

# Timeline of Classics

Historical Context for the Good and Great Books

Teacher's Manual

by Gail Ledbetter

Second Edition, February 2016  
Institute for Excellence in Writing, L.L.C.

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*Timeline of Classics*

*Historical Context for the Good and Great Books*

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On the Contents page, a given page number indicates a *first* page on which the general historical era is addressed. Every attempt has been made to list literature, a film, or a recording within its historical era. Students of history realize that sometimes the delineations of history into named eras are approximate, may overlap, and may vary, depending on the authority consulted. For example, the years 1780–1830 could be named *Industrialization* or *Urbanization*.

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Sample

## Introduction

### What is this resource?

*Timeline of Classics: Historical Context for the Good and Great Books* reveals a panoramic view of world history. Chronologically indexed, these selected writings, biographies, plays, recordings, and films portray a history of mankind. Please note that while great care was taken in choosing the best of the best, parents and teachers should always *preview or listen in advance to resources*, especially video and audio materials. Created in a simple spreadsheet format, the columns of this resource present

- description/time period
- title of resource
- author
- approximate age/ability level

The timeline is divided into the following broad divisions of world history:

- Ancients
- The Middle Ages
- Renaissance and Reformation
- The Modern World

### How is it useful?

One mom summed it up this way: “You could actually organize all of your history and literature studies from elementary through high school using *Timeline of Classics* as your single guide.” Browse through the time period you are planning to study, and highlight resources of interest. The book list is completely flexible and offers mere suggestions for age/ability levels to include Elementary (E), Middle (M), and High School (H). By adding the date when a resource has been completed, students will have compiled a complete literature list, which can be recorded on a high school transcript.

### For whom is it useful?

Any student or teacher of history and literature can use this portable timeline. For those of us who think chronologically, *Timeline of Classics* provides points of reference for people, places, and events. This versatile reference guide can be used with any teaching style or curriculum. Save hours and hours of planning time and research ... it’s already been done for you!

Please visit our website at <http://timelineofclassics.com> for a detailed description of this one-of-a-kind resource. May *Timeline of Classics* lighten your load as a teacher and strengthen your heart as a student of the Good and Great Books.

Description or Time Period	Title	Author	Level
flow of history from 5000 BC to modern times in a table format that includes history and politics, literature and theater, religion and philosophy, visual arts and music, science and technology, and daily life	<i>The Timetables of History: A Horizontal Linkage of People and Events</i> (directly translated from <i>Kulturfahrplan: The Culture Timetables</i> )	Bernard Grun (based on the work of Werner Stein and Wallace Brockway)	E M H
spiral-bound book of card stock printed with a blank timeline; perfect for stickers, drawings, annotations, etc. for tracing the relations between events, people, ideas, discoveries, civilizations, and kingdoms	<i>Book of Time: Blank time line from 5000 BC to the present</i>	InquisiCorp Corporation <a href="http://sonlight.com">http://sonlight.com</a>	E M H
from earliest times to the present; a large, detailed colorful fold-out resource	<i>The Wall Chart of World History</i>	Barnes & Noble, Inc.	E M H
early civilizations, c. 8000–900 BC	<i>World History Atlas</i>	<a href="http://maps.com">http://maps.com</a>	E M H
Western civilization from prehistoric man through the modern nation-state; as told by a grandfather to his grandchildren	<i>The Story of Mankind</i>	Hendrik Willem van Loon (updated by Gerrit van Loon and John M. Merriman)	E M
Western civilization from prehistoric man through the modern nation-state; as told by a grandfather to his grandchildren	<i>The Story of Mankind</i> (based on the book by Hendrik Willem van Loon)	1957 film adaptation starring the Marx Brothers and Ronald Colman	H
literature of Western culture through the Renaissance	<i>The Norton Anthology of World Masterpieces Volume 1</i>	Maynard Mack, general editor	H
fifty volumes of selected world classics from all main divisions of literature	<i>Fifteen Minutes a Day Reading Guide for The Harvard Classics (1909)</i>	Charles W. Eliot, editor of <i>The Harvard Classics</i>	H
Scriptures arranged chronologically	<i>The Daily Bible</i>	F. LaGard Smith	E M H
the <i>big picture</i> for understanding the Old Testament	<i>Putting Together the Puzzle of the Old Testament</i>	Bill Jones	M H
Chronological Bible; comic book form	<i>Good and Evil</i>	Michael Pearl	E M H
Creation to 433 BC	<i>What the Bible is All About for Young Explorers</i>	Frances Blankenbaker	E M
helping children defend their faith	<i>The Seven C's of History</i>	Stacia McKeever	E M
Creation to Reformation; the New World	<i>Streams of Civilization (Volume One)</i>	Mary Stanton and Albert Hyma	E M
10,000 BC–present	<i>The Kingfisher Atlas of World History: A Pictorial Guide to the World's People and Events</i>	Simon Adams	E M H

There are 850,000 volumes in the Imperial Library at Paris. If a man were to read industriously from dawn to dark for sixty years, he would die in the first alcove. Would that some charitable soul, after losing a great deal of time among the false books and alighting upon a few true ones, which made him happy and wise, would name those which have been bridges or ships to carry him safely over dark morasses and barren oceans, into the heart of sacred cities, into palaces and temples.

—Ralph Waldo Emerson

Description or Time Period	Title	Author	Level
509 BC—from the fall of Rome to the Atomic Age; analysis of key moments, men, and ideas; influence on the condition and direction of our present culture	<i>How Should We Then Live: The Rise and Decline of Western Thought and Culture</i>	Francis A. Schaeffer <a href="http://labri.org/">http://labri.org/</a>	H
ideas of the Renaissance and Reformation; cultural influence through the fine arts	<i>The Grandeur of Christianity—Part 2 (World Views of the Western World)</i>	David Quine <a href="http://cornerstonecurriculum.com">http://cornerstonecurriculum.com</a>	H
literature of Western culture	<i>The Norton Anthology of World Masterpieces</i>	Maynard Mack, general editor	H
Prehistoric to Post-Modern	<i>The Annotated Mona Lisa: A Crash Course in Art History From Prehistoric to Post-Modern</i>	Carol Strickland	MH
fifty volumes of selected world classics from all main divisions of literature	<i>Fifteen Minutes a Day Reading Guide for The Harvard Classics (1909)</i>	Charles W. Eliot, editor of <i>The Harvard Classics</i>	H
Shakespeare adapted for young readers	<i>Beautiful Stories from Shakespeare</i>	E. Nesbit	E M
Shakespeare adapted for young readers	<i>Tales from Shakespeare</i>	Charles and Mary Lamb	E M
Western civilization from prehistoric man through the modern nation-state; as told by a grandfather to his grandchildren	<i>The Story of Mankind</i>	Hendrick Willem van Loon (updated by Gerrit van Loon and John M. Merriman)	E M H
Western civilization from prehistoric man through the modern nation-state; as told by a grandfather to his grandchildren	<i>The Story of Mankind</i> (based on the book by Hendrick Willem van Loon)	1957 film adaptation starring the Marx Brothers and Ronald Colman	H
from the fall of Rome to the rise of the Renaissance	<i>The Story of the World Volume 2: The Middle Ages</i>	Susan Wise Bauer <a href="http://peacehillpress.com">http://peacehillpress.com</a>	E M
from the fall of Rome to the rise of the Renaissance	<i>The Story of the World Volume 2: The Middle Ages</i>	unabridged reading by Jim Weiss <a href="http://greathall.com">http://greathall.com</a>	E M
10,000 BC to present	<i>The Kingfisher Atlas of World History: Pictorial Guide to the World's People and Events</i>	Simon Adams	E M H
flow of history from 5000 BC to modern times in a table format that includes history and politics, literature and theater, religion and philosophy, visual arts and music, science and technology, and daily life	<i>The Timetables of History: A Horizontal Linkage of People and Events</i> (directly translated from <i>Kulturfahrplan: The Culture Timetables</i> )	Bernard Grun	E M H
spiral-bound book of pages printed with a blank timeline; perfect for stickers, drawings, annotations, etc.	<i>Book of Time: Blank time line from 5000 BC to the present</i>	InquisiCorp Corporation <a href="http://sonlight.com">http://sonlight.com</a>	E M H

The Middle Ages included the millennium from the fifth to the fifteenth century, roughly from the fall of Rome until the Renaissance. During its initial period, called the Dark Ages, after the death of Byzantine Emperor Justinian ... until the reign of Charlemagne ... barbarians destroyed what had taken 3,000 years to build.

—Carol Strickland, *The Annotated Mona Lisa*



Description or Time Period	Title	Author	Level
1789—English philosopher, legal and social reformer	<i>Introduction to the Principles of Morals and Legislation</i>	Jeremy Bentham	H
1789–1850—America	<i>A History of US (4) The New Nation</i>	Joy Hakim	E MH
1789–1799—terror and suffering during the French Revolution; London and Paris	<i>A Tale of Two Cities (Compact Classics: Vol. 1/5-C1)</i>	Charles Dickens	H
1789–1799—London and Paris during the French Revolution	<i>A Tale of Two Cities</i> (audio storytelling recording)	adapted and retold by Jim Weiss <a href="http://greathall.com">http://greathall.com</a>	E MH
1789–1799—the French Revolution	<i>In the Reign of Terror: An English Lad in the French Revolution</i>	G. A. Henty	MH
1789–1799—the French Revolution	<i>In the Reign of Terror: An English Lad in the French Revolution</i> audio book	Jim Hodges <a href="http://jimhodgesaudiobooks.com">http://jimhodgesaudiobooks.com</a>	E MH
1789–1799—French Revolution	<i>Stone Soup</i>	Marcia Brown	E
1789–1799—French Revolution	<i>In Search of Honor</i>	Donna Lynn Hess	E M
French Revolution—twin brothers separated at birth; corrupt King of France	<i>Man in the Iron Mask</i> (1934 and 1977 film versions based on the novel)	Alexandre Dumas	H
French Revolution	<i>The Scarlet Pimpernel</i> (1982 film version with Jane Seymour)	Baroness Orczy	H
1789—south sea voyage	<i>Mutiny on the Bounty</i>	Charles Nordhoff	MH
1789—south sea voyage	<i>Mutiny on the Bounty</i>	1935 film starring Clark Gable	MH
1790—British political activist	<i>Reflections on the Revolution in France</i>	Edmund Burke	H
1790–1832—France and Egypt	<i>Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphics</i>	James Rumford	E
1791	<i>The Rights of Man</i>	Thomas Paine	H
1791–1867—English chemist invented electric motor, transformer, and generator.	<i>Michael Faraday: Father of Electronics</i>	Charles Ludwig	MH
1791—biography by Scottish friend	<i>The Life of Samuel Johnson, LL.D</i>	James Boswell	H

Along the Paris streets, the death carts rumble, hollow and harsh .... All the devouring and insatiate monsters imagined since imagination could record itself, are fused in the one realization, Guillotine .... Crush humanity out of shape once more, under similar hammers, and it will twist itself into the same tortured forms. Sow the same seed of rapacious license and oppression over again, and it will surely yield the same fruit according to its kind.

—Charles Dickens, *A Tale of Two Cities*



Description or Time Period	Title	Author	Level
terrorist attacks	The 9/11 Commission Report of the National Commission on Terrorist Attacks Upon the United States	National Commission on Terrorist Attacks	H
September 11, 2001—United Airlines Flight 93	<i>Let's Roll!: Ordinary People, Extraordinary Courage</i>	Lisa Beamer	H
2003—Hawaii; women's pro tour surfer returns to competition after shark attack	<i>Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board</i>	Bethany Hamilton	MH
2004—revised and updated	<i>The Well-Trained Mind: A Guide to Classical Education at Home</i>	Susan Wise Bauer, Jessie Wise	H
present-day Hawaii—overcoming tragedy	<i>Soul Surfer</i>	2011 film starring AnnaSophia Robb	MH
2005—revised and updated; the onslaught of media and technology	<i>Amusing Ourselves to Death: Public Discourse in the Age of Show Business</i> ( <i>Compact Classics</i> : Vol. III/p. 303)	Neil Postman	H
2006—worldwide pandemic of AIDS	<i>The Skeptic's Guide to the Global AIDS Crisis: Tough Questions Direct Answers</i>	Dale Hanson Bourke	H
2006—revised edition; the background, politics, philosophy, psychology and purposes of compulsory schooling	<i>The Underground History of American Education: An Intimate Investigation Into the Prison of Modern Schooling</i>	John Taylor Gatto	H
2006—revised and expanded edition	<i>A Thomas Jefferson Education: Teaching a Generation of Leaders for the Twenty-First Century</i>	Oliver DeMille	H
2006—published	<i>John Dewey &amp; the Decline of American Education</i>	Henry T. Edmondson, III	H
2009—published	<i>The Coming Aristocracy: Education and the Future of Freedom</i>	Oliver DeMille	H
2015—published annually	<i>The World Almanac and Book of Facts</i>	World Almanac Books	MH
2015—published annually	<i>The World Almanac for Kids</i>	World Almanac Books	E

Freedom is a fragile thing and is never more than one generation away from extinction. It is not ours by inheritance; it must be fought for and defended constantly by each generation, for it comes only once to a people. Those who have known freedom and then lost it have never known it again.

—Ronald Reagan

Political ideology has a bloody and barbarous track record. ... Without some kind of transcendent truth, there is no way to stand against social and political evil. ... Lived out consistently, postmodernism leads to complicity with evil and injustice.

—Nancy Pearcey, *Saving Leonardo: A Call to Resist the Secular Assault on Mind, Morals, & Meaning*

## Chapter 1—The Wrong Door

### Vocabulary

study: room set apart for private reading, writing, or studying

holiday: cessation from work or duties for a period of time

cistern: reservoir, tank, or container for holding liquid

ginger-beer: carbonated ginger sweet drink

catch: anything that catches, as a latch on a door

cupboard: closet with shelves for dishes, cups, etc.

pantomime: actor who uses gestures to convey emotion without speaking

cunning: artfully subtle, shrewd, sly, or crafty

### Sample Key Word Outline

- I. London, Polly Plummer
  1. meets, Digory, upset
  2. D's, mother, ill,
  3. D, lives, w/Aunt Letty, & Uncle Andrew
  4. P & D, explore, attic, rafters
  5. find, Uncle Andrew's, study
  6. A, tall, thin, scientist
  7. experiment, need, helpers
  8. P, vanish, yellow, ring

### Notable Quotes and Literary Devices

“Or he might have been a pirate, *like the man at the beginning of Treasure Island*.” (page 5)  
(allusion)

“If vacuum cleaners had been invented in those days Polly would have thought it was *the sound of a Hoover* being worked a long way off.” (page 12) (allusion)

“The high-backed chair in front of the fire moved suddenly and there rose up out of it—*like a pantomime demon coming up out of a trapdoor*—the alarming form of Uncle Andrew.”  
(page 13) (simile)

“Uncle Andrew was tall and very thin. He had a ... great tousled *mop of gray hair*.” (page 13)  
(metaphor)

## Samples and Definitions of Literary Devices

**Alliteration**– same initial letter or letter blend sounds which occur close together

“Tom joined the mob of skylarking scholars outside.” – Mark Twain, *The Adventures of Tom Sawyer*

“In a moment all the heavy sorrow and misery which sleep had banished were upon him again, and he realized that he was no longer a *petted prince* in a *palace* with the adoring eyes of a nation upon him, but a *pauper*, an outcast, clothed in rags, *prisoner* in a den fit only for beasts, and consorting with beggars and thieves.” – Mark Twain, *The Prince and the Pauper*

“The soldiers presented arms with their halberds, opened the gates, and presented again as the little *Prince of Poverty* passed in, in his fluttering rags, to join hands with the *Prince of Limitless Plenty*.” – Mark Twain, *The Prince and the Pauper*

**Allusion**– reference to literature, historical events, culture, well-known ideas

“We were soon all in the water, Fritz with a harpoon, Ernest with a rod and line, and I myself armed, *like Neptune, with an iron trident*, or more properly speaking, perhaps, a pitchfork.” – Johann D. Wyss, *The Swiss Family Robinson*

“Seeing this, I determined to make a raid upon them by torchlight, after the manner of *the colonists in Virginia*.” – Johann D. Wyss, *The Swiss Family Robinson*

**Assonance**– same internal vowel sound in two or more words which occur close together

“The royal barge attended by its gorgeous fleet ... was greeted from the banks with a continuous *hoarse roar* of cheers and the ceaseless flash and boom of artillery.” – Mark Twain, *The Prince and the Pauper*

“In a little while the *measured tread* of military *men* was heard approaching, and the culprits entered the presence in charge of an undersheriff and escorted by a detail of the king’s guard.” – Mark Twain, *The Prince and the Pauper*

**Foreshadowing**– a hint at a future event in a plot

“Mistress Mary, quite contrary, how *does your garden grow*? With silver bells, and cockle shells, and marigolds all in a row.” – Frances Hodgson Burnett, *The Secret Garden*

**Imagery**– word pictures that appeal to the senses, evoking feeling and mood

“A whole hour drifted by, the [school] *master sat nodding on his throne*, the air was *drowsy with the hum of study*.” Mark Twain, *The Adventures of Tom Sawyer*

“And over walls and earth and trees and swinging sprays and tendrils *the fair green veil* of tender little leaves had crept, and in the grass under the trees and the gray urns in the alcoves and here and there everywhere were *touches or splashes of gold and purple and white* and the trees were *showing pink and snow* above his head and there were *fluttering wings* and *faint sweet pipes and humming* and *scents and scents*.” – Frances Hodgson Burnett, *The Secret Garden*

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**Metaphor**– comparison without *like* or *as*

“*The dreadful secret* of the murder was a chronic misery. It was a very *cancer* for permanency and pain.” – Mark Twain, *The Adventures of Tom Sawyer*

“With this he dragged the frantic and struggling prince away and disappeared up a front court followed by a delighted and noisy *swarm of human vermin*.” – Mark Twain, *The Prince and the Pauper*

**Onomatopoeia**– sound-effect words

“Countrymen, butchers, drovers, hawkers, boys, thieves, idlers, and vagabonds of every low grade, were mingled together in a mass; the *whistling* of drovers, the *barking* of dogs, the *bellowing* and *plunging* of oxen, the *bleating* of sheep, the *grunting* and *squeaking* of pigs, the cries of hawkers, the shouts, oaths, and quarreling on all sides; the *ringing* of bells and *roar* of voices, that issued from every public-house; the crowding, pushing, driving, beating, *whooping*, and *yelling*; the hideous and discordant din that resounded from every corner of the market; and the unwashed, unshaven, squalid, and dirty figures constantly running to and fro, and bursting in and out of the throng; rendered it a stunning and bewildering scene, which quite confounded the senses.” – Charles Dickens, *Oliver Twist*

**Personification** – inanimate objects as lifelike or human

“The houses were of wood, with the second story projecting over the first, and the third *sticking its elbows* out beyond the second.” – Mark Twain, *The Prince and the Pauper*

**Simile**– comparison with *like* or *as*

“Here Uncle Andrew rubbed his hands till his *knuckles cracked like fireworks*.” – C.S. Lewis, *The Magician's Nephew*

“You know a noise sometimes brings things down – *like an avalanche in the Alps*.” – C.S. Lewis, *The Magician's Nephew*

“To let a *sad thought* or a *bad* one get into your mind is *as dangerous as letting a scarlet fever germ* get into your body.” – Frances Hodgson Burnett, *The Secret Garden*

**Symbolism**– objects, persons, pictures, things to represent an idea, virtue, or philosophy

“She must be less delicate before she begins lessons. Give her simple, healthy *food*. Let her *run wild* in the garden. Don't look after her too much. She needs *liberty* and *fresh air* and *romping* about.” – Frances Hodgson Burnett, *The Secret Garden*

“When Fledge had quite finished his own excellent supper he lay down. The children came and sat one on each side of him leaning against his warm body, and when he had *spread his wing over* each they were really quite snug.” – C.S. Lewis, *The Magician's Nephew*