

The Story of the World Activity Book Three

Early Modern Times

From Elizabeth the First to the Forty-Niners

Edited by Susan Wise Bauer

Turn *The Story of the World* into a multilevel history curriculum!
This book includes comprehension questions and answers, sample narrations,
recommended readings, maps, coloring pages, and projects to accompany
The Story of the World; Volume 3: Early Modern Times



With activities, maps, and drawings by:
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Tiffany Moore, Charlie Park, Sarah Park, and Elizabeth Weber



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The Story of the World

Activity Book Three

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SP=Student Pages, located at the back of the book

How to Use The Story of the World: Activity Book Three

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 an elementary-age 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.

How do you study history classically? Find a central text, or “spine,” that tells the story of history chronologically. This activity guide is designed to go along Volume 3 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 elementary-grade students, you're not aiming for a “complete” grasp of what happened in Early Modern Times. 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 guide at home

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 appropriate for one session of history. Good readers can read the section to you instead.
- 2) For each section, ask the child the Review Questions provided. Answers given are approximate; accept any reasonable answer. You can also make up your own questions. Always allow the child to look back over the text when answering questions, especially if proper names are part of the answer. 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).
- 3) 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 your child's narration should match word for word!
- 4) 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 picture in a History Notebook—a looseleaf notebook that will serve as the child's record of her history study.
- 5) When you have finished all the 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 reading, along with maps, coloring pages, crafts, and hands-on activities. Some topics will have many more resources available to elementary-age children than others.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself and don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in difficulty from first grade independent reads to advanced fourth grade. When appropriate, ask the child to draw pictures or narrate about the additional reading as well. Put these pictures and narrations in the History Notebook, which should begin to resemble the child's own one-volume World History. 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.

We have provided cross-reference numbers to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia*, *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.

- 6) Choose appropriate titles from the recommended literature lists and read these with your child. Most elementary students should also be doing a phonics program and/or a phonics-based spelling program; this reading should supplement those programs. 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. **(RA = read aloud; IR = independent read; for children reading on a 2-3 grade level)**
- 7) Optional: You can administer written tests (available separately from Peace Hill Press in 2004) 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 I is written primarily for grades 1–4; Volume II for grades 2–5; Volume III for grade 3–6. The maps and many of the activities in this book are also appropriate for children in grades 5–8. Each chapter of the activity guide contains cross-reference page numbers for the *Kingfisher History Encyclopedia* and the earlier edition of this work, *The Kingfisher Illustrated History of the World*. Both are good middle-grade world history reference works. In late 2004, Kingfisher will release a new version of their *History Encyclopedia*. We have not reviewed this text, but we expect that you will be able to easily substitute it for the 1999 edition, should you have difficulty finding the earlier version. 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 book lists and more 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 (W. W. Norton, 2004), available from Peace Hill Press (www.peacehillpress.com) or anywhere books are sold.

For parents

Families differ in their attitudes about potentially sensitive subjects that will come up during the study of history. We suggest that you skim through the activities in this guide, 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 which 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 them.

Using this book in the classroom

Although this Activity Guide was initially designed to be used by home-schooling families, it adapts well to the classroom. Here is a sample of how a 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. The children should write their summaries (narration exercises) in their history notebooks and then share them aloud.
- 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 them prepare for the upcoming test. If you would like to administer formal tests, you may purchase them separately from Peace Hill Press.
- 3) Have the students do the maps and coloring pages in the Student Pages. To purchase a license to photocopy the reproducible pages for student use, contact Peace Hill Press.
- 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" or "Last One Standing."

- 6) On the day before the test, have the students color their chapter review card.
- 7) Test the students.
- 8) You will want to periodically review the past review cards so that the students remember history chronologically.

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Pronunciation Guide for Reading Aloud

Abbas I—ah BAHS
Abolitionist—ab oh LISH uhn ist
Aborigine—AB uh RIJ uh nee
Agustín de Iturbide—ah goos TEEN day ih TUR bih day
Ahmet—AH met
Akbar—AHK bar
Alamo—AL ah moh
Alba—ALL bah
Allegheny—al eh GAYN ee
Amsterdam—AM ster dam
Angola—ang GOH luh
Antilles—an TILL eez
Antonio Lopez de Santa Anna—an TOH nee oh LOH pez day san tah ANN ah
Archangel—AHRK ayn juhl
Assyrian—ah SEE ree uhn
Aurangzeb—ahr ahng zeb
Austria—AH stree uh
Azov—ah ZAWF
Aztec—AZ tek
Babur—BAW bur
Babylonian—bab ill OH nee uhn
Baghdad—BAG dad
Bahadur—bah HA door
Balkan—BALL kuhn
Bandar—bahn DAR
Bastille—ba STEEL
Belgium—BEL jum
Bengal—ben GAHL
Berezina—by er ZHEE nah
Boer—BOHR
Bohemia—boe HEE mee uh
Bombay—bom BAY
Bosporus—BOSS porr uhs
Bowie (Jim)—BOO ee
Boyars—BOY arzh
Braddock—BRAD uhk
George Buchanan—byoo KAN an
Calcutta—kal CUTT uh
Cap-Francais—ca frahn SAY
Catesby (Robert)—KAYTS bee
Champlain (Samuel)—sham PLAYN
Charbonneau—SHAR buh noh
Charlemagne—SHAR luh MAYN
Charles Victor Emmanuel Leclerc—leh KLERK
Cherokee—CHAYR uh kee
Chi'en-lung—CHEHN lohn
Chia-ch'ing—Chyuh Ch ing
Coleridge—COHL er ij
Concord—KON kurd
conquistadores—kon KEE stah DOR ez
Creole—KREE ohl
croissant—krwah SAHN
czar—ZAR

Daimyo—DIE mee oh (quickly slur syllables together)
 Dalai Lama—DAH lye LAH muh
 Dara—DAR ah
 Dauphin—doh FAN (“fan” with an “a” like “apple”; barely say the “n”)
 Deccan—DEK un
 Defenestration—dee fen uh STRAY shun
 Defoe (Daniel)—duh FOE
 Delhi—DEH lee
 diet—DIE ett
 Dingane—dinn GAH neh
 Dinwiddie—DIN wid ee
 Dolores—doh LOR ess
 Don Miguel—dohn mee GELL
 Duc de Simon—DOOK day see MOHN
 Edo—EH doh
 El Dorado—ell dor AH doe
 El Libertador—ell LEE behr tah DOR
 Electors—eh LEC turz
 Empresarios—em pres AHR ee ohs
 Encomiendas—en coe mee EN duz
 Farrukhisiyar—fahr rook HIS see yar
 Fawkes (Guy)—Fawx
 Filles du Roi—FEE duh RWAH
 François Jarret—fran SWAH JAHR ay
 Francis Xavier—FRAN siss ex ZAY vee uhr
 Fukien—FOO jiyen
 Galileo—GAL ih LAY oh
 Genghis Khan—JENG iss KAHN
 Ghaznavids—GAHZ nuh vidz
 Gobi—GO bee
 Gonzales—gun ZAHL ez
 Grand Vizier—grand viz EER
 Grito—GREE toh
 Guanajuato—gwahn ah HWAH toh
 Guangzhou—GWAHN joh
 guerilla—gerr ILL uh
 guillotine—GEE yuh teen
 Gustavus I—guh STAY vus
 Habitants—hab ih TAHN
 Haiti—HAY tee
 Han—HAHN
 Hanover—HAN oh ver
 Hassan Ali—hah SAHN AH lee
 Hawaii—huh WYE ee
 Henrietta Maria—hen ree ETT ah mah REE uh
 Heretic—HAYR eh tik
 Hidalgo—hih DAHL goh
 Hidetada—HEE deh TAH dah
 Hideyori—HEE deh YOH lee
 Hideyoshi—HEE deh YOH shee
 Ho-Shen—hoh SHEN
 Hone Heke—HOH neh HEH keh
 Huron—HYUHR on
 Husain Ali—hoo SAYN AH lee

Ibrahim—ih bra HEEM
 Iemitsu—EE yeh MEE tsoo
 Ieyasu—EE yeh YAH soo
 Inca—INK uh
 Indentured—in DEN churd
 Iran—ir AHN
 Iraq—ir AHK
 Iroquois—IR uh kwoi
 Isaac Newton—EYE zack NEWT uhn
 Ismail—ISS my eel
 Jahan—juh HAN
 Jahangir—juh han GHEER
 Janissaries—JAN iss ayr ees
 Jean-Baptiste—zhahn bap TEEST
 Jean-Jacques Dessaline—ZHAN ZHAK dess ah LEEN
 José de San Martín—hoh ZAY day san mar TEEN
 Johannes Kepler—yoh HAHN ess KEP ler
 José Joaquín—hoh ZAY wah KEEN
 José María Morelos y Pavón—hoh ZAY muh REE ah mor EL ohs ee pah VOHN
 Juet (Robert)—ZHOO ay
 Junta—HOON tah
 K'ang Hsi—KAHN shee
 Kara Mustafa—KAR uh moo STAH fah
 Kebec—keh BEK
 Khan—KAHN
 Khoikhoi—koy koy (the two “k” sounds are throat clicks, but non-native speakers find them almost impossible to reproduce)
 Khurram—kuhr AHM
 Kifunji—ki FUHN jee
 Königsberg—KEH nigz berg
 Kongo—KON goh
 Koran—kuh RAHN
 Kororareka—koh roh rah REH kah
 Leiden—LIE den (LIE to rhyme with “sky”)
 Lenape—leh NAH pay
 Leonardo da Vinci—lee oh NAR doh dah VIN chee
 Li Tzu-ch'eng—lee ZOO chuhn
 Lin Zexu—LEEN tzeh SHOO
 Llaneros—yah NAY roh
 Locke (John)—rhymes with “sock”
 Louis—LOO ee
 Louvre—LOO vruh
 Luddite—LUD dite (rhymes with “kite”)
 Mahmud—mah MOOD
 Malaria—mah LAYR ee ah
 Manchu—man CHOO
 Manchuria—man CHOO ree ah
 Mandan—MAN dan
 Maori—MAH ohr ree
 Marathas—ma RAH tahs
 Marie-Antoinette—muh REE an twah NETT
 Marie-Madeleine—muh REE mad LEHN
 Marseillaise—mar say EZ
 Mary of Guise—MAYR ee of GEEZ

Massasoit—MASS ah soyt
 Matamba—mah TAHM bah
 Mausoleum—mah suh LEE um
 Maya—MY uh
 Maximilien de Robespierre—MACK sih mill ee uhn duh ROHBZ pyair
 Mazarin—MAZ uh rin
 Mbandi—em BAHN dee
 Mecca—MEHK ah
 Medina—muh DEE nuh
 Meriwether—MAYR ee weth uhr
 Mestizos—meh STEE zohs
 Mediterranean—MED ih tuhr AYN ee uhn
 Metacom—met ah kohm
 Mfecane—ummf eh KAH nay
 Mir Jafar—meer ja FAHR
 Moghul—MOH guhl
 Mongols—MON golz
 Montagnis—mon TAN yees
 Montreal—mon tree AHL
 Mpande—uhm PAHN day
 Mtetwa—uhm TET wa
 Muhammad—moo HAHM ahd
 Mukumbu—muh KOOM boo
 Mumtaz Mahal—mum TAHZ mah HAHL
 Murad—myur AHD
 Muslims—MUZ limz
 Nadir—NAY dir
 Nagasaki—nah guh SAH kee
 Nandi—NAHN dee
 Napoleon Bonaparte—nuh POHL ee uhn BOHN ah part
 Narragansett—nayr ah GAN sett
 Narva—NAR vah
 Natal—nuh TAHL
 Nawab—nuh WAHB
 Ncome—en COH may
 Ndomba—'n DOHM bah (the first syllable is pronounced like “en” but without the “e” sound)
 Netherlands—NETH ur lands
 Neva—NAY vah
 New Leicestershire—NEW LESS ter sher
 Notre Dame—NOH truh DAHM
 Nzinga—en ZING ah
 Oda Nobunaga—OH dah NOH boo NAH gah
 Ohio—oh HI oh
 Olaudah Equiano—oh LAH duh EK wee AH noh
 opium—OH pee um
 Osman—OZ mun
 Ottoman—OT uh muhn
 Paheka—pah KEE ha
 Paraguay—PAHR uh gway
 Pardos—PAR dohz
 Parliament—PAR lah ment
 Parthia—PAR thee uh
 Pasha—PAH shuh

Pepys (Samuel)—PEEPS
 Peking—PEH keen
 Peninsulares—payn in soo LAHR ayz
 Pennsylvania—pen sill VAYN yuh
 Persia—PER zha (“zh” is like the s in “treasure”)
 Pinyin Jiqing—PEEN yeen jee CHING
 Pocahontas—POH kuh HAHN tuss
 Pompey/Pompy—POMP ee
 Portuguese—POR choo geez
 Potomac—puh TOH mik
 Powhatan—POW uh tan
 Prague—PRAHG
 Principia Mathematica—prin KIP ee ah math eh MAT ic ah
 Prussia—PRUSH ah
 Ptolemy—TOL eh mee
 Qing—CHING
 Quakers—QUAY kers
 Queue—KYOO (pronounced exactly like the letter Q)
 Quito—KEE toh
 Reich—rike (rhymes with bike)
 Rejeb—REJ eb
 Rembrandt—REM brant
 Richelieu—reesh uh LYOO
 Rowlandson (Mary)—ROW land son (ROW rhymes with “cow”)
 Sa’adabat—suh AH dah baht
 Sacagawea—SAK ah ja WEE ah, or sah kahg ah WAY uh
 Safavids—SAH FAH vidz
 Saint Croix—saynt KRWAH
 Saint Domingue—saynt doh MING
 Saint Menehould—saynt men-eu
 Samurai—SAH moo rye (“rye” is really a quick “rah-ee”)
 Sassanids—SASS ah nidz
 Sebastian Cabot—seh BAST yuhn CAB uht
 Sebastiao—seb ass tee OW (rhymes with “cow”)
 Seigneur—sehn YUHR
 Seine—SENN
 Sekigahara—sek ee gah HAHR ah
 Seleucids—sel OO sidz
 Seleucus—sel OO suss
 Seljuk—SEL juk
 Shah—SHAHH (rhymes with Fa-la-lah)
 Shaka—SHAH kah
 Shoshone—shoh SHOH nee
 Siesta—see ES tah
 Simón Bolívar—see MOHN boh LEE var
 Siraj—sir AHZH (ZH is like the s in “treasure”)
 Shimabara—SHEE mah BAH lah
 Shogun—SHOH gun
 Shogunate—SHO gun ayt
 Sioux—SOO
 Sousa—SOO sah
 Sophia—soh FEE ah
 Squanto—SQAHN toh
 Ssu-ku ch’üan-shu—soo koo CHWAHN shoo

Strait—STRAYT
 Stuyvesant (Peter)—STY vess ant (“STY” rhymes with “sky”)
 Sultan—SUHL tun
 Surat—suh RAT
 Sydney—SID nee
 Tahiti—tah HEE tee
 Taj Mahal—TAHZH muh HAHl (“zh” is like the s in “treasure”)
 Tao-kung—tow (rhymes with “cow”) KOONG
 Tecumseh—tuh KUM she
 Tenskwatawa—tenz kwa TAH wah
 Teton—TEE tahn
 Thackeray—THAK er ee
 Thames—TEMZ
 Tigris—TYE gris
 Tippecanoe—tip eh kuh NOO
 tobacco—toh BAK oh
 Tokugawa—TOH koo GAH wah
 Toussaint L’Ouverture—too SAN LOO ver teur
 Townshend (Charles)—TOWN zund
 Trafalgar—truh FAL gar
 treatise—TREE tiss
 Tuileries—TWEE luh reez
 Turkestan—TURK es tan
 Ulan Bator—OO lahn BAH toh
 Ulrich—ULL rik
 Ural—YOOR ul
 Venezuela—venn ez WAYL ah
 Verchères—vehr SHAYR
 Vermeer—ver MEER
 Versailles—ver SYE
 Vienna—vee ENN uh
 Vincente Guerrero—vin SEN tay gerr AYR oh
 Voltaire—vohl TAYR
 Voyageurs—vwah yah ZHUR
 Wallenstein (Albert of)—VAHL ehn steyn (rhymes with “fine”)
 Wampanoag—WAHMP an OH uhg
 Waitangi—WHY tahng gee
 Westphalia—wes FAYL yuh
 Wittenberg—VITT en buhrg
 Xanadu—ZAN ah doo
 Yangtze—YAHN zoo
 Zou Fulei—joh FOO lay
 Zulu—ZOO loo

CHAPTER TWENTY

The Imperial East

UBWH 153, UILE 352-353

KIHW 432-433, 502, KHE 262-263, 283 (picture)

Review Questions: Emperor Chi'en-lung's Library

Where was the Forbidden Palace? *The Forbidden Palace was in Peking.*

What was Chi'en-lung doing by moonlight? *Chi'en-lung was copying a famous poem by Zou Foulei.*

Was Chi'en-lung Han Chinese or Manchu? *He was a Manchu emperor (the fourth).*

Who was his grandfather? *His grandfather was K'ang-hsi.*

Is the Chinese empire strong and powerful at the time of Chi'en-lung? *Yes, the Chinese empire at the time of Chi'en-lung was strong and powerful.*

Before the time of Chi'en-lung, the stories of China were scattered throughout the country. What did Chi'en-lung do to make the greatness of China known throughout the world? *Chi'en-lung decided to gather all of China's greatest literature together in one enormous collection.*

Did Chi'en-lung undertake the task of collecting literature alone? *No, he appointed twelve scholars to head up this task.*

Can you name two of the four categories of the most important books? *The four categories were history, literature, philosophy, and classics.*

Deciding on the list of books was the easy task. What difficult task did the scholars face after deciding on the list of books? *The works had to be copied out into a single huge set!*

What was one of the challenges of the Chinese language? *The Chinese language has many symbols for different sounds and letters—over forty thousand.*

How many copies were made of the Complete Library in the Four Branches of Literature? *Seven copies were made.*

What did Chi'en-lung do with books that made unflattering remarks about the Manchu? *He had them destroyed.*

What did Chi'en-lung love even more than books? *He loved his power.*

Narration Exercise: The Imperial East

“During the reign of the fourth Manchu emperor, China's poems and novels and other books were all scattered through the country. Chi'en-lung decided to collect them all. Scholars helped him find important books in four different categories. Then they copied all these books out—seven times! This was ‘The Complete Library in the Four Branches of Literature.’ The emperor saved these books, but he ordered other books that criticized him to be burned.” OR

“Chi'en-lung was the grandson of K'ang-hsi. He ruled over a huge and powerful Chinese empire. His capital city was Peking—the largest city in the world! Chi'en-lung wanted the world to see how great China's writings were. So he hired scholars to collect books from all over China. They put the most important books together and called them ‘The Complete Library in the Four Branches of Literature.’ Then Chi'en-lung had copies put in his palaces and in libraries. But he ordered books that made unflattering remarks about the Manchu burned.”

Review Questions: The Land of the Dragon

(Note: you may want to look at a map while you answer these questions.)

What two rivers were at the center of the Chinese empire? *The Yellow and Yangtze Rivers were at the center of the Chinese Empire.*

Describe two characteristics of the imperial dragon. *The imperial dragon, the symbol of the emperor's power, had five toes on each foot. His body was long and snakelike; his tail was the tail of a fish. His head was crowned with the sharp antlers of a deer. His eyes glowed red!*

What is the name of the huge dry plain in the northern part of China? *The huge dry plain is the Gobi Desert.*

What was the name of Mongolia's capital city? *Ulan Bator was the capital city of Mongolia.*

The people of Chinese Turkestan were not Buddhists. What religion did most of them follow? *Most people of Chinese Turkestan were Muslim (or, followed Islam).*

In the country of Tibet lies the highest mountain in the world. What is its name? *The name of the mountain in Tibet is Mount Everest.*

What was special about the people of the mysterious Shangri-la? *Those who lived in Shangri-La were never hungry; no one grew old in Shangri-La, and no one died!*

What two people ruled in Tibet? *A Buddhist monk called the Dalai Lama ruled alongside a Mongol prince.*

The emperor of China sent some soldiers to “help” the Dalai Lama rule in Tibet. What were the two leaders of this group of soldiers called? *The two Chinese officials called “High Commissioners” were “helping” the Dalai Lama rule.*

What was the name of the land to the east of the Bay of Bengal? *The land to the east of the Bay of Bengal was called Burma.*

From Burma, you flew across the South China Sea. What long thin country lies along its western edge? *The country of Vietnam lies along the western edge of the South China Sea.*

What small island lies off the coast of China? *Taiwan lies off the coast of China.*

At this time in history, what proportion of the world’s population lived under the flag of the Chinese imperial dragon? *At this time in the world, one-third of the world’s population lived under the flag of the Chinese imperial dragon.*

Narration Exercise: The Land of the Dragon

Instead of asking the child to narrate, ask him to locate the following places on the map on p. 190 of *The Story of the World, Volume 3*.

The Yellow River
The Yangtze River
The Gobi Desert
Mongolia
Ulan Bator
Turkestan
Tibet
The Bay of Bengal
Burma
Vietnam
Taiwan
Korea

Additional History Reading

A Look at Vietnam, by Helen Frost (Pebble Books, 2002). For reluctant or beginning readers, a very simple introduction to the culture of Vietnam. (IR 2-4)

Art in China, by Craig Clunas (Oxford University Press, 1997). Check your library for this adult introduction to Chinese art, which includes many color photographs of Chinese poems written on scrolls and decorated; see p. 152 for a photograph of the plum branch and poem described in *The Story of the World, Volume 3*. (RA 3-6, IR 7-12)

Beijing: Cities of the World, by Deborah Kent (Children’s Press, 1996). Provides a brief history of Peking (Beijing), along with many photographs and information about food, dress, customs, and other aspects of life in the city. (RA 2-3, IR 4-6)

The Dalai Lama, by Demi (Henry Holt, 1998). This picture-book biography of the present Dalai Lama also describes the history of this Tibetan title. (RA 2, IR 3-5)

Far Beyond the Garden Gate: Alexandra David-Neel’s Journey to Lhasa, by Don Brown (Houghton Mifflin, 2002). The true story of the first Western woman who enters the forbidden Tibetan city of Lhasa. (RA 1-2, IR 3-5)

The Fourteenth Dalai Lama, by Whitney Stewart (Lerner Publications, 2000). More difficult than the Demi title listed above, this illustrated biography of the present Dalai Lama also pays attention to the history of Tibet. (IR 5-7)

Korea: True Books, by Elaine Landau (Children’s Press, 2000). An illustrated introduction to the country and its past. (RA 2, IR 3-5)

Long is a Dragon, by Peggy Goldstein (Pacific View Press, 1992). Unfortunately out of print; check your library for this introduction to Chinese writing, which presents the formation and history of 75 characters. (RA 2-3, IR 4-6)

Look What Came from China! by Miles Harvey (Orchard Books, 1999). This entertaining guide to the history of common

objects, foods, and more illustrates the wide influence that Chinese culture exerted on the rest of the world. (RA 2, IR 3-5)

Mongolia: Cultures of the World, by Guek-Cheng Pang (Benchmark Books, 1999) For advanced readers or older students, this history of Mongolia offers a brief history along with details on daily life. (RA 4, IR 5-7)

Mongolia: Festivals of the World, by Frederick Fisher (Gareth Stevens, 1999). An easy-reader introduction to Mongolia, thorough profiles of its most important national holidays. (RA 2, IR 3-4)

Myanmar: Countries of the World, by Frederick Fisher and Pauline Khng (Gareth Stevens, 2000). Written for fourth graders and above, this history of the country also known as Burma has illustrations and maps. (RA 3, IR 4-7)

The People of Vietnam, by Dolly Brittan (Powerkids Press, 1997). A simple, easy-reader introduction to the history of this southeast Asian country and the ancient influences of China on its culture. (RA 1, IR 2-3)

Taiwan in Pictures, by Ling Yu (Lerner Publications, 1997). A good basic introduction to the country of Taiwan, for advanced third-grade readers and above. (RA 2-3, IR 3-5)

Vietnam: The Land, by Bobbie Kalman (Crabtree Publications, 1996). Slightly more difficult than the Frost title listed above, this well-photographed introduction to Vietnam concentrates on its geography and landscape. (RA 2, IR 3-5)

Welcome to Myanmar, by Dora Yip and Pauline Khng (Gareth Stevens, 2000). Written for younger students than the Myanmar title listed above, this gives a brief easy-to-read introduction to the country of Burma. (RA 2, IR 3-5)

Corresponding Literature Suggestions

A Thousand Peaks: Poems from China, by Siyu Liu and Orel Protopopescu (Pacific View Press, 2001). Thirty-five poems, from the Tang dynasty through recent times, each presented both in Chinese and in English, with illustrations. (RA 2-3, IR 4-6)

All the Way to Lhasa: A Tale from Tibet, by Barbara Helen Berger (Philomel Books, 2002). A Tibetan parable of a boy who travels to the holy city on his yak. (RA 1-2, IR 3-4)

Children of the Dragon: Selected Tales from Vietnam, by Sherry Garland, illus. Trina Schart Hyman (Harcourt, 2001). In this picture book for older readers, six long illustrated stories are given along with historical background. (RA 2-3, IR 4-7)

Cowboy on the Steppes, by Song Nan Zhang (Tundra Books, 1997). A teenager who lives in Beijing (Peking) is sent to herd cattle on the Mongolian steppes in the 1960s; based on a true story, this is a marvelous tale. (RA 2, IR 3-6)

The Khan's Daughter: A Mongolian Folktale, by Laurence Yep, illus. Jean Tseng (Scholastic, 1997). A picture-book story about a peasant who sets out to court a Mongolian princess. (RA 2, IR 3-4)

The Last Dragon, by Susan Miho Nunes, illus. Chris K. Soentpiet (Clarion Books, 1995). In this picture-book tale, a young boy in Chinatown restores a huge festival dragon with the help of the community. (RA 2, IR 3-4)

Tintin in Tibet, by Herge (Little, Brown & Co., 1975). Okay, it's not exactly literature, but relax and have some fun. (IR 3-6)

To Swim In Our Own Pond/Ta Ve Ta Tam Ao Ta: A Book of Vietnamese Proverbs, by Ngoc Dung Tran, illus. Xuan-Quang Dang (Shen's Books, 1998). Twenty-two Vietnamese proverbs, illustrated and given alongside Western proverbs which have the same basic meaning. (RA 2, IR 3-6)

Map Work (Student Page 64)

1. Chi'en-lung lived in the capital city, Peking. Find the dot near the Yellow River. Use a pen or pencil and label the dot, "Peking."
2. Find the northeastern border of India (the border that India shares with Tibet). The Himalayan Mountains divide India from Tibet. Make up a symbol for mountains. (You might use something like: /\.) Draw the symbol for mountain along the border between India and Tibet (under the title, Himalayas). Color your symbols for mountains brown.
3. Trace the journey of the dragon around the largest empire in the world:
 - a. Using a pencil, begin at Peking. Draw an arrow through Mongolia and toward the Gobi Desert.
 - b. From the Gobi Desert, draw an arrow toward Turkestan.
 - c. From Turkestan, draw an arrow toward the Himalaya mountains. (Remember, the dragon flew over Mount

- Everest, in the Himalayas.)
- d. Draw an arrow above the Himalayas, through Tibet, through Burma, and toward Vietnam.
 - e. Remember that the dragon took you out over the South China Sea. Draw an arrow from Vietnam, through the South China Sea and to Taiwan.
 - f. Draw an arrow from Taiwan up into Korea.
 - g. Finally, draw an arrow from Korea back to Peking.
4. Lightly trace over the arrow in red. Then shade the area within the arrow.
 5. Find England, France, and Spain on the left of your map. Color them green. Compare the size of these three countries with the size of the Chinese empire.

Coloring Page

Student Page 65: Chi'en-lung decided to gather all of China's greatest literature together in one enormous collection. Do you remember the name for this collection? (See page 193.)

Projects

Cooking Project: Tibetan Yak-Butter Tea

Yaks are a very important animal to the people of Tibet. They warm themselves around fires of yak dung, they use yak-butter as a fuel for lamps, they eat the meat and blood from yaks, they churn yak milk into butter, cheese, and yogurt. They weave the yak hair into clothing, shelter, and even boats. So it is no wonder that the everyday beverage of Tibet is yak-butter tea. Yak-butter, hot tea, and salt are poured into a wooden churn and blended together. Then the yak-butter tea is put in a kettle over the fire so stays warm all day or until it is ready to be served. Churn your own butter and make some yak-butter tea. Perhaps you will like it so much you will want to drink it every day just like the people of Tibet!

Ingredients:

- Butter from recipe below or 1 stick butter, very softened
- Hot black tea (about 3 cups)
- 1 tsp salt

Directions:

1. Put all the ingredients in a quart sized mason jar (or another container) with a screw-on lid. Shake the container vigorously for two minutes.
2. Pour the tea into a saucepan and warm. Pour it into mugs and enjoy!

To make your own butter: Pour ½ pint of heavy whipping cream (you need the real stuff for this) into a blender. Whip until the butter becomes a creamy solid.

Activity Project: Assemble the Complete Library of the Four Branches of Literature

Ch'ien-lung collected a set of over 36,000 books and entitled the set "The Complete Library of the Four Branches of Literature." The books were all classified into different categories. Compile your own "Complete Library." Decide on the four categories of books you would like to include, types of books that you feel are the most important and useful (this could be "books about dinosaurs, fairy tales, books about how engines work, and schoolbooks" or "books about horses, books about pioneers, biographies, and joke or riddle books" or some other set of four categories). Now select twenty favorite books from around the house, five for each category. Make a list of the five books for each category—this is your "Complete Library in the Four Branches of Literature."

Now the child should also make a stack of books which he thinks makes his life more difficult for "burning." Remember, Chi'en-lung burned the books that made unflattering remarks about the Manchu dynasty!

Activity Project: The Extent of the Land of the Dragon

China is called the Land of the Dragon, since the dragon is its symbol. According to legend, the great emperor Huang Di had the emblem of a snake on his coat of arms. Every time he conquered a tribe, Huang Di would add the tribe's symbol to his coat of arms. By the time Huang Di died, his symbol looked like a dragon with the body of a snake, the scales and tail of a fish, the antlers of a deer, the face of a "gilin" (a mythical creature with fire all over its body), eagle talons, and the eyes of a demon. Since the Chinese consider Huang Di to be their ancestor, they refer to themselves as the "descendants of the dragon."

The Chinese dragon also has five toes, whereas the Korean and Indonesian dragon has four toes, and the Japanese dragon has only three toes. The Chinese explain it this way: Dragons originated in China. The farther a dragon travels,

the more toes it loses. Dragons only live in China because if they traveled any farther than Japan, they would have no toes at all and would not be able to walk.

Pretend that your house is the great empire of China. Label each room a different region in China. Then put a dragon's paw print over each region's name to symbolize that this place is under Chinese control.

Materials:

- 8 sheets of blank paper
- Black marker
- Clear tape
- Scissors
- Colored pencils or crayons

Directions:

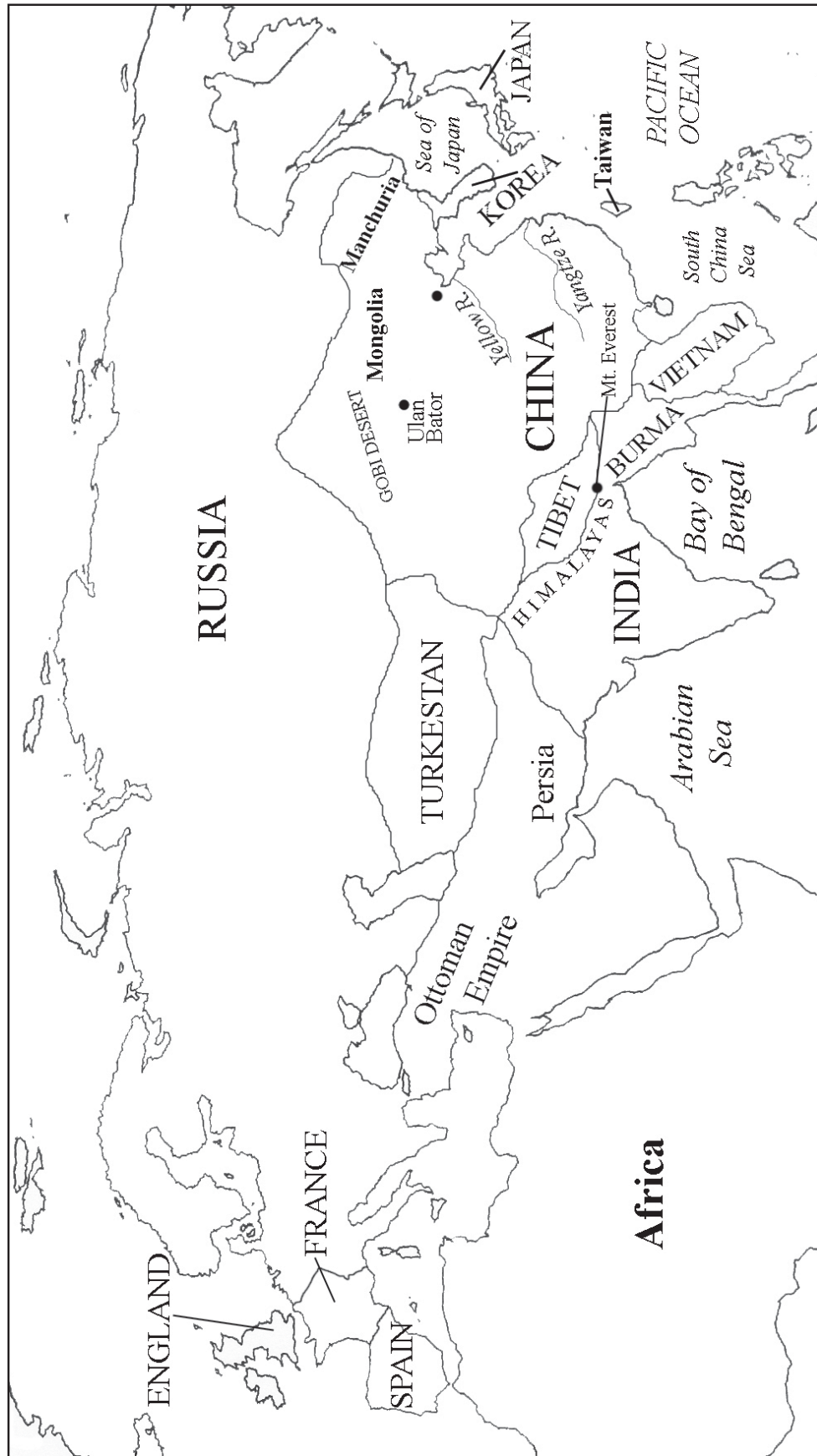
1. Write each of the following regions on a piece of paper with black marker, one region per paper.
 - Uplands of China
 - Gobi Desert
 - Mongolia
 - Chinese Turkestan
 - Tibet
 - Burma
 - Taiwan
 - Korea
2. Tape the regions to the doors of the rooms in your house. For example, make your bedroom the "Uplands of China" and make the kitchen "Mongolia." You can also put signs on closet doors.
3. Draw large dragon pawprints (remember all five toes!) on pieces of construction paper. Cut the prints out.
4. Go back through the house, putting the dragon paws over the names of each region. All of these areas belonged to the Land of the Dragon!

Writing Project: The Plum Branch

Chi'en-lung read Zou-Fulei's poem and painting of a plum branch. Try your own hand at a poem picture! Go outside and bring in a small tree branch. Stick the end of a branch in a container and set the container in front of a light so it casts a small shadow on the table or wall. Then trace the shadow onto a piece of paper and color it in. Then construct a four- or eight-line poem that relates to the branch. Reread Zou Foulei's poem in the chapter for inspiration!

Name: _____ Date: _____

The Land of the Dragon



Chapter 20: The Imperial East

Name: _____ Date: _____

Chi'en-lung



Chapter 20: The Imperial East