



TRAILBLAZER BOOKS

Curriculum Guide

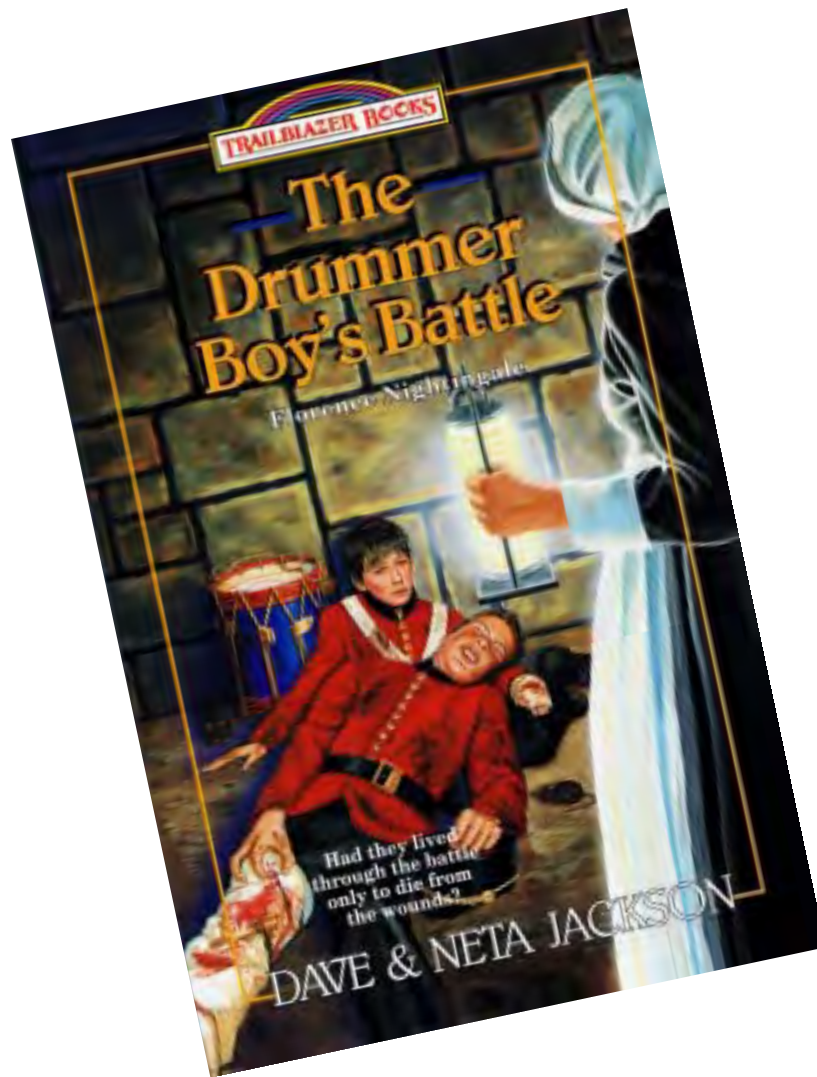
Florence Nightingale

The Drummer Boy's Battle

Bring
Christian Heroes
of the Past to Life
With the Official
Trailblazer Books
Curriculum!

Julia Pferdehirt
with Dave & Neta Jackson

A Trailblazer Curriculum Guide



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Julia Pferdehirt with Dave and Neta Jackson

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HOW TO USE THIS GUIDE

Welcome to the TRAILBLAZER BOOKS Curriculum Guides! As a teacher or homeschooling parent, you're glad when you see your students with their noses in books. But a good story is only the beginning of a learning adventure. Since the TRAILBLAZER BOOKS take readers all over the world into different cultures and time periods, each book opens a door to an exciting, humanities-based study that includes geography, history, social studies, literature, and language arts.

This Curriculum Guide for *The Drummer Boy's Battle* about Florence Nightingale puts a host of activities and resources at your fingertips to help launch your students on a journey of discovery. The wealth of options allows you to choose the best pace and content for your students. You might want to assign students to simply read the book and then do one or two projects on folklore or food, travel or topography. Or you can delve deeper, planning a two-week unit with daily reading and vocabulary, research, creative writing, and hands-on projects. *Advance planning is key to effective use of this guide.*

SCOPE AND SEQUENCE

This guide includes **seven lessons**, enough for a two-week unit. Each lesson covers two chapters. All lessons include vocabulary, background information, discussion questions, and suggested activities. **Activities** are grouped by subject matter in the back of this guide: Geography (GEO), Science (SCI), History (HIS), Social Studies and Folkways (SS/FW), and Literature and Language Arts (LIT/LA), and the Church Today (CT). Within each subject, look for symbols indicating different types of activities (writing, research, speech, reading, hands-on projects, video). Activities and resources particularly appropriate for younger or older students are designated as follows: younger (*), older (**). A three- to five-day Mega Project is also included. All activities list resources and materials needed.

PLANNING

Four to six weeks prior to the study . . .

- Skim *The Drummer Boy's Battle*, review

lessons (pages 4–10), and choose activities, noting materials needed.

- Reserve materials on interlibrary loan and order films from specialty sources. (Titles and authors are listed in the **Activities** sections; full publication information is available under **Resources** on page 23 of this guide.)
- Purchase craft materials.

If you are planning a two-week unit . . .

- Students will cover one lesson daily for seven days.
- Choose one or more short, focused activities to accompany each lesson. Activities especially appropriate to the chapter(s) covered are noted on each lesson page.
- The remaining days can be devoted to the **Mega Projects** found on pages 13, 14, and 21.

Note: Choose activities based on the age level, interests, and learning needs of your student(s). You might choose one activity from each discipline during the unit, *or* you might opt to balance the different types of activities.

LESSONS

- Assign relevant chapters in *The Drummer Boy's Battle* the day before the lesson, to be read either individually *or* out loud.
- **Praise and Prayer**, written by TRAILBLAZER authors Dave and Neta Jackson, provides an opportunity for students to spend a short time in God's Word and apply scriptural concepts to their own lives.
- Read aloud the **Background** segment, then discuss **Vocabulary and Concepts**. (*Or* ask students to use context clues and a dictionary to define unfamiliar words as they read, leaving puzzling words or concepts to discuss the following day.)
- Give students an opportunity to discuss thoughts and reactions to their reading using the questions in the **Talk About It** feature. Discussion, debate, and interaction can be lively. Enjoy!
- Use the suggested **Activities**, or one of your own choosing.

Note: Unless marked otherwise, page and chapter numbers refer to Dave and Neta Jackson's original TRAILBLAZER BOOK *The Drummer Boy's Battle*.

HISTORICAL SUMMARY

Most of *The Drummer Boy's Battle* takes place in 1854. At that time TRAILBLAZER hero Harriet Tubman was helping slaves escape; Dr. David Livingstone was exploring the Congo River; George Müller welcomed hundreds of orphans to Ashley Downs; and Hudson Taylor scandalized European Christians by moving to China and wearing Chinese clothes.

In England, a wealthy young woman named Florence Nightingale was searching for a way to live out God's call in a society that expected women to stay home and fill their time with parties, fancy clothes, and "calling" on friends.

In nineteenth-century England, society was divided. A few people were extremely wealthy. Most people were very poor. Women, whether wealthy or poor, were second-class citizens. Universities were closed to women. Instead, wealthy women attended "ladies' seminary," where they learned to be proper society ladies. Painting, needlework, literature, and music were considered "proper" learning. Women were supposed to be fragile, simple creatures. Even wealthy women could not own property, sign legal papers, or make financial decisions.

Poor women were in a no-win situation. Society said proper ladies shouldn't have jobs. Poor women often had to work to feed their families. If they worked, society looked down on them. Some people even assumed they had low moral standards, and did sinful things.

This was Florence Nightingale's world when, at age sixteen, God called her to service. Florence wanted to serve, but how? She discovered her gift for taking care of sick people when nearby villagers needed help.

Of course, society thought no proper "lady" should be around blood, disease, and dying.

A few low-class, poor women were nurses. These women were often rough and uneducated. They received no training and usually were more like maids than caregivers for sick people.

When England declared war on Russia in 1854, Florence Nightingale saw an opportunity to answer God's call to serve. She became a nurse and fought a war of her own—against disease, filth, and English society's idea that women couldn't make a difference as nurses.



Robbie noticed that Peter's boots and Wolfgang's legs and belly were splattered with the same dull brown mud that now covered the seat of his pants.

Lesson One

CHAPTER 1: PARTY AT THE BIG HOUSE

CHAPTER 2: DRUMMER BOY

PRAISE AND PRAYER: ONE WHO SERVES

In chapter 1 of *The Drummer Boy's Battle*, Florence Nightingale left a party of rich and "important" people to serve a poor family who needed help. Her mother didn't want her to go. Yet 150 years later, Florence is regarded as an important person in history for her selfless service. **Read Luke 22:24–27 and Mark 9:33–37.** What did Jesus say a truly great person must do?

Thought: To truly follow Jesus, we must learn to serve others as he did.

Prayer: Lord Jesus, help me to be willing to be a servant today.

VOCABULARY AND CONCEPTS

twilight, retching, rubble, muggy, candelabras, riff-raff, veranda, cholera, wages, gangly, smug, blokes, bombard, czar (see Background below)

What are "dry heaves" (page 10), a "shrill voice" (page 15), an "Allied victory" (page 24), and "Lancers, Dragoons, [and] Hussars" (page 28)?

BACKGROUND

The Crimean War was caused by misunderstanding, money, and leaders wanting power. It began when French and Russian monks argued over who should protect "holy" places in Jerusalem.

The monks complained to their governments. The new Russian czar (ruler) declared the English weren't going to tell *him* what to do! The British government said *they* were most powerful. The French emperor hoped winning a war would make him appear as strong as his uncle, Napoleon Bonaparte. Also, English merchants wanted to keep control of shipping routes across the Black Sea.

The war was sudden and poorly planned. British troops weren't ready. Supplies, medicine, and weapons weren't organized. Army officers were chosen not because of their experience as soldiers, but because they were from wealthy families connected to the king.

TALK ABOUT IT

The Russian, French, and English governments each said they were protecting Jerusalem. Really, they each were trying to get political power.

Talk about times you've heard people *say* they were acting for one reason, but *really* they had another, less noble, reason.

Have you ever thought you had a good, "righteous" reason for doing something but later realized your reason was really selfish?

ACTIVITIES

GEO 1, 2; SCI 1, 2; HIS 1; LIT/LA 1, 2

Lesson Two

CHAPTER 3: INTO THE VALLEY OF DEATH CHAPTER 4: BARRACKS HOSPITAL



PRAISE AND PRAYER: OBEYING ORDERS

In the military, soldiers are trained to obey without question. In chapter four of *The Drummer Boy's Battle*, misunderstood orders caused a needless loss of life.

Read John 14:15–21 and Jeremiah 29:11. Whom are we to obey? Why can we obey with confidence? How do we avoid “misunderstanding” God’s commands?

Thought: The more we read God’s Word, the more we can be sure of God’s commands *and* his promises to us.

Prayer: O God, thank you that your commands come from your great love for me.

VOCABULARY AND CONCEPTS

regiment, plateau, jotting, Cossacks, flinch, hightailing, oblivious, jolted, delirium, eerie

On page 47 we read that the *Andes* hit bad weather and kept sailing by “tacking back and forth, first to the east, then to the west.” What does this mean?

BACKGROUND

British soldiers fought in “formation,” marching toward the enemy in *rows*. The first row of soldiers fired, then knelt to reload while the next row fired. In this way the Scottish Ninety-Third Highlanders attacked Russian troops. Hundreds died, but the Russians retreated.

The next step should have been for the Light Brigade to attack the Russian soldiers on the *side* of the valley. (“Light” cavalry soldiers used only handheld lances, sabers, and swords.)

But the commander, Lord Cardigan, misunderstood his orders. Instead of attacking the first group of Russians on the *side* of the valley, he ordered his troops to attack the Russian “big guns” at the *end*. The soldiers rode down the valley, with enemies on both sides and at the end. Of 673 soldiers, only 200 survived—and most were wounded.

“What in
blazes?”
thundered
Lord Raglan.
“The man
misunderstood
my order!”

TALK ABOUT IT

Imagine watching the Light Brigade soldiers march straight toward the Russian guns! The misunderstood order resulted in the deaths of nearly five hundred soldiers. How were orders given (see page 35)? Can you imagine other ways to communicate orders that might have been better? What other traditions or methods did the British use that you would do differently?

ACTIVITIES

GEO 3, 4; HIS 2, 3; LIT/LA 3, 4, 5



Robbie peeked around the doorway and saw Major Sillery turning red around his stiff military collar.

Lesson Three

CHAPTER 5: MESSAGE FROM BALAKLAVA

CHAPTER 6: "I'M YOUR MAN!"

PRAISE AND PRAYER: PRODUCTIVE PATIENCE

It took a lot of patience for Florence Nightingale to wait until the military doctors realized her nurses could help save lives. But even while she waited, she was busy doing whatever she could. Eventually her persistence changed the course of history. **Read 2 Peter 3:9.** What does this say about God's patience toward us?

Thought: A quote found in Neta Jackson's father's diary: "*Blessed is the man who hustles while he waits.*"

Prayer: Lord, give me patience when things don't happen the way I think they should, and the humility to do what I can anyway.

VOCABULARY AND CONCEPTS

shrapnel, wincing, encrusted, embedded, urgent, listless, mope, sarcastic, glumly, festering, oppose, opinionated, wry, beneficial, gravely, bedpans

What does "rebuffing the Russian threat" on page 62 mean?

What does "the major strode fuming down the hallway" on page 73 mean?

BACKGROUND

The opinions of those in charge of the Scutari hospital seem crazy to us today. In the 1850s, however, only poor, rough-acting women were nurses. These women were illiterate and untrained. Some swore, fought, stole from the patients, and got drunk on the job! Dr. Hall didn't want such women in his hospital. He refused to believe that Miss Nightingale's nurses were different.

Also, scientists didn't understand disease, germs, or infection. Doctors didn't know unwashed bedsheets or open slop buckets had contributed to sickness.

When Miss Nightingale arranged to wash sheets and clothes, the major probably thought these were ridiculous luxuries in a hospital where men were dying. Because he didn't understand germs and infection, he thought Miss Nightingale was just another silly woman with no experience in the "real world."

TALK ABOUT IT

Miss Nightingale offered to give baths to wounded soldiers. She offered to wash sheets and clothing. She offered to change bandages and wash wounds. The doctors and officers said no to every offer.

Imagine how Miss Nightingale felt when the doctors and officers wouldn't listen to her. Talk about situations where you have thought no one was listening to you. What did you do? What happened?

ACTIVITIES

SCI 3; HIS 5

Lesson Four

CHAPTER 7: **BATTLING THE BRITISH ARMY**

CHAPTER 8: **MOTHER BRICKBAT**



PRAISE AND PRAYER: WORKING AS ONE

In chapter 8, Florence Nightingale tries to explain to the newly arrived “volunteers” that they must lay aside their denominational and sectarian differences and “must all work as one” (page 92). **Read Mark 9:38–40** and **John 17:22–23**. Jesus also prayed that his disciples would be “perfected in unity.” Why?

Thought: A gospel song says, “They will know we are Christians by our love” (for one another). Is this true of you?

Prayer: Lord, help me work together in unity with other Christians.

VOCABULARY AND CONCEPTS

hinder, gums, scurvy, longboats, bedraggled, rickety, civilian, casualties, trudged, rampant, diarrhea, malnutrition, nonsectarian, denomination, sect

What did Florence Nightingale mean by “Major Sillery will have to answer...for my *untimely demise*” (italics added) on page 82?

BACKGROUND

Here is what historian Lytton Strachey wrote about the hospital in Scutari when Florence Nightingale arrived:

Huge sewers underlay [the hospital.] . . . The floors were in so rotten a condition that many of them could not be scrubbed; the walls were thick with dirt; . . . vermin swarmed everywhere. . . . Four miles of beds [were] crushed together so close [with] just room to pass between. . . . [There] was no ventilation. The stench was indescribable. There were not enough bedsteads; the sheets were of canvas, and so coarse that the wounded men recoiled from them, begging to be left in their blankets; . . . no bedroom furniture of any kind, and empty beer-bottles were used for candlesticks. There were no basins, no towels, no soap, no brooms, no mops, no trays, no plates; there were neither slippers nor scissors; . . . there were no knives or forks or spoons. The supply of fuel was constantly deficient. The cooking arrangements were preposterously inadequate, and the laundry was a farce. As for purely medical materials, the tale was no better. Stretchers, splints, bandages—all were lacking; and so were the most ordinary drugs.

—from *Eminent Victorians* (out of print), as quoted at www.bartleby.com/189/202.html

TALK ABOUT IT

On page 82, Florence Nightingale says, “*When people are insulting, they insult God our Maker before they do me.*” What do you think she meant by that? How do people commonly respond to insults? Do you think Miss Nightingale’s practice of refusing to be angry was a good one? Why? Why not?

ACTIVITIES

SCI 4, 6, 7; HIS 6, 7

The nun looked Florence up and down. “I would like to speak to the person in charge!”



Lesson Five

CHAPTER 9: DRINKING THE DEAD HORSE
CHAPTER 10: A COOK AND A GENTLEMAN

PRAISE AND PRAYER: STRONG AND COURAGEOUS

Read Joshua 1. How many times did God tell Joshua to be “strong and courageous”? From what you have read so far in *The Drummer Boy’s Battle*, how did Florence Nightingale need to be strong and courageous like Joshua? How did the people respond to Joshua? (See Joshua 1:16–18.) How did the British officers respond to Florence Nightingale?

Thought: How do God’s words to Joshua in chapter one apply to a challenge *you* are facing in your life?

Prayer: O God, I want to be strong and courageous like Joshua and Florence Nightingale. I know I can because I have your promise that “the Lord my God is with me wherever I go” (Joshua 1:9, author’s paraphrase).

VOCABULARY AND CONCEPTS

stoutly, good riddance, brackish, cistern, carcass, peril, staples, satchel
What are “disgruntled murmurs” (see page 103)?

BACKGROUND

When Miss Nightingale wanted changes, she wrote to Sidney Herbert, England’s Secretary at War, and other officials. She even wrote to the queen!

Changing even the tiniest rule was maddeningly difficult! The same man had been making rules for England’s army for almost fifty years! He wanted *no* changes—anywhere. Even Sidney Herbert couldn’t convince him.

For example, there was no library or recreation room in the Barracks Hospital. Sick men could only lie in bed. They drank and gambled at cards. “They don’t know any better,” the officers said. Florence Nightingale disagreed. She bought books. She set up a reading and game room. She began to act like a banker, helping soldiers send money home to their families.

“It’ll never work,” the officers said. But it did! Soon Miss Nightingale was sending thousands of pounds (British money) to soldiers’ families every month!

TALK ABOUT IT

It doesn’t make much sense that army officers wouldn’t make simple changes that might help their men. But history shows that, again and again, Florence Nightingale’s requests for simple changes were all ignored.

Why do you think the officers ignored her? Do you think this kind of thing happens today? Why or why not?

ACTIVITIES

SS/FW 1; CT 1

Alexis
Soyer wore
a blue
velvet hat
which
slouched
over one
side of his
head in a
jaunty way.
His
secretary,
on the
other hand,
stood tall
and regal.

Lesson Six

CHAPTER 11: BACK TO BALAKLAVA CHAPTER 12: THE TRICK THAT FAILED

PRAISE AND PRAYER: GOD'S SECRET OF SUCCESS

You will hear many “secrets of success” from parents, teachers, and business people. **Read Joshua 1:8–9.** What is God’s secret of success? Name the godly qualities in Florence Nightingale’s character that eventually led to her success.

Thought: It’s not just *reading* God’s Word that leads to success, but meditating on it (thinking about it), obeying it, living it. (See Psalm 119:9, 11, 105.)

Prayer: O God, I want to read and think about your Word so much that it becomes part of me, from my head to my feet.

VOCABULARY AND CONCEPTS

rumpled, missionary zeal, idle, incompetent, dickering, abruptly, soberly
What does “rolled his eyes in mock despair” on page 112 mean?
What does “keeping vigil” on page 122 mean?

BACKGROUND

Dr. Hall really did try to put Florence Nightingale on board a ship headed for England instead of Scutari. That was not the army’s only attempt to get rid of her. When Florence Nightingale and her nurses first arrived in Scutari, the army refused to feed them—at Major Sillery’s orders! The army tried to *starve* them out. Fortunately, Miss Nightingale had brought food with her and used her own money to buy more. She fed thirty-two nurses for almost a month before the army gave in!

The army used its own rules to frustrate and ignore Miss Nightingale. Once, while men were cold and half-clothed in the hospital, boxes of warm wool sleeping shirts sat unopened in the army warehouse. “Why aren’t these given to the men?” Miss Nightingale demanded. The answer? Because no order had been given to open the boxes!

TALK ABOUT IT

Now Robbie has done it! He’s smuggled little Peter on board the ship headed for Scutari. Talk about it: Should Robbie have done this? What problems could it cause? What would you have done in Robbie’s place? What other solutions could Robbie have found?

ACTIVITIES:

SCI 5; HIS 8; LIT/LA 6, 7



To
Robbie’s
relief, the
boy didn’t
make a
sound but
clung
tightly to
Robbie’s
neck.



Lesson Seven

CHAPTER 13: THE SPOILS OF WAR MORE ABOUT FLORENCE NIGHTINGALE

PRAISE AND PRAYER: MY BEST FOR GOD

Florence Nightingale says, “*To give less than every ounce of strength would not be enough—would not be what God expects of me. For God is the only master I acknowledge; I am His representative here at Scutari; the work I do is His work*” (page 136). **Read Colossians 3:17.** Are you sometimes tempted to do less than your best? What task do you have to do today that you can do 100 percent—to the glory of God?

Thought: Mother Teresa said, “Let every action of mine be something beautiful for God.”

Prayer: O God, you gave us your best when you gave us your Son Jesus. I want to give you my best today.

VOCABULARY AND CONCEPTS

commotion, recuperating, robust, hoisted, destiny

What is the “stern of the yacht” on page 132?

Miss Nightingale worked in the “Institution for the Care for Sick Gentlewomen in Distressed Circumstances.” What does this title mean?

BACKGROUND

Historians estimate that 250,000 men died in the Crimean War. Of the 60,000 British soldiers, 43,000 were killed or wounded. However, only 7,000 were wounded in battle. The rest died from filth, disease, bad food, and putrid water.

The British army fought Russians. Miss Nightingale fought ignorance, power-hungry men, and germs. One war was fought with guns; the other with soap, vitamin C, scrub buckets, and boiled water.

Miss Nightingale not only changed the face of nursing, but her work changed ideas about sanitation, hospitals, and disease. Even today, the heart and practice of nursing reflects some of the ideas and beliefs of Florence Nightingale.

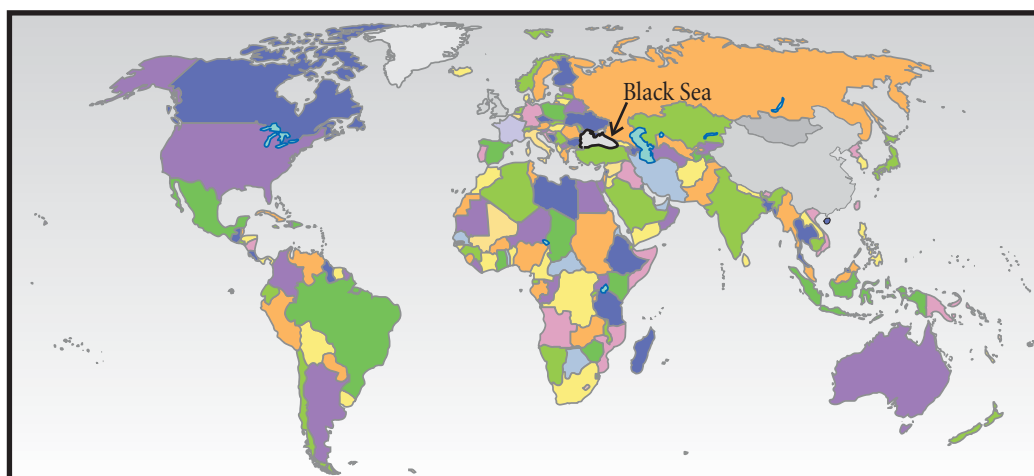
TALK ABOUT IT

What do *you* think Miss Nightingale meant by “the spoils of war go to the victor” on page 132?

This is a story of personal strength and character. What qualities of character do you see in Florence Nightingale? What qualities in her actions and attitudes made it possible for her to accomplish all she did? If you were to describe Florence Nightingale in three words, what would they be?

ACTIVITIES

GEO 5; SCI 6, 7, 8; HIS 9, 10, 11; SS/FW 2, 3, 4, 5, 6



Geography

If we know the land, we will know more about the people. In a land like the Crimea, between mountains and sea, the land determines much about how people live.

Geography is the key to understanding why the Crimean War was fought. Why did nearly 250,000 men from four countries die over the right to control a tiny piece of land? What is that key? Take a look at a map and guess why this area was called the “Gateway to the Middle East.”



GEO 1: Use a globe and/or atlas to find sites in this story. Trace a map of the region where the war occurred. Include Scutari, Turkey; the Black Sea; Balaklava; Sebastapol (or Sevastopol); England; France; and Russia. (HANDS-ON)



GEO 2: Use your library or the Internet to find out what a “thatch-roofed cottage” (see page 11) like the Robinsons’ looked like. Print or copy some photos to share. (HANDS-ON)



GEO 3: Find Balaklava on a map. If you can, find a relief map that shows hills and valleys. If you have made your

own map of the region (see GEO 1), include Balaklava. (HANDS-ON)



GEO 4: Read the description of the site of the battle of Balaklava on pages 31 and 32. Look at the illustration on page 37. Create a model of the battlefield using drawing materials and paper, clay, or papier-mâché. Show the position of the Russian troops, the “big guns,” the Light Cavalry Brigade, and the French and other British troops.

You may want to see other illustrations of the battlefield on the Internet at <http://members.xoom.com/Rushistory/balaklava/balabat.htm> (address is case sensitive). Scroll to “Maps” to see battlefield maps. (HANDS-ON)



GEO 5: The boys sat on a hillside overlooking the Strait of Bosphorus. What is a strait? Can you find the Strait of Bosphorus on a map? If you’ve created a map of the region (see GEO 1), add the Strait of Bosphorus to your map. (HANDS-ON)

Science

Florence Nightingale's story cannot be told without science. It is important to know just how much people understood about science in history. Did doctors know about bacteria and germs? Did anyone understand what really caused disease? How did advances in science change the way war was fought?

Science is often described as a key to the future. It is also a key to understanding the past.



SCI 1: Learn about cholera. Visit the Center for Disease Control's Web site at www.cdc.gov. Click on *Health Topics A–Z*, then click on *Cholera*. Write a brief report on cholera—its causes, prevention, and cure. (RESEARCH)



SCI 2: **In history, some diseases have threatened whole societies. James Cross Giblin wrote a book about this called *When Plague Strikes: The Black Death, Smallpox, AIDS*. This book, for sixth graders and older, explains what causes these diseases and how people have reacted when the diseases strike a community, region, or even entire country. (READING)



SCI 3: The dying didn't end at Balaklava. Hundreds of soldiers died aboard ship as they traveled to the hospital in Scutari, Turkey. Hundreds more died in the hospital. Use your library or the Internet to read, learn, and write a short report about one of the following:

- How does infection happen?
- How do antibiotics work?
- What is *dehydration*? How does it affect the human body?
- What is *gangrene*? Why is it so dangerous?
- Who invented antibiotics? When? How?

(RESEARCH)



SCI 4: Before doctors learned about scurvy, soldiers, sailors, and citizens regularly died of the disease. Yet the cure is so simple!

Learn about scurvy using your library or the Internet. Visit www.monzy.com/scurvy and www.people.virginia.edu/~rjh9u/scurvy1.html, or search for other sites about scurvy. What causes this disease? How can it be prevented? What is the cure? What happens to people who have scurvy?

Show what you have learned by creating an informational poster about scurvy. Illustrate your poster with graphs, pictures, or other visual methods of communicating information. Posters are short, information-packed methods of communicating. You'll have to choose important facts and communicate them clearly. (HANDS-ON)



SCI 5: In chapter 12 Florence Nightingale discovers that soldiers were eating food cold or even raw because they had no way to cook on the battlefield.

Alexis Soyer and James Brandy "put their heads together" to design a small, portable stove.

Put your mind to this problem. Your goal is to design a lightweight, portable, safe, easy-to-use stove that a soldier could use to heat food. Think: What materials were available? What fuel could be safely used and carried? What would give enough heat to cook food? How would the stove be stored for carrying? What would it look like assembled on the battlefield?

Create a poster describing your design proposal. Share your design with your family, class, or homeschool group.

When your design idea is completed, take a field trip to a camping supply store to see the kinds of stoves used today by backpackers and wilderness campers. How do these stoves work? What fuel do they use? (HANDS-ON)

Mega Project



SCI 6: Germs, germs, everywhere—and they're all invisible! Although Florence Nightingale understood that cleanliness was good and that dirt, polluted water,

and garbage were bad, she didn't understand that germs and bacteria caused sickness.

See germs at work. You'll be surprised at what you find in your own "clean" house! Purchase a set of ten nutrient agar plates (see Resources list). These are covered petri dishes ready-filled with "food" that will allow bacteria to grow. Swipe your hand over a plate *before* washing your hands. Then swipe your hand over another plate *after* washing. Brush a cotton swab over the following sites, then swipe the swab across an agar plate:

- your bathroom doorknob
- the flush handle on your toilet
- the water faucet handle at your bathroom sink
- your telephone receiver
- your refrigerator door handle

Follow the directions supplied with your agar plate. Label each plate, showing where the swab sample was taken. Guess which plates will show the most bacteria and rank them one to ten.

Check the plates daily. The yellow, green, black, white, fuzzy, slimy, or swirly-looking blobs that grow in your agar plates show the presence of germs.

Share your experiment with your family, class, or homeschool group. Create a poster showing, step by step, the procedure you followed for this experiment. Use photos or drawings to show all the steps. On your poster, answer the following questions:

- Which site had the most bacteria? Which site "grew" quickest?
- Which sites showed similar bacteria (similar color, type of growth, etc.)?
- Make an educated guess: Where did the germs come from at each site?

- What did you learn about hand washing?
- Will you change your habits in any way because of this experiment?

(MEGA)



SCI 7: Florence Nightingale once bought toothbrushes for soldiers with her own money. Major Sillery grumbled. What use did soldiers have for toothbrushes? He thought Miss Nightingale was foolish.

Find out what toothbrushes really do. Ask your dentist or pharmacist for dental disclosing tablets. After brushing your teeth, chew one tablet, then open wide and look in the mirror. The red color on your teeth shows where you didn't brush well. Look closely. Where did you miss spots? Should you pay more attention to specific places in your mouth? Brush again! (HANDS-ON)

Mega Project



SCI 8: Contact your local chapter of the American Red Cross to enroll in their Community First Aid and Safety course as an individual, family, class, or homeschool group. This program is for students ages eleven to fourteen.

You'll learn emergency first aid; adult, child, and infant CPR; and safety tips. Specifics may vary by location, but typically, the course is nine hours long, scheduled over two to three meetings. Some local Red Cross groups schedule classes regularly. Some charge a nominal fee for materials.

OR

Invite an EMS (Emergency Medical Services) paramedic to teach CPR to your class or homeschool group. (MEGA)

History

An old saying claims that people who don't know history are doomed to repeat it. Whether that is true or not, knowing history helps us to understand why people behave as they do, how governments work, and how one event causes another as history unfolds.



HIS 1: Learn all you can about the Crimean War. Web sites with good information include www.geocities.com/crimeaukr/history.htm and www.geocities.com/mchirnside/crimopen.htm. Also see James Barbary's book *The Crimean War*.

Make a timeline including the war's beginning, major battles, and the declaration of peace. As you read *The Drummer Boy's Battle*, note on your timeline where Florence Nightingale was working during the years of the Crimean War. (RESEARCH)



HIS 2: Use a dictionary, library reference books, or the Internet to define the following military terms: *regiment*, *infantry*, *cavalry*, *brigade*, *battle front*. (RESEARCH)



HIS 3: Read about the battle of Balaklava and the Charge of the Light Brigade. Visit <http://school.discovery.com/homeworkhelp/worldbook/atozhistory>. Click on *B* to find Balaklava and *C* to find the Crimean War. Read details about the whole battle at <http://members.xoom.com/Rushistory/balaklava/balabat.htm>. Scroll to "Maps" to see maps of the actual battle. *The Crimean War* by James Barbary is also a valuable source. (INTERNET)



HIS 4 and LIT/LA 5: Read about the battle of Balaklava and the Charge of the Light Brigade (see HIS 2 for sources). Using poetry, Alfred Lord Tennyson's writing *genre* (kind or category), tell the story of the Charge of the

Light Brigade from the point of view of Robbie Robinson's brother—a simple cavalry soldier riding his horse into the middle of that terrible battle.

A story can be told in poetry or prose. One technique writers use is to tell the story from the *point of view* of the main character. The story is told through the thoughts, physical feelings, emotions, experiences, and sight and hearing of the main character. The readers see, feel, think, and experience right along with the character. (WRITING)



HIS 5: The history of women in medicine is interesting. Using your library or the Internet, find out about the life, experience, and medical career of one of the following women:

- Elizabeth Blackwell (first woman to earn an M.D. degree) www.greatwomen.org/profile.php?id=20
- The National Institutes of Health library at www.nlm.nih.gov/hmd/blackwell includes Blackwell's letters and photos and copies of her personal papers.
- Clara Barton (first president of the American Red Cross) www.incwell.com/Biographies/Barton.html (address is case sensitive)
- Mary Breckinridge (founder of Frontier Nursing Service and Frontier Nursing School of Midwifery) www.kytales.com/mbreck/mbreck.html

(INTERNET)



HIS 6: Describing Mother "Brickbat" and her nuns as "blackbirds" makes them seem sort of amusing. In real life, Catholic sisters, called "nuns," have served in every corner of the world as teachers, nurses, missionaries, social workers, and more.

Another famous "mother" was Mother Teresa, head of the Sisters of Charity in Calcutta, India, and other places of terrible

poverty around the world.

Read *Something Beautiful for God* by Malcolm Muggeridge, or see the video by the same name to learn about this amazing Christian. (READING)



HIS 7: Read the history of Florence Nightingale's work at Scutari at www.Bartleby.com/189/202.html. The Web site includes quotes from letters written by Miss Nightingale to her friend Sidney Herbert, Secretary at War. You'll learn about the "behind the scenes" communications that Miss Nightingale was forced to write just to keep the doctors from sending her back to England! You'll discover how much of her own money Miss Nightingale spent on everything from water heaters to toothbrushes for the soldiers. Find out about the time when Dr. Hall tried to starve Miss Nightingale into leaving!

The vocabulary on this Web site is difficult, but the story is well worth the work. (READING)



HIS 8: Scientific discoveries and inventions changed the way wars were fought. Guns, cannons, and gunpowder replaced spears and swords. Newer, more accurate guns replaced older ones. The invention of telescopes gave the ability to see distances.

Inventions that were first used in the Crimean War include telegraph, minié ball rifle, smooth bore musket, and Mallet's mortar.

Use your library or the Internet to find out about these inventions. Write a paragraph or two on each invention, telling how each one worked. Who was the inventor? How can you imagine this invention changed the way war was fought? (RESEARCH)



HIS 9: Surf the Web for more about Florence Nightingale at www.florence-nightingale.co.uk and click on *The Florence Nightingale Story*. Other good Web sites:

www.deltiology.com/healthcare.html
www.geocities.com/rescindinc/nightingale.html
www.geocities.com/bread_n_roses/nightin.htm
www.scotlan.edu/lriddle/women/nitegale.htm
 (INTERNET)



HIS 10: *The Drummer Boy's Battle* tells the experience of Florence Nightingale during the Crimean War. She accomplished much after the war's end. She improved conditions for British soldiers in India. Even more amazing was her work in sanitation and irrigation to improve life for common Indian people. She wrote, worked, did research, and constantly confronted the army and government.

Read about Florence Nightingale's entire life in any of the following books:

Heart and Soul: The Story of Florence Nightingale by Gena Gorrell.

Florence Nightingale: A Photo-Illustrated Biography by Lucile Davis.

Herstory: Women Who Changed the World A Picture Book of Florence Nightingale by David Adler

Florence Nightingale: The Founder of Modern Nursing by Mary M. Tolan

Faithful Friend: The Story of Florence Nightingale by Beatrice Siegel

As you read, create a timeline showing events and important dates in Florence Nightingale's life. Note life-changing decisions she made with a star. Illustrate this timeline with photos of people, places, and events. Include copies of photographs from book or Internet resources.

Timeline materials: long sheets of shelf-liner paper or end rolls of newsprint available at shops that print newspapers, markers, and ruler or straightedge. (HANDS-ON)



HIS 11: Enjoy the animated film *Florence Nightingale* by Living History Productions. Check your library or video rental store for copies. (VIDEO)

Social Studies and Folkways

Folkways are the traditions of a people and culture. Art, foods, storytelling, music, dance, drama, literature, and even religion are mirrors reflecting the heart and soul of a nation and its people.

It is difficult today to understand Florence Nightingale's world. Traditions of the British army, attitudes about human life, and the culture and traditions of the Ukraine and Crimea may seem strange and foreign. Still, knowing the traditions and culture of those people will help us understand them.



SS/FW 1: On page 106, read about the tasty stew Alexis Soyer made for the soldiers. Imagine how good that tasted after weeks of choking down sour-tasting cabbage broth made from polluted water. Although lentil stew was "poor man's food," to a hungry soldier, it was as good as a feast!

Celebrate the gift of good food for Miss Nightingale's soldiers by making a big pot of lentil stew for your family.

Ingredients: 1 pound of brown lentils; 3 or 4 carrots, scrubbed and sliced; 2 good-sized potatoes, diced; 2 stalks celery, chopped; 1 large or 2 medium onions, chopped; 1 26-ounce can of diced tomatoes in juice; 2 15-ounce cans of vegetable or chicken broth; 8 cups water or stock. Combine ingredients in a kettle and bring to a boil. Reduce heat. Cover and cook slowly for about three hours. Optional: Add thinly sliced polish sausage. Boil in water to remove some of the fat. Add to the stew for great flavor. (COOKING)



SS/FW 2: Search your library or the Internet to learn about *psanky* (also spelled *pysanky*), traditional egg decorating done in the Ukraine and other regions near the site of the Crimean War. Little Peter's mother might have made such eggs for their family's Easter celebration.

You'll need beeswax, a kistka (special decorating tool), drawings or copies of traditional psanky patterns, easter egg dye in multiple colors, and eggs (either hard boiled or blown clean). Available from the Ukrainian Gift Shop (see Resources list): traditional tools, materials, and booklets with designs and methods. (HANDS-ON)



SS/FW 3: Why does someone choose nursing as a career? Interview a man or woman who works (or once worked) as a nurse and find out! Find out what motivated that person to choose nursing at first. Ask about memorable events and experiences that happened in his or her nursing career. Ask about the most rewarding part of nursing. Find out what has been most difficult.

Contact your local university's school of nursing. Ask for a copy of the requirements for nursing study. Report on your discoveries. (SPEECH)



SS/FW 3: **Students age twelve and older may contact a local hospital, nursing home, Visiting Nurses Association, or clinic to request permission to *job shadow* a nurse for part of a day.

You'll follow a nurse around, watching what he or she does in the day-to-day work of nursing. You'll need a notebook, pen, comfortable walking shoes, and a camera. Find out:

- What kind of patients are under his or her care?
- What jobs or tasks are done?
- What kind of hours/shifts does this nurse work?
- What type of nursing does he or she do?
- What special training has this nurse received?
- How long has he or she worked as a nurse?
- What does this nurse find most rewarding about nursing?
- What does this nurse find most difficult?
- If this person could choose again, would

he or she still choose nursing? Why or why not?

Take a camera with you and record the kinds of jobs this nurse does. (Do not, of course, take photos of patients. Privacy is important for everyone!)

Share what you learn with your family, class, or homeschool group. Create a poster showing a day in the life of a nurse. Include photos, information, and details about the nurse's training and experience.

Use this poster as you present an oral report, telling what you learned about nursing in your *job shadowing* experience. (SPEECH)



SS/FW 5: Hop onto the Internet to discover Nurses Christian Fellowship, an association of Christian nurses. These nurses believe that nursing is more than a career—it is a call from God. Learn more about this ministry, associated with InterVarsity Christian Fellowship, at www.ncf-jcn.org. (INTERNET)



SS/FW 6: England is famous for the late-afternoon tradition of “tea.” Actually, Florence Nightingale detested tea because she was expected to make silly conversation with the other ladies!

Florence and her sister, Parthenope, did enjoy tea together on a quiet afternoon. Tea would include, of course, hot, sweet English breakfast or Darjeeling tea. Jam and scones (from Scotland and Ireland originally) or crumpets (much

like our toasted English muffins) might be served.

Here is a wonderful description of English tea from C. S. Lewis's famous story *The Lion, the Witch, and the Wardrobe*. Enjoy your tea along with Lucy and Tumnus the Faun.

And really it was a wonderful tea. There was a nice brown egg, lightly boiled, for each of them, and then sardines on toast, and then buttered toast, and then toast with honey, and then a sugar-topped cake. And when Lucy was tired of eating, the Faun began to talk. . . .

Tea time is a special time for talk and enjoying one another. Make yours special by setting the table with a clean, attractive cloth and, if possible, teacups, saucers, a teapot, and lump sugar.

Prepare butter shortbread, a traditional British Christmas treat. Ingredients: 2 cups all-purpose flour, 6 tablespoons sugar, 2 tablespoons cornstarch, 15 tablespoons (1 $\frac{7}{8}$ sticks) butter. Preheat oven to 350 degrees. Sift together flour, sugar, and cornstarch. Cut in butter with a pastry blender or two table knives until particles are about as big as grains of rice. Shape dough into a ball. Knead lightly (not long) with fingertips until the mixture just holds together. Press into a buttered 8-inch layer-cake pan. Prick all around with a fork. Bake at 350 degrees for 35 to 40 minutes till lightly browned. Remove from oven when *almost* done and mark “cutting lines” in wedge or rectangular shapes on the shortbread. Return to oven for 5 minutes more. Cool in pan. (COOKING)

Literature and Language Arts

Stories are windows to understanding people and their culture. When we enjoy folktales or listen to songs from another culture, we see and appreciate the creativity of the people.

Reading books set in another culture, like *The Drummer Boy's Battle*, also makes us better writers. We see how words are used to tell a story, describe a scene, or reveal a character. Students can experiment, using those techniques in their own writing.



LIT/LA 1: Readers and authors seem to be fascinated with drummer boys. Unfortunately, sometimes the experiences of these boys and young men in war has been “romanticized” (told like an adventure story, with the hard, terrible parts left out).

If you are interested in the experiences of young boys in war, read any of the following:

- *The Boys' War* by Jim Murphy. The author uses letters, diary entries, and photos of boys sixteen years old and younger who fought in the Civil War.
- www.geocities.com/mchirnside/crimopen.htm. Click on *The Kerry Recruit* to read the story of a young Irish boy in the Crimean War.
- *Drummer Boy at Bull Run* by Gilbert Morris
- *Diary of a Drummer Boy* by Marlene Brill
- *Drummer Boy: Marching to the Civil War* by Ann Warren Turner
- *A Civil War Drummer Boy: The Diary of William Bircher, 1861–1865* by William Bircher (a real Civil War drummer boy's diary)

(READING)



LIT/LA 2: On page 19 the authors describe Robbie's feelings: “His chest ached with jealousy.” Imagine that jealous emotion. Imagine that physical feeling.

Writers often describe a physical feeling to show how a character feels. For example, an author might write, *He was so angry, his face felt red-hot*, or *Her curiosity was like a thousand tiny needles pricking her skin*. Physical feelings make a character's emotions seem alive and real. That is good writing!

Write a few sentences showing each of the following emotions by describing a physical feeling that accompanies it: sad, frustrated, joyful, terrified, overwhelmed. (WRITING)



LIT/LA 3: Read the famous poem “Charge of the Light Brigade” by Alfred Lord Tennyson. This poem is on the Internet at <http://etext.lib.virginia.edu/britpo/tennyson/TenChar.html> (address is case sensitive). This Web site even includes photos of Tennyson's actual manuscript in his own handwriting! Your library will also have many copies of this poem in collections of English poetry or general poetry.

This poem is wonderful when performed. Memorize the poem. Practice speaking the verses with emotion and a “storytelling voice.” Recite the poem as a performance for your class, family, or homeschool group. (SPEECH)



LIT/LA 4: Copy or print out “Charge of the Light Brigade” by Alfred Lord Tennyson (see LIT/LA 3 for sources). Read the poem carefully. Highlight words and phrases the poet uses to show action. Underline words and phrases used to create a feeling or emotion. Circle any words used that show the poet's own thoughts or opinions. (WRITING)



HIS 4 and LIT/LA 5: Read about the battle of Balaklava and the Charge of the Light Brigade (see HIS 2 for sources). Using poetry, Alfred Lord Tennyson's writing genre (kind or category), tell the story of the Charge of the Light Brigade from the point of view of Robbie

Robinson's brother—a simple cavalry soldier riding his horse into the middle of that terrible battle.

A story can be told in poetry or prose. One technique writers use is to tell the story from the *point of view* of the main character. The story is told through the thoughts, physical feelings, emotions, experiences, and sight and hearing of the main character. The readers see, feel, think, and experience right along with the character. (WRITING)



LIT/LA 6: Read to page 120 and stop. What has happened to Miss Nightingale? Telling the story from Robbie's point of view, imagine what might have happened. What did Robbie do? What

happened to Miss Nightingale's inspection of the battlefield hospitals? Did she live or die? Did her hopes die with her?

Create your own ending to this amazing story. Meet as a family, class, or homeschool group and listen as each writer shares his or her imagined ending. You'll be impressed by the variety and imagination! (WRITING)



LIT/LA 7: View *War Is Not a Game: Experiences of Refugee Children* by Frameline Productions. This video tells the stories of refugee children like little Peter, left orphaned by war. In your family, class, or homeschool group, talk about refugees. What do you know about Kosovo? Bosnia? Cambodia? (SPEECH)

The Church Today

Florence Nightingale was called by God to serve. Her desire was to help the sick become well. Being a nurse was a longing in her heart, not just a job to be done.

God still calls Christians to help the sick become well. He calls people to study and become medical professionals. He calls others to become intercessors, praying for the sick. He gives others spiritual gifts of healing. In hospitals all over the world, there are nurses just like Florence Nightingale. For them, nursing is more than a job; it is a call from God.



CT 1: Use a *concordance* (a book listing Bible verses by word or topic) to find at least five different verses about pride. God tells us what pride is, how it affects people, and what kind of fruit it produces in our lives.

Pick quotes from any chapter in *The Drummer Boy's Battle* as examples of these Bible verses. Create memory cards, writing the quotes on one side and the verses on the other.

Store those verses up in your heart by memorizing each one. (RESEARCH)



CT 2: History sometimes seems to move from one war to the next. During the Crimean War, all England convinced itself that they were fighting for a noble cause. Over in Russia, the czar was just as sure that their cause was right. Now we can see that both countries were fighting for power and to keep control of a shipping route between Europe and Asia!

Unfortunately, the Crimean War was started by a conflict between Christian monks! But through history, many Christians have worked to end war.

Two children's books look at war with different eyes. To read aloud and discuss together: *The Butter Battle Book* by Dr. Seuss and *Potatoes, Potatoes* by Anita Lobel. (READING)



CT 3: Missionaries in the church today often provide medical care in places where there are few doctors. Choose one of these medical mission groups and learn all you can. The Internet is a good source. Call their toll-free numbers or write their home office to ask for brochures, booklets, and other information.

Youth With a Mission (YWAM) Mercy Ships—provide medical care, relief, development, and education, primarily through ocean-going vessels (www.mercyships.org)

Students International—short-term missions trips, and operates medical clinics in Dominican Republic and Guatemala (www.stint.com)

Operation Smile—plastic surgeons provide reconstructive surgery to children and young adults (www.operationssmile.org) (RESEARCH)

Mega Project



CT 4: YWAM's Mercy Ships are known across the world. Their vision is the same as Florence Nightingale's—to serve God by serving the sick.

As a family, class, or homeschool group, view the YWAM video *When You Say Mercy . . .*, which tells the history of the Mercy Ships.

On the Internet, find out more by exploring www.mercyships.org.

Choose one of the following books telling the story of people called by God to serve on the Mercy Ships:

- *Tales of a Seasick Doctor* by Christine Aroney Sine
- *Is That Really You, God?* by Loren Cunningham
- *Angel of Mercy* by Lurlene McDaniel

Present an oral report to your family, class, or homeschool group about the book you chose. What did you learn about God's call to missions? What did you learn about people who had a dream of missions? What did you learn about the ministry of Mercy Ships?

Mercy Ships ministries can use your help. Could your homeschool group hire itself out for a Saturday workday? Could you hold a car wash? A leaf-raking day? A giant neighborhood-wide cookie sale?

If so, you might be able to be part of Mercy Ships' ministry. You can help pay for a cataract operation to give back sight to a blind person.

You can contribute to the cost of surgery to repair a cleft palate (birth defect affecting a child's mouth) or skin grafts for a burn victim.

Mercy Ships' Web site includes "before and after" photos of operations done aboard ships. (**Note: These photos are not appropriate for younger children; please preview.) (MEGA)

Resources

Titles in bold indicate resources particularly recommended for supplementing this Curriculum Guide. Also note that most Internet addresses are case sensitive.

Online: The following Internet Web sites are mentioned in this guide:

<http://etext.lib.virginia.edu/britpo/tennyson/TenChar.html>

<http://members.xoom.com/Rushistory/balaklava/balabat.htm>

<http://school.discovery.com/homeworkhelp/worldbook/atozhistory>

www.Bartleby.com/189/202.html

www.cdc.gov

www.deltiology.com/healthcare.html

www.florence-nightingale.co.uk

www.geocities.com/bread_n_roses/nightin.htm

www.geocities.com/crimeaukr/history.htm

www.geocities.com/mchirnside/crimopen.htm

www.geocities.com/rescindinc/nightingale.html

www.greatwomen.org/profile.php?id=20

www.incwell.com/Biographies/Barton.html

www.mercyships.org

www.monzy.com/scurvy

www.ncf-jcn.org

www.nlm.nih.gov/hmd/blackwell

www.operationsmile.org

www.people.virginia.edu/~rjh9u/scurvy1.html

www.scottlan.edu/lriddle/women/nitegale.htm

www.stint.com

Organizations:

Youth With a Mission's Mercy Ships: (800) 772-7447, www.mercyships.org

Students International: www.stint.com

Operation Smile: www.operationsmile.org

Print: The following resources are mentioned in this guide:

Angel of Mercy by Lurlene McDaniel. New York: Bantam Starfire, 1999.

The Boys' War by Jim Murphy. New York: Clarion Books, 1990.

The Butter Battle Book by Dr. Seuss. New York: Random House, 1984.

A Civil War Drummer Boy: The Diary of William Bircher, 1861–1865 by William Bircher. New York: Blue Earth Books, 2000.

The Crimean War by James Barbary. New York: Hawthorn Books, 1970.

Diary of a Drummer Boy by Marlene Brill. New York: Millbrook, 1998.

Drummer Boy at Bull Run by Gilbert Morris. Chicago: Moody Press, 1995.

Drummer Boy: Marching to the Civil War by Ann Turner. New York: Harper Collins, 1998.

Faithful Friend: The Story of Florence Nightingale by Beatrice Siegel. New York: Scholastic, 1991.

Florence Nightingale: A Photo-Illustrated Biography by Lucile Davis. Mankato, MN: Bridgestone Books, 1999.

Florence Nightingale: The Founder of Modern Nursing by Mary M. Tolan. Milwaukee: G. Stevens, 1991.

Heart and Soul: The Story of Florence Nightingale by Gena Gorrell. Toronto: Tundra Books, 2000.

Herstory: Women Who Changed the World edited by Ruth Ashby and Deborah Ohrn. New York: Viking, 1995.

Is That Really You, God? by Loren Cunningham. Seattle: YWAM Publishing, 1984.

A Picture Book of Florence Nightingale by David Adler. New York: Holiday House, 1992.

***Potatoes, Potatoes* by Anita Lobel. New York: Harper and Row, 1967.**

***Retreat From Gettysburg* by Kathleen Ernst. Shippensburg, PA: White Mane Books, 2000.** (Story of young boy caught in the Civil War.)

***Something Beautiful for God* by Malcolm Muggeridge. New York: Harper & Row, 1986.**

***Tales of a Seasick Doctor* by Christine Aroney Sine. Grand Rapids, MI: Zondervan, 1996.**

***When Plague Strikes: The Black Death, Smallpox, AIDS* by James Cross Giblin. New York: Harper Collins, 1995.**

Video: The following resources are mentioned in this guide:

Dr. Seuss' Butter Battle Book. Turner Home Video, 1995.

Florence Nightingale: Animated Hero Classics. Living History Productions, 1993.

***Something Beautiful for God*. PBS Video, 1973.** (Out of publication. Available at some public libraries or classic video rental locations.)

***War Is Not a Game: Experiences of Refugee Children*. Frameline Productions, 1995.** ¹

When You Say Mercy . . . YWAM International. ²

Project Materials:

Nasco Science Supply (agar plates, item z13903): (800) 558-9595.

Ukranian Gift Shop, 2422 Central Avenue NE, Minneapolis, MN 55418. (612) 788-2545

¹ Available from Mennonite Central Committee for cost of postage only at (717) 859-1151 or mccresources@mcc.org.

² Available from Youth With a Mission International for \$10 at (800) 772-7447.