



What Do You Know? Pretest 7

Fill in the Blanks. Using words from the Word Bank at the bottom of the page, fill in the blanks.

1. Napoleon's unquenchable thirst for power led him to occupy the _____ in the abandoned city of Moscow for about five weeks.
2. In 1813, at the Battle of the _____ in Leipzig, Napoleon faced his long list of enemies.
3. After escaping the small island of Elba and losing the Battle of Waterloo, Napoleon was exiled to the desolate island of _____.
4. After the Battle of Taguanes, Simón Bolívar was hailed as _____ by the citizens of Caracas, Venezuela.
5. Only the small island of _____ joined Simón Bolívar's campaign to free South America from Spanish rule.
6. In 1820, Simón Bolívar became president of the Republic of _____, which included much of modern-day Ecuador, Colombia, Panama, and Venezuela.
7. During the Greek War of Independence, Greeks of the nineteenth century fought to be liberated from the _____.
8. The _____ was a secret society formed in 1814 by Greek merchants for strategizing the independence of Greece.
9. Lord _____, an English Romantic poet, was so enamored with Greece that he enlisted in the Greek army during the War of Independence.

WORD BANK

Saint Helena

Ottoman Turks

El Liberator

Kremlin

Byron

Haiti

Filiki Eteria

Nations

Colombia

Activities for Lesson 19

The Fall of Napoleon at the Battle of Waterloo (June 18, 1815)

19A—Younger Students

1. “Escape from Elba” – A Backyard Game. Designate a small open territory in a backyard or playground as the island of Elba. Exile one game player to Elba. (Of course, this player represents Napoleon.) Other players are to guard the island. To keep this game entertaining, guards have to keep moving in large circles around the playground (giving Napoleon a chance to escape). If the guards can touch Napoleon without stepping onto Elba, Napoleon is forced back to the island. When Napoleon can get past the guards to escape, other players can replace him until all have had a chance to escape from Elba.
2. The Rest of the Outfit. With the bicorne hat from Activity 13B, we can complete your Napoleon costume for a picture. I suggest the following pieces: white knickers (baseball pants), dark suit jacket, red sash, gold tassels, and brown boots. Optional: embellishments for the suit jacket (that is, ornamental embroidery pieces pinned on the chest and shoulders). Pose for one or two serious photos with your hand in your jacket. File a picture of your costume under “Europe: France.” (Photos 1 and 2)



Photo 1



Photo 2

19B—Middle Students

“B-O-N-A-P-A-R-T-E.” If you completed Activity 13C (making an acrostic of “Napoleon”), then retrieve your paper from your Student Notebook and write the name “BONAPARTE” on the back. Follow the same directions as before, but use a word from today’s lesson to match every letter of Bonaparte.

If you did not do Activity 13C, you can still jump in on this activity using a fresh piece of notebook paper. Spell “BONAPARTE” down the left side column of your notebook paper. Skim through today’s lesson, finding one meaningful word to match each letter of Bonaparte. Write the word next to the letter. Follow the word with a complete sentence, giving one fact to explain the word you chose. I’ll provide a sample below, using the first three letters of Bonaparte. File this paper, titled “Facts About Napoleon,” in your Student Notebook under “Europe: France.”

B – Battle of the Nations. Napoleon faced his enemies at the Battle of the Nations, fought at Leipzig, and lost.

O – Oust. The French senate voted to oust their dictator in 1814, and he was forced to abdicate his throne.

N – Ney. Marshal Ney was asked to stop Napoleon, but he dropped to his knees at the sight of the emperor and rejoined Napoleon’s army.

19C—Middle and Older Students

“A Picture Is Worth a Thousand Words.” Napoleon Bonaparte is one of many credited with the saying, “A picture is worth a thousand words.” Print or photocopy your favorite image of Napoleon (such as coronation day, in his study, on horseback). Study the image and write a thousand-word essay to describe the feelings it provokes, using background information on Napoleon derived from Lesson 13 (“The Rise of Napoleon Bonaparte”) and this lesson. I suggest using the “word count” feature on a computer to track your words. (For perspective, my lessons are approximately 2,000 words in length.) Edit your title and sentences to reach the exact number of words you want! File your essay under “Europe: France.”

19D—Older Students

Napoleon’s Obituary. Obituaries found in today’s newspapers usually are concise in content, contain a photograph of the deceased, and appear in several columns of text. Read several obituaries (from a newspaper or online source) to get a feel for the style and content of a modern obituary and write one for Napoleon. (For common information, like his date of birth and the names of his parents and surviving siblings, you will need to do additional research. For career highlights, use information pulled from Lessons 13 and 19, and any lessons in between where Napoleon is mentioned.) For an authentic-looking obituary, I suggest you set up a Word document with four columns for your text and include a picture. Print your obituary on lightweight paper and trim it like a newspaper clipping. Glue it to notebook paper titled “Paris News 1821 – Obituaries.” File it in your Student Notebook under “Europe: France.”

Activities for Lesson 20

Simón Bolívar: Liberator of South America (1820)

20A—All Students

Latin Music. Listen to vibrant, rhythmic Latin-style music. (Move to it as you feel led!)

20B—Younger Students

1. *Girls:* Flower Garlands. In memory of *El Liberator*, who was honored with flower garlands in a parade, make one or more paper flower garlands.

Materials: Four sheets of colored paper (per garland), scissors, pencil, stapler

- a. Fold a colored sheet of paper accordion style from top to bottom with about a 2-inch fold. (Photo 3)
- b. Cut the folded piece of paper into four equal parts. (Photo 4)
- c. Following the pattern shown in Photo 5, draw a flower on the top of one part. (Photo 5) Pay attention to the petals and the “connector” bars on the side. If you don’t include “connectors,” the garland will not stay together.
- d. Use scissors to trim around the petals and connectors. (Photo 6)
- e. Unfold the garland piece. Use a marker to add a center point to each flower. (Photo 7)
- f. Repeat this process with each of the four sections you cut.
- g. Staple all sections together.



Photo 3



Photo 4

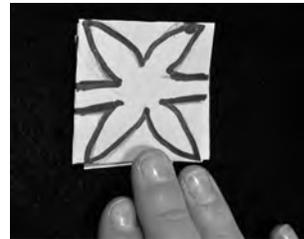


Photo 5



Photo 6



Photo 7

sentences as you'd like! Here's how: On a whiteboard or piece of paper, write the six countries in a single column. (Keep them in alphabetical order.) Think of any word that starts with the first letter of each country that can make a little bit of sense when strung together in a silly sentence with the other words. I have two examples:

Bolivia -	Boys	Brittany's
Colombia -	can	Chihuahua and
Ecuador -	eat	Ellie's
Panama -	popcorn and	poodle
Peru -	potato chips	packed for a
Venezuela -	very quickly.	vacation.

Experiment with several combinations of words until you like what you have—and you can name the six countries! Write your final sentences on notebook paper titled “Simón Bolívar Unites the Republic of Colombia.” File in your Student Notebook under “South America: Venezuela.” (I am choosing Venezuela to represent Simón Bolívar since it was his place of birth.)

2. Pack Animals. In 1827, Simón Bolívar signed a bill to protect alpacas, llamas, guanacos, and vicuñas. Research the history of these special animals, which are native to South America. Discover which two are considered domesticated animals and which two are not. Print pictures of these animals. Fold a notebook-sized piece of paper in half twice, giving you four quadrants to glue your images and jot down the names of each and a few facts. Punch three holes in your paper to file it in your Student Notebook under “South America.”

20E—Middle and Older Students

Fast Facts (a game for two or three players). Using the Internet or an encyclopedia, write or print 20 facts about the continent of South America on a single piece of copy paper. (For example: “South America is the fourth-largest continent.”) Cut out each fact on its own strip of paper. Fold all the strips and throw them into a hat or bowl. Player #1 draws a fact. He or she needs to rephrase the fact into a question for one of the other players. Using the example above, Player #1 asks Player #2, “Where does South America rank in size compared to the other continents?” With only 10 seconds to respond, Player #2 attempts to answer with the right information. If he answers correctly in 10 seconds, Player #2 keeps the fact and earns a point. If the question is answered wrong or goes over the time limit, the fact/question goes back into the hat until the right answer is given in 10 seconds or less. Win or lose, take turns with the fast facts until all have been answered correctly. Save your strips of facts in a resealable plastic bag or envelope, titled “Fast Facts of South America.” Punch three holes in the bag or envelope to store the game in your Student Notebook under “South America.”

20F—Older Students

1. **Deadliest Earthquakes!** Using the Internet for research, make a list of the 10 deadliest earthquakes recorded in history. Give the name, date, location, and estimated deaths caused by each. File this paper, titled “Deadliest Earthquakes in History,” in your Student Notebook under “Miscellaneous.”
2. **Investigate.** The former leader of Venezuela, Hugo Chávez, held Simón Bolívar in very high esteem. In 2010, Chávez ordered Simón Bolívar’s body exhumed from its grave to determine if he was poisoned to death or died of disease, as had been presumed. Research the results of this investigation, using several sources. Based on your findings, take the liberty of rewriting the closing paragraph of today’s lesson on a fresh piece of notebook paper. Title your paper “New Findings on Bolívar’s Cause of Death!” File it in your Student Notebook under “South America: Venezuela.”

Activities for Lesson 21

The Greek War of Independence (1821–1829)

MEMORY CARDS

Make your Memory Cards for Lessons 19–21. Indicate on your card for Lesson 19 (with all capitals or a highlighter) that the date of “The Fall of Napoleon at the Battle of Waterloo: June 18, 1815” is one to memorize. Do you remember the other dates we memorized this quarter? They are “The American Revolution: 1776–1783” and “The French Revolution: 1789–1799.”

21A—All Students

Field Trip Opportunity. If available in your area, attend a Greek festival to appreciate the food, the music, and the dance of Greece. If there is not a Greek festival nearby, visit a Greek bakery or restaurant to try any of the following dishes. (You might want to practice the pronunciations ahead of time!)

Savory Dishes:

dolmathes (dol mah des) – rice and seasoned meat wrapped in grapes leaves and steamed

gyro (jie row or yee roh) – beef and lamb on hot pita bread with onions, tomato, and yogurt sauce

loukanika (lou con ee kah) – Greek sausage

moussaka (moo sah kah) – layers of sautéed eggplant with ground beef and cream sauce

pastitsio (pah steets soh) – a Greek version of Italian lasagna with beef, pasta, and a creamy sauce

spanakopita (span ah koh pea tah) – filo (fee loh) pastry filled with cheese and spinach

Sweet Dishes:

baklava (bahk la va) – filo pastry layered with honey, nuts, and syrup

karithopita (kah ree tho pea tah) – walnut cake with syrup

kourambiethes (koo rah bee yay dehs) – butter cookies with powdered sugar

loukoumades (lou koo mah thes) – Greek sweet fritters

melomakarona (meh loh mah kah roh nah) – spice cookie soaked in a honey-based syrup

paximathia (pax ih mah dee) – Greek biscotti

21B—Younger Students

Crypha Scholia. Complete the rest of today’s schoolwork (or tomorrow’s schoolwork, if you are nearly done today) in a “hidden school,” which in Greek is *Crypha Scholia*. Designate a secret corner of your home or classroom for studying history or subjects related to your heritage (like language arts, literature, or music and art that represent your culture). You may choose a room without windows for complete privacy or a space on the floor under a dining room table. Appreciate the oppression of the Greeks and their dedication to learning under difficult circumstances.

21C—Younger and Middle Students

1. Greek Flag. Find an image of the Greek flag to save in your Student Notebook. If you print it in black and white, use a blue marker to enhance the photo. (Photo 9) File the flag under “Europe: Greece.”
2. Stand-up Soldiers. To make stand-up versions of Greek freedom fighters, follow the simple directions below.

Materials: Printed paper soldiers, colored pencils, scissors, glue, and several random playing cards that you don’t mind sacrificing for this craft. (I used direction cards and advertisement cards commonly found in a deck of playing cards.)

- a. Research the Internet for pictures of Klepht soldiers and Armatoloi soldiers.
- b. Size and print three to six soldiers.
- c. Shade with colored pencils. (Photo 10)
- d. Trim to be slightly larger than a playing card.
- e. Crease a non-essential playing card (like an advertisement card) vertically. (Photo 11)
- f. Apply glue to one outer side of the creased card. (Photo 12)
- g. Line up the base of a soldier to the base of the card and attach, pressing firmly.
- h. Repeat to give each soldier a folded playing-card base.



Photo 9



Photo 10



Photo 11



Photo 12

- i. Arrange your soldiers for creative play against their foes—the Ottoman Turks (which can be made of anything you desire). (Photo 13)
- j. Take photos of your freedom fighters for your Student Notebook and file under “Europe: Greece.”



Photo 13

21D—Middle Students

It’s Greek to Me! Greek names are a challenge to most English speakers. I want you to practice the names of five Greek heroes from the lesson using five wooden craft sticks (or tongue depressors) to help. On one side of the stick, write the name of the Greek hero. On the other side of the stick, write the pronunciation as given, with dashes to help you find the syllables. (If you have large handwriting, consider using last names only.)

After writing all the names, practice flipping the sticks over and over until you can say the names correctly. (Double r’s indicate a “rolling r.”) For a bonus activity, tell your class or family a little bit about each character. Store your Greek heroes in a small resealable plastic bag, titled with a marker, “Heroes of the Greek War of Independence.” Punch two holes (using a three-hole punch) to file the bag in your Student Notebook under “Europe: Greece.”

Alexander Ypsilanti	Al-ex-ZAN-der Eep-see-LANN-tee
Laskarina Bouboulina	Lah-skah-REEN-uh Boo-boo-leen-uh
Georgios Karaiskakis	Yay-ore-HEE-ohs Karr-rehs-cock-eez
Theodoros Kolokotronis	Thay-oh-ZTHORRE-ohs KOE-low-koe-TRROW-nees
Demetrios Ypsilanti	Dee-ME-trree-ohs Eep-see-LANN-tee

21E—Middle and Older Students

Voices of the Past. Practice dramatic readings with your class or family by reading out loud one or both of the paragraphs provided here. Read with the passion of a Greek, adding an accent for effect. (Of course, the original texts were in Greek, and so the readers would not be speaking English with a Greek accent. Just go with it!)

1. An excerpt from the Greek Declaration of Independence, written in 1822:

We, descendants of the wise and noble peoples of Hellas, we who are the contemporaries of the enlightened and civilized nations of Europe, we who behold the advantages which they enjoy under the protection of the impenetrable aegis of the law, find it no longer possible to suffer without cowardice and self-contempt the cruel yoke of the Ottoman power which has weighed upon us for more than four centuries—a power which does not listen to reason and knows no other law than its own will, which orders and disposes everything despotically and according to its caprice.¹

2. The proclamation of Alexander Ypsilanti:

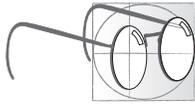
Fight for Faith and Motherland! The time has come, O Hellenes. Long ago the people of Europe, fighting for their own rights and liberties, invited us to imitation. . . . The enlightened peoples of Europe are occupied in restoring the same well-being, and, full of gratitude for the benefactions of our forefathers towards them, desire the liberation of Greece. We, seemingly worthy of ancestral virtue and of the present century, are hopeful that we will achieve their defence and help. Many of these freedom-lovers want to come and fight alongside us. . . . Who then hinders your manly arms? . . . Unite, then, O brave and magnanimous Greeks! Let national phalanxes be formed, let patriotic legions appear and you will see those old giants of despotism fall by themselves, before our triumphant banners.”²

21F—Older Students

Poetry Appreciation. Read and reflect upon other poetic works by Lord Byron or Percy Shelley. Since we are at the close of a quarter, I will not be assigning you another writing project! Just read and “appreciate.”

1. “Greek Declaration of Independence.” Accessed on the Web site of Wikisource: The Free Online Dictionary: http://en.wikisource.org/wiki/Greek_Declaration_of_Independence.

2. Richard Clogg, *The Movement for Greek Independence*. (New York: Barnes & Noble, 1976), 201.



Take Another Look!

Review 7: Lessons 19–21

Wall of Fame

- ◆ **The Fall of Napoleon at the Battle of Waterloo (June 18, 1815)** — On a half sheet of an index card, draw a large bicorn hat (leave space for wording at the top, but don't write on it yet). Color the hat black with gold trim. Now, turn the card upside down to demonstrate the defeat of Napoleon. With the hat situated upside down, write “The Fall of Napoleon” in the extra space on the card, and if space permits, “The Battle of Waterloo.” Date the figure “June 18, 1815.” It will follow the War of 1812 on your timeline. **Remember, this is a date to memorize.** [From *History Through the Ages*, use *Battle of Waterloo*.]
- ◆ **Simón Bolívar: Liberator of South America (1820)** — Use a male template to make Simón Bolívar (running vertically) with space above his head. Give him dark sideburns and an overhead quote box saying “To Hesitate Is to Perish!” Title and date to follow “The Fall of Napoleon.” [Use *Simon Bolivar, Revolt in Latin America*, and *Jose de San Martin*.]
- ◆ **The Greek War of Independence (1821–1829)** — Using a light blue colored pencil, color the flag of Greece on one-third of a 3-by-5 index card. Tape or glue a toothpick to the flag for a flagpole. Glue the flag to a half sheet of a 3-by-5 card, allowing room to write a title and date. Place the figure on your timeline following “Simón Bolívar.” [Use *Greek Independence*.]

SomeWHERE in Time

Younger Students

Adult Supervision Needed

1. **Ancient Greece.** Greeks of the nineteenth century were inspired by their ancient history to rise up against the Ottoman Turks. In memory of their history, make an aged map of ancient Greece. On a copy of Map 9, “Ancient Greece,” use a colored pencil of any color (except blue) to shade ancient Greece as it appears inside the border on the map. Shade the Aegean and Thracian seas in blue.

To “age” the map, wad it gently in a ball. Unfold the map, pressing out the creases. Dip it carefully in coffee or strong black tea. Allow to dry. *With parental supervision*, burn the outer edges of the map outdoors in a safe location. When completely cool, store your map in a clear protective cover. Write on the outside of the cover, with a permanent marker, “Ancient Greece Inspires a Modern Revolt.” File it in your Student Notebook under “Europe: Greece.”

Middle Students

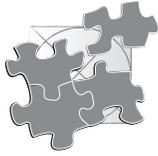
2. **Salt Dough Map of South America.** To appreciate the topographical features of South America, I want you to make a salt dough map of the continent.

Materials: 2 cups flour; 1 cup salt; water – enough to make dough sticky, but workable; food coloring; five small bowls; copy of Map 10, “South America”; glue; color topographical or physical map of South America for reference (see Rand McNally’s *Atlas of World Geography*); heavy piece of cardboard approximately 9 by 12 inches. *Optional:* poster paints

- a. Glue a copy of Map 10, “South America,” to a piece of heavy cardboard, leaving space around the edges for easier handling.
- b. While the glue is drying, mix flour, salt, and water to make the dough. Keep the dough dry enough to form stiff peaks but moist enough to avoid crumbling.
- c. Divide the dough into four equal parts in bowls. Divide one of these four parts in half, giving you five bowls of dough (three of equal size and two small).
- d. Add drops of food coloring to each of the three equal-sized bowls of dough to make one blue, one green, and one yellow/orange.
- e. Add drops of food coloring to one of the small bowls to make brown dough. Leave the other its natural off-white color.
- f. Study the “relief” scale of your colored topographical or physical map of South America. Use this information, as well as features on Map 10, to arrange dough on the outline map that depicts the lay of the land. Start by using green dough to depict land at sea level. Use yellow/orange for the next highest elevation of land (like the Brazilian Highlands). Use brown for the mountains of South America found up and down the western coast. Add off-white in “dots” to the tops of the Andes that stand approximately 10,000 feet above sea level. Use blue to carve the Amazon and surround the continent with the Atlantic Ocean.
- g. Use toothpick flags to identify major features of South America, such as the Andes, the Amazon, various highlands, and the Atlantic Ocean.
- h. Take a picture of your map to file in your Student Notebook under “South America.”

Older Students

3. **The Rise and Fall of Napoleon (Part 2).** It’s time to “reduce” Napoleon’s empire after his defeat at Waterloo and for several years following, using the map you made in Week 5, “Napoleon’s Empire.”
 - a. With a ruler and pencil, draw several horizontal slash marks through the Confederation of the Rhine, the Grand Duchy of Warsaw, the Netherlands, the French Empire in Italy, and the Kingdom of Spain.
 - b. Indicate the meaning of the slash marks in your key. An answer key map has been provided, titled “Review 5-5 & 7-3 Answer Key.”
 - c. File your map back in your Student Notebook under “Europe: France.”



Put It All Together

Worksheet 1: Lessons 1–21

You have had 21 lessons in Quarter 1. It's time now to "Put It All Together." Using your textbook, Memory Cards (if you made them), timeline, and maps, go through this worksheet and answer the questions. This is not a test. This is an exercise to review what you've learned and help you see certain pieces of information in a new light. Allow yourself plenty of time to complete this worksheet.

I—Dates to Memorize. Though it is difficult to choose, I've selected 12 significant dates from each volume for you to memorize. Three appear in this quarter. To help with memorization, rewrite the events and dates four times in the box provided for each. (Note that the American Revolution date combines two lessons.)

The American Revolution

1765–1783

1. _____
2. _____
3. _____
4. _____

The French Revolution

1789–1799

1. _____
2. _____
3. _____
4. _____

The Fall of Napoleon at the Battle of Waterloo

June 18, 1815

1. _____
2. _____
3. _____
4. _____

II—Name That Composer. We covered four composers in this quarter—Bach and Handel were baroque-style composers; Mozart and Beethoven were classical. Using the letter codes provided below, identify the composer of each work listed. (A sample is provided.) In alphabetical order, I have included every piece named in the book.

A – Bach

B – Handel

C – Mozart

D – Beethoven

1. D *Appassionata* Sonata
2. _____ *Don Giovanni* (opera)
3. _____ *Farewell* Sonata
4. _____ *Fifth* Symphony
5. _____ “Für Elise”
6. _____ *Herz und Mund und Tat und Leben* (“Jesu, Joy of Man’s Desiring”)
7. _____ *Mass in B Minor*
8. _____ *The Messiah* (“Hallelujah Chorus”)
9. _____ *Moonlight* Sonata
10. _____ *Music for the Royal Fireworks*
11. _____ *Ninth* Symphony
12. _____ “Ode to Joy”
13. _____ *Passion According to St. Matthew*
14. _____ *Pathétique* Sonata
15. _____ *Requiem*
16. _____ *Symphony Nos. 39, 40, 41*
17. _____ *The Marriage of Figaro* (opera)
18. _____ *Third* Symphony
19. _____ *Water Music*

III—Missing Pieces. Use the table in Lesson 2, “The Thirteen Colonies of North America,” to fill in the *blank* cells in the table on the next page and provide the missing information.

The Original Thirteen Colonies

<i>Colony</i>	<i>Date Founded</i>	<i>Founders</i>
<i>Northern Colonies (New England)</i>		
1. Massachusetts (Bay)		<i>Pilgrims</i>
2.	1622	<i>English settlers recruited by Sir Fernando Gorges and Captain John Mason; John Wheelwright</i>
3. Connecticut	1636	
4.	1636	
<i>Middle Colonies</i>		
1.	1626	<i>Peter Minuit (for the Dutch) and Charles II of England (who named the colony in honor of his brother, the duke of York)</i>
2. Pennsylvania	1682	
3.		<i>The Dutch; Lord John Berkeley and Sir George Carteret; settlers under Philip Carteret</i>
4.	1638	
<i>Southern Colonies</i>		
1. Maryland	1634	
2.		<i>Virginia Company of London under Captain John Smith</i>
3. North Carolina	1653	
4. South Carolina		<i>Charles II and the Lords Proprietor (eight nobles); settlers recruited by the Lords Proprietor</i>
5.	1732	<i>James Oglethorpe under George II of England</i>

IV—Opposition! We covered several wars in this quarter. Using the Word Bank below, fill in the *primary* opponents in each war listed. Hint: “British” and “Spanish” will each be used twice, and you will need to distinguish British “colonists” from the British (of Great Britain) and American “colonists” from Americans (of the U.S.A.). A sample is provided.

<i>Wars of Quarter 1</i>	<i>Opponent</i>	<i>vs.</i>	<i>Opponent</i>
1. The Seven Years' War	Frederick I	vs.	Holy Roman Empire
2. The French and Indian War		vs.	
3. The American Revolution		vs.	
4. The French Revolution		vs.	
5. Napoleonic Wars		vs.	
6. The Mexican War of Independence		vs.	
7. The War of 1812		vs.	
8. South American Independence		vs.	
9. The Greek War of Independence		vs.	

WORD BANK

Napoleon (France)	French and Indians	Spanish	Greeks
Americans	British colonists	Europe and Russia	Third Estate
British	Mexicans	American colonists	Ottoman Turks
First and Second Estate	South Americans		

V—Who Am I? In Quarter 1, I introduced you to four men to cover two significant movements that shaped the hearts of minds of the eighteenth century. They were Jonathan Edwards and George Whitefield of the Great Awakening and Voltaire and Jean-Jacques Rousseau of the Enlightenment. Using the letter codes below, identify the man that each of the following “Who Am I” questions best describes. A sample is provided.

E – Edwards

W – Whitefield

V – Voltaire

R – Rousseau

- | | |
|--|---------------|
| 1. I was nicknamed “the defender of Calas.” Who am I? | _____ V _____ |
| 2. I built orphanages in Savannah, Georgia. Who am I? | _____ |
| 3. I wrote “Sinners in the Hands of an Angry God.” Who am I? | _____ |
| 4. My birth name was François-Marie Arouet. Who am I? | _____ |
| 5. I wrote <i>Julie</i> and <i>Émile</i> . Who am I? | _____ |
| 6. I was close friends with Frederick the Great. Who am I? | _____ |
| 7. I wrote volumes of theological works. Who am I? | _____ |
| 8. I was born in Geneva and moved to Paris. Who am I? | _____ |
| 9. I was good friends with John and Charles Wesley. Who am I? | _____ |
| 10. I was said to have a “voice like an organ.” Who am I? | _____ |
| 11. I pastored a church in Northampton, Massachusetts. Who am I? | _____ |
| 12. I wrote that man was a “noble savage.” Who am I? | _____ |

VI—Order of Events. I presented the American Revolution in 20 “steps.” Using Lesson 9 and 10 or your timeline, put the following events in chronological order. I got you started by identifying #1.

- | | |
|---|---|
| a. _____ Washington Crosses the Delaware | l. _____ Paul Revere’s Ride |
| b. _____ Treaty of Paris | m. _____ Second Continental Congress |
| c. _____ Boston Tea Party | n. _____ First Continental Congress |
| d. _____ Patrick Henry’s Fiery Speech | o. _____ The Winter at Valley Forge |
| e. _____ Declaration of Independence | p. _____ The Betrayal of Benedict Arnold |
| f. _____ Articles of Confederation | q. _____ Battles of Lexington and Concord |
| g. _____ The Flag Unfolds | r. _____ Treaty of Alliance with France |
| h. _____ Thomas Paine’s <i>Common Sense</i> | s. _____ Colonial Defeat at the Battle of Bunker Hill |
| i. _____ Constitution of the United States of America | t. _____ Cornwallis Surrenders at Yorktown |
| j. _____ Victory at Saratoga | |
| k. _____ 1 Boston Massacre | |

VII—Fill in the Blanks. Use Lesson 8, “Catherine the Great: Empress of Russia,” to fill in the blanks.

1. Catherine the Great’s German name at birth was _____.
2. _____ was Peter the Great’s daughter. She took the throne at age _____.
3. At age 16, Catherine married _____, the grand duke of Russia. He was the _____ of Elizaveta Petrovna.
4. When Peter and Catherine became the king and queen of Russia, they moved to the _____ in St. _____.
5. Peter III idolized _____ and wore a ring containing his tiny portrait.
6. After only _____ months on the throne, Catherine banished Peter III and had herself crowned the empress of Russia in _____.
7. Inspired by learning, Catherine invited _____ to Russia to complete his famous *Encyclopédie*.
8. The _____ were Catherine the Great’s primary opponent in war. She pushed them back to gain _____ and access to the _____.
9. _____, who was probably one of the Don Cossacks, claimed to be Peter III and led a _____ uprising against Catherine.
10. Inspired by ideas of the Enlightenment, Catherine the Great corresponded with _____ for 15 years and wrote volumes of works in the way of plays, _____, and policies.
11. In a rash act, Catherine exiled a popular author named _____ to Siberia for promoting revolutionary ideas.
12. Before her death in 1796, Catherine the Great commissioned the building of a large statue of _____ in _____.

VIII—Right the Wrong. Cross out one wrong word in each sentence below and replace it with the correct words according to Lessons 6, 14, and 15. For sanity's sake, I'll keep these statements in lesson order. A sample is provided.

Pennsylvania

1. Benjamin Franklin bought his own print shop and wrote the *Boston* Gazette for 37 years.
2. One day in 1752, Benjamin Franklin and his son Jeffrey famously flew a kite through a thunderstorm to prove that lightning was made of electricity.
3. Benjamin Franklin was the only founding father to sign all four of these famous U.S. documents: the Declaration of Independence, the Treaty of Alliance with France, the Treaty of Paris with Great Britain, and the Bill of Rights.
4. Fourteen years after the American Revolution, Benjamin Franklin died peacefully in his sleep in Pittsburgh on April 17, 1790.
5. John Adams sent delegates to France to negotiate access to New Orleans, an important trade city to the Americans.
6. Because Napoleon was in need of funds, the American delegates were offered the Louisiana Territory for 5 million dollars.
7. Lewis and Clark's famous round-trip journey to the Pacific Ocean started in Kansas City, Missouri, in 1804.
8. In their historic journey through the Rocky Mountains, Zebulon Pike and his team were captured in Utah and released to travel home through Texas.
9. William Wilberforce hoped that his friendship with Winston Churchill, the prime minister of England, would help him achieve his abolitionist goals.

10. The Clapham Sect, named for George Clapham, was a unique Christian brotherhood dedicated to charity.
11. After 20 years of fighting, William Wilberforce finally saw Parliament pass the “Abolition of the Slave Trade Act” in 1827.
12. With a continued desire to right the wrongs of slavery in the British Empire, William Wilberforce and fellow abolitionists founded the West Indian Institution.

IX—Bonus. Earn up to five extra points for each complete sentence you can write that includes one of these names or places. (Receive one point per sentence.)

Battle of Petra

Maximilien Robespierre

Andes mountains

Pontiac

José María Morelos