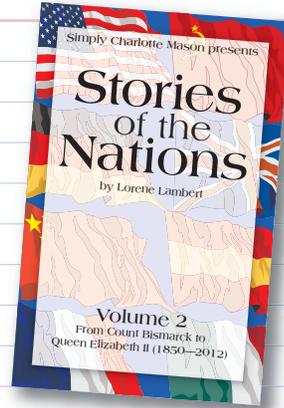


Stories of the Nations, Volume 2

Narration Notecards

by Crystal Lee Hildreth



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Book-specific narration prompts for first grade
through high school—at your fingertips!

Narration Notecards: Stories of the Nations, Volume 2

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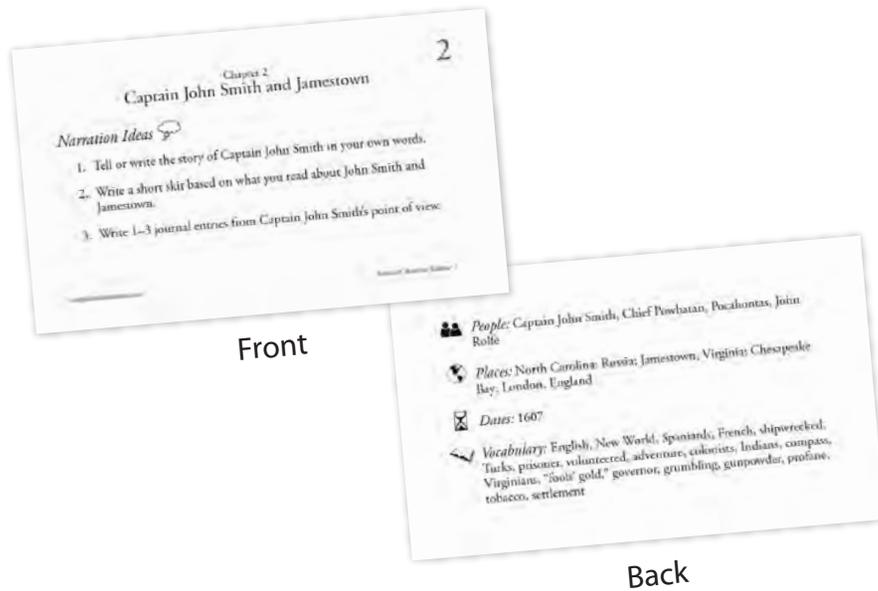
SAMPLE

Narration Notecards

Book-specific narration prompts for first grade through high school—at your fingertips!
Available in two formats

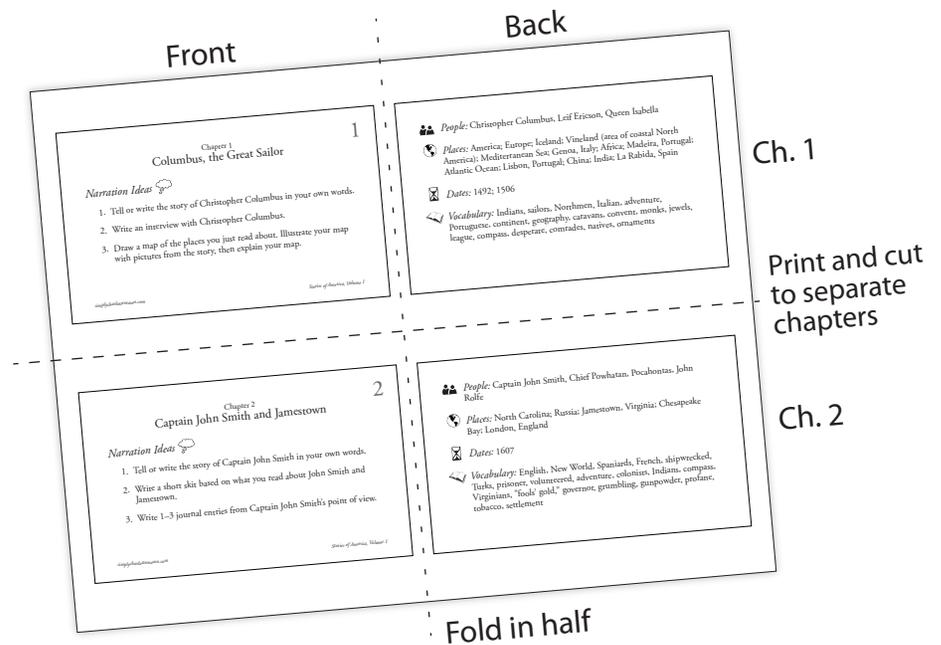
Pre-Printed 3" x 5" cards

You receive 3" x 5" cards printed on both sides. One side features the narration prompts and the other side gives the key people, places, dates, and vocabulary words.



Printable Electronic Download

You receive a PDF with two cards, both fronts and backs, on each 8.5" x 11" page. Print the PDF on regular copy paper or card stock and cut the sheets in half length-wise. (One chapter on the top half, the other chapter on the bottom half.) Fold each chapter's card to place the narration prompts on one side and the key people, places, dates, and vocabulary words on the other side.



How to Use Narration Notecards

1. Read aloud a chapter from the book or assign it as independent reading.
2. Grab the narration notecard for that chapter and select a narration idea from the list on the front or let your student choose one.
3. Give your student the notecard to look at while narrating orally or in writing. The word bank of people, places, dates, and vocabulary on the back will help with spelling and details.

More Narration Notecards Ideas

- Choose a few key words from the back of the notecard to highlight before you read. Write those words in a visible location and instruct your student to listen/read attentively for them. Define the chosen words if necessary.
- Use a map to look up any of the places listed.
- Use the dates to prompt Book of Centuries entries.
- Add any other words from the reading that your student would like to see spelled.

Choosing a Narration Prompt

The narration ideas are listed from easiest to hardest on each card. Select one of the prompts for your student: 1. Beginner, 2. Intermediate, 3. Advanced.

1. Beginner prompts are designed for beginner narrators of all ages. Beginners in grades 1–3 should tell their narrations, not write them. Older beginners should start by telling and can gradually move to writing as they become comfortable.
2. Intermediate prompts are designed for students in grades 4–12 who have had some experience narrating. Narrations should be a variety of written as well as oral. Students at this level can be assigned either the

Beginner or Intermediate prompts as desired throughout the year.

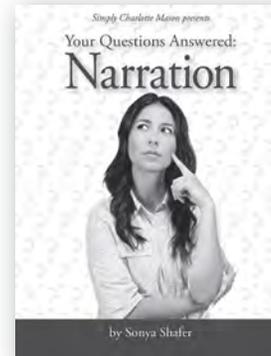
3. Advanced prompts are designed for fluent narrators in approximately grades 7–12 who are ready for more. Use Advanced prompts to raise the bar on their narrations as they move into high school, but feel free to assign any prompt on the card as desired. Many narrations will be written; continue to ask for some oral.

Narration Notecards Tips

Important! The narration cards are to be used as a springboard for telling or writing narrations. Please do not burden your young student with insisting that he must use every word on the card.

For students experienced in oral narration, we recommend about

- 1 written narration per week for 4th grade; the rest oral.
- 2 written narrations per week for 5th and 6th grade; the rest oral.
- 3 written narrations per week for 7th and 8th grade; the rest oral.
- 4 written narrations per week for 9th and 10th grade; the rest oral.
- 5 written narrations per week for 11th and 12th grade; the rest oral.



For more narration ideas, refer to
*Your Questions Answered:
Narration*
by Sonya Shafer

Chapter 1
The Modern World

1

Narration Ideas 

1. Draw a picture of some of the inventions mentioned in the chapter. Tell about them.
2. Describe some of the historic events that have led up to what we now call “the modern world.”
3. “We live in the modern world.” Write a short essay describing what that means.

 *People:* Noah Webster

 *Places:* Paris, France; New York, New York

 *Dates:* 1700s; 1800s; 1900s

 *Vocabulary:* pertaining, historians, steam engines, railroad, factories, inventions, scientist, inventor, telephones, telegraphs, radio, presidents, prime ministers, dictators, exploration, power

Chapter 2
How Bismarck Made an Empire

2

Narration Ideas 

1. Tell all you know of Count Otto von Bismarck.
2. Explain “The king danced when Bismarck played the fiddle.” Give an account of the war between France and the Kingdom of Prussia.
3. Trace the rise of Germany under the influence of Count Otto von Bismarck.

 *People:* Napoleon, King Wilhelm I, Count Otto von Bismarck, Cardinal Richelieu, King Louis XIII, Louis Napoleon, Prince Leopold, General Helmuth von Moltke

 *Places:* Germany; Europe; Paris, France; Denmark; Mexico; United States; Spain; Berlin, Germany; Metz, France; Versailles, France

 *Dates:* 1800; 1862; August 2, 6, 16, 1870; September 2, 1870; October 30, 1870; January 18, 1871

 *Vocabulary:* German, Empire of Austria, Kingdom of Prussia, Saxony, Bavaria, Holy Roman Empire of the German Nation, tyrant, dispute, Prussians, Austrians, musket balls, cabinet, battle of Worth, battle of Gravelotte, resolute, fortress, Sedan, frontier, emperor, republic, besieged

Chapter 3
How China Opened Its Doors

3

Narration Ideas 

1. Tell or write all you remember about how China opened its doors to foreign countries.
2. What do you know of the war fought between China and Japan in 1894?
3. Describe the events that led to China's entering the modern world.

 *People:* King Kangxi, Sun Yat-sen, Emperor Puyi

 *Places:* China; Europe; America; England; Canton, China; Hong Kong, China; Peking, China; Japan; Sea of Japan; Korea; Yangtze River

 *Dates:* 1860; 1876; 1894; 1900; 1908; December 1911

 *Vocabulary:* trade, Chinese, established, civilization, opium, poppies, emperor, profitable, Opium War, commerce, palace, railroad, telegraph, peninsula, colossus, Celestial Kingdom, ambassadors, ignorance, foreign, Boxer Rebellion, embassies, foreigners, Qing dynasty

Chapter 4
Sailing through the Sand

4

Narration Ideas 

1. Tell or write what you learned about the Suez Canal.
2. Tell the history of Ferdinand de Lessop's dream and how it was fulfilled.
3. Explain the challenges Ferdinand faced in digging a canal through the desert. How did he overcome these problems?

 *People:* Darius, Napoleon, Ferdinand de Lessops, Mohammed Said, Ottoman Sultan

 *Places:* Sinai Peninsula; Mediterranean Sea; Red Sea; Nile River; Cairo, Egypt; Africa; Europe; Asia; France; Isthmus of Suez; Sinai desert; Lake Manzala; Port Said; Suez Canal

 *Dates:* 1799; 1832; 1854; 1859; 1864; November 1869

 *Vocabulary:* camel, desert, dunes, canal, pharaohs, surveyors, engineer, calculations, Ottoman Turks, viceroy, shares, profits, isthmus, pickaxe, machinery, harbor