee un
Odisseus – o DIS ee us
Olmechs – OLE mecs
Olympus – o LIM pus
Orestes – o REST eez
Osiris – o SYE rus
Parthenon – PAR thuh non
Pax Romana – PACKS ro MAH nah
Peloponnesian – pel uh puh NEE zhun
Pericles – PEAR ih cleez
Pheidippides – fih DIP uh deez or fie DIP uh deez
Pictograms – PICK toe gramz
Plato – PLAY toe
Pompey – POM pee
Poseidon – po SYE din
Potipher – PAH tih far
princeps – PRIN keps or PRIN seps
Proserpine – PRO ser PEE nuh
Ptolemy – TALL uh mee
Purusha – POO ruh shuh
Qin – CHIN
Qin Zheng – chin ZHUNG
Ra – RAH or RAY
Remus – REE mus
Romulus – ROM you lus
<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Rubicon</td>
<td>ROO bih con</td>
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How Do We Know What Happened?

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Review Questions — What is History?

What do we call someone who reads letters, journals and monuments to find out about the past? A historian.

What do we call the story that historians write about the past? History.

Narration Exercise — What is History?

Ask the child to tell you in his own words about two ways that historians learn about the past. Acceptable narrations might include, “Historians read letters and look at monuments,” or “People wrote letters and kings told people to write down stories. Historians can read them.”

Review Questions — What is Archaeology?

What do archaeologists do? Dig objects out of the ground and learn about them.

What kinds of things did people leave behind them, in the story we read? Dishes, tools, toys.

Narration Exercise — What is Archaeology?

Ask the child to tell you in his own words about the kinds of things that archaeologists dig out of the ground.

An acceptable narration might be, “Archaeologists dig things like dishes and toys out of the ground.” You can prompt the child to add, “They find out about the past from these things.”

Additional History Reading

* Me and My Family Tree, by Joan Sweeney, illus. Annette Cable (Dragonfly, 2000). A picture-intensive book that explains a family tree in very simple terms. (RA [read-aloud])

* Archaeologists Dig for Clues, by Kate Duke (HarperCollins, 1997). Explains archaeological work using a cartoon format. (RA)

* The Magic School Bus Shows and Tells: A Book About Archaeology, by Jackie Posner (Scholastic, 1997). The Magic School Bus goes on a dig; also available on video. (RA)

* I Can Be an Archaeologist, by Robert Pickering (Children’s Press, 1987). Explains archaeology with simple text and real pictures. Out of print; check your library. (RA)


Activity Projects

Writing/Craft Project: Make a History of My Family Book

Materials:

• History of My Family cover and Family History page (Student Pages 1–2)
• crayons, pencils, and pens
- photographs of family members
- double stick tape or glue
- hole punch
- brass plated fasteners
- tape recorder (optional)

Directions:
1. Color the cover page for your *History of My Family* book and write your name where it says “taken by.”
2. Make a copy of the Family History page for each member of your family.
3. Interview family members using the questions on each person’s history page. Use a tape recorder if one is available. Paste or tape their picture on the page.

Writing / Craft Project: Make a “This is My Life” Timeline

Materials:
- timeline (Student Page 3)
- photographs
- double stick tape or glue

Directions:
Use the timeline sheet to record the important dates in your history. Each number on the timeline represents a year in your life so this timeline will last until your tenth birthday. You can leave the timeline in one piece or cut it on the dotted line and cover it with contact paper for durability.
1. Start at zero and write in your birthday and paste your first picture close to the date. You can draw a line or glue a piece of string from the date to your picture.
2. Add as many dates and pictures as you can. You can even draw pictures and glue souvenirs like theater tickets on your timeline.

Some ideas for things to include on your timeline are when you got your first tooth, when you first sat up, crawled, or ate with a spoon, your birthdays, and when your brothers and sisters were born.

Activity: A Dirty Dig!

(a simulation of an archaeological dig)

Materials:
- items from your household that represent our civilization
- a place to bury the above items
- a small shovel or garden trowel
- small brushes (old toothbrushes work well … but don’t plan on using them again!)
- bucket and containers
- a screen or sieve for sifting dirt
- plastic bags, string, paper, pencil
Setup Directions:
1. Assemble items to bury. Try to find things that would answer these kinds of questions: What did these people eat? What kind of transportation did they have? What kind of houses did they live in? What did they do for entertainment? Did they read and write? Think of some questions of your own.
2. Make a list of the “artifacts” and then bury them in a sandbox. If you can, spray the site with water and let it sit for a few days.
3. You will pretend you are an archaeologist digging up the ruins of an ancient civilization.

Activity Directions:
1. Use the string to mark off sections of the dig area (make a “grid” with the string across the surface of the ground). For elementary students, you should probably use only two strings to divide the ground into quarters; older children can use three or more pieces of string to divide the “dig” area into six or nine spaces.
2. Excavate one section at a time using the small shovel. Work carefully so the artifacts don’t get damaged.
3. Use the small brushes to gently brush dirt from the artifacts.
4. Sift the dirt you remove from the hole so the smaller artifacts aren’t missed.
5. As you remove the artifacts write down what you found and what square of the “grid” you found it in. Use plastic bags and containers to hold the artifacts.
6. Tell what you learned about this “ancient civilization.”
CHAPTER EIGHTEEN  
Life in Early Crete

Encyclopedia Cross-References

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Review Questions — Bull-Jumpers and Sailors

Why did the Minoans hold bull-jumping festivals? *To honor the gods of Crete*

Were the bull-jumpers treated well? *Yes; they were given food, beautiful clothes, jewelry, and gold.*

Was bull-jumping dangerous? *Yes; bull-jumpers were often killed.*

What did pirates do in the Mediterranean Sea? *They attacked and robbed people who tried to sail on the sea.*

What did the Minoans build to get rid of the pirates? *Ships*

What is a navy? *An army that fights on water*

Narration Exercise — Bull-Jumpers and Sailors

“The Minoans lived on Crete. They jumped over bulls to worship their gods. The king of the Minoans wanted a navy. He built ships to drive pirates away.”

Review Questions — King Minos and the Minotaur

What kind of monster was the Minotaur? *Half man and half bull*

Why did King Minos tell Athens to send him seven girls and boys every year? *To feed them to the Minotaur*

Where did the Minotaur live? *Under the palace, in a maze*

How did Theseus get out of the maze? *With a ball of wool that Ariadne gave him*

What color sail was Theseus supposed to put on his ship? *A white sail*

What happened when he forgot to put on the white sail? *His father jumped off a cliff.*

The father of Theseus was called King Aegeus. What sea was named after him? *The Aegean Sea*

Narration Exercise — King Minos and the Minotaur

Ask the child to retell the story of Theseus and the Minotaur to you. Aim for a narration of four to six sentences; if the child wants to include every detail, suggest a more condensed version of the story. (For example, if the child says, “Theseus went down to the seaside. He found out that people were being sent to Athens for the Minotaur to eat. He said he wanted to go. His father didn’t want him to go,” suggest, “We could just say, “Theseus wanted to go to Athens, even though his father told him not to.”)

OR

Ask the child to draw a scene from the story and to describe the picture to you. Write this description at the bottom of the page.

Review Questions — The Mysterious End of the Minoans

Why did the Minoans leave Crete? *Because a volcano erupted nearby*
What island did the volcano erupt on? Thera

What happened to Thera? It sank beneath the sea.

What did the volcano do to the air and land of Crete? A tidal wave hit Crete; ash, dust, and rock covered the fields and towns, so that people couldn’t breathe and crops couldn’t grow.

Narration Exercise — The Mysterious End of the Minoans

Ask the child to tell you why the Minoans had to leave Crete. Acceptable narrations might include, “A volcano erupted near Crete. All the people on Crete had to leave.”

OR

“A volcano blew up the island of Thera. The ash and the dust fell all over Crete, and the people couldn’t grow crops any more. So they had to leave.”

Additional History Reading

*Where Was Atlantis?* by Brian Innes (Raintree Steck-Vaughn, 1999). The legend of Atlantis may have been based on the destruction of the island of Thera; this book (along with others that may be at your library) discusses this factual foundation. (RA)

*Atlantis: The Lost City (DK Eyewitness Readers: Level 4)*, by Andrew Donkin (Sagebrush, 2001). This 2–3rd grade reader begins with Plato telling the story of Atlantis, and then discusses the possible evidence. (RA 1–2, IR 2–4)

*The Mystery of Atlantis*, by Holly Wallace (Heinemann, 2001). Slightly more difficult than the Eyewitness Reader listed above, this text focuses on various theories about the disappearance of Atlantis and the evidence for each. (RA 1–3, IR 3–5)

*Ancient Aegean* [videorecording], produced and directed by JWM Productions (Schlessinger Media, 1998). Join archaeologist Arizona Smith and a young detective-in-training as they explore the mysteries of the ancient Minoan civilization. You can buy this video from Amazon.com, but check your local library first.

Corresponding Literature Suggestions

*Monster in the Maze: The Story of the Minotaur* (All Aboard Reading, Level 2), by Stephanie Spinner (Penguin, 2000). This version can be read independently by advanced readers, and even beginners should be able to read a page or two alone. (IR/RA)

*Atlantis: The Legend of a Lost City*, by Christina Balit (Henry Holt, 2000). A retelling of the ancient Greek legend about the creation of Atlantis by Zeus, and its sinking to the bottom of the sea. (RA)

*The Hero and the Minotaur: The Fantastic Adventures of Theseus*, by Robert Byrd (Dutton, 2005). This retelling includes the story of Icarus; illustrations are very un-scary. (RA 1–3, IR 3–4)

Corresponding Audiobook Suggestions

Map Work

Chapter 18: Life in Early Crete (Student Page 51)

1. On your map, find the Aegean Sea. Shade it lightly in blue.
2. Find the island of Crete and color it yellow.
3. Find Athens and circle it in green. Then draw a line from Athens to Crete. This is the path that Theseus took.
4. Can you find the island of Thera? Circle it in red to remind you that a volcano erupted there!

Coloring Page

Bull Jumper (Student Page 52)

Projects

Activity Project: The Minotaur’s Maze
Help Theseus slay the Minotaur—color the maze and help Theseus find his way through the labyrinth to the Minotaur at the center. (Student Page 53)

Craft Project: Build Your Own Labyrinth
Materials:
• cardboard sheet
• clay (variation: LEGOS or building blocks)

Directions:
1. Roll the clay into long, skinny (snake-like) pieces.
2. Place the clay on the cardboard to make your own Labyrinth.
3. Tape a piece of string at the start and wind it through your Labyrinth so you can find your way out.

Variation: Use your LEGOS or blocks instead of clay.

Craft Project: Build a Minoan Ship
Note: Archaeologists disagree over whether most Minoan boats had sails.

Suggested Materials (many different things will work for this project):
• styrofoam or plastic container (takeout, or from grocery store meat counter)
• styrofoam floral arranger
• styrofoam plate
• small wooden dowel
• hot glue
• paints (optional)

Directions:
1. Wash the container well. This is the hull of your boat. If you plan to paint it, do that now.
2. Glue a 1½-inch thick piece of styrofoam floral arranger to the inside floor of the hull. This will hold the mast up.
3. Push the dowel rod into the styrofoam floral arranger and glue. This is the mast for your boat.
4. Cut a rectangular sail from the styrofoam plate.
5. Poke a small hole in the top and bottom of the sail. Gently push the dowel rod through the bottom hole then through the top hole.
Take this project a step further and make some oars for your ship.

Materials:
- thin dowel rod or 3 bamboo skewers
- 1 package of “Woodsies,” small, medium and large circles, teardrops and ovals (available at craft stores)
- wood glue

Directions:
1. Cut the dowel rod or skewers into 6-inch lengths. These are the oars.
2. Glue a large oval Woodsie on the end of each oar to make the paddle end.
3. Carefully poke three evenly spaced holes on each side of the hull.
4. Poke the ends of the oars through the holes so the paddles are outside the hull.
5. Glue a small oval Woodsie on the end of each oar for a handle.

Craft Project: Make an Erupting Volcano

(This project is a little messy, but is a lot of fun!)

Materials:
- plaster of Paris or self-hardening clay
- an 8 oz. drink bottle
- pie tin or plastic plant saucer
- water proof paint
- baking soda and vinegar
- red and yellow food coloring
- liquid dish soap
- funnel
- water

Directions
1. Spread newspapers and wax paper over work area.
2. Mix plaster of Paris with just enough water to make thick clay.
3. Working quickly, shape the plaster of Paris or clay around the bottle to resemble a mountain. Use small amounts of water to smooth the surface. Let volcano dry completely.
4. Paint your volcano, let it dry, and then put it in the pie plate or plant saucer.
5. Use the funnel to pour ¼ cup of water and 1 or 2 tablespoons of baking soda into the bottle. Add about three drops of yellow food coloring.
6. Mix red food coloring and liquid soap with ½ cup of vinegar.
7. Quickly pour vinegar mixture into the bottle and stand back!

What’s happening here? The baking soda reacts with the vinegar and carbon dioxide gas is produced. As the gas bubbles build up in the bottle the liquid or “lava” is forced out. Experiment with different mixtures of the ingredients to create different effects.

Take this one step further and make an ancient city out of clay to place at the foot of your volcano.
Chapter 18: Life in Early Crete

[Map of ancient Greece and Crete with labeled cities and bodies of water: Aegean Sea, Mediterranean Sea, ASIA MINOR. Cities include Crete, Sparta, Mycenae, Athens, Thebes, Thera.]
Theseus and the Minotaur