
HISTORY

YEAR 1 - COURSE BOOK



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ABOUT THIS COURSE

Course Overview

Guided by the vision of Jenny Phillips, over 30 writers, educators, illustrators, and editors contributed to the *Good & Beautiful* history curriculum. Text from over 40 beautifully written history books from the late 1800s and early 1900s (modified to include modern discoveries if needed) was also used.

- **An Emphasis on God and Character:** This course helps youth understand truth and connect history to God and high character.
- **Family Style:** Teach children in grades K-12 with a 60-minute lesson 2-3 times a week.
- **The Whole Sweep of History with an Emphasis on US History and Principles of Freedom**
Each Year: All history courses (years 1-4) cover ancient times to modern history, but each course stops in different places and time periods to explore in depth. Thus, children see the whole sweep of history and how it fits together during each course. Each of the four history courses places an emphasis on US history, the Founding Fathers, and principles of freedom.
- **Good & Beautiful Style Learning:** Many history courses today are composed of dry facts given from a secular humanistic viewpoint, stripped of meaning, faith, and beauty. The unique approach taken by The Good & the Beautiful history courses promotes truth, beauty, family interaction, and meaningful exploration.
- **No Preparation Time:** Just open the course and follow the instructions each day, learning and exploring along with your child.

Christian Worldview

The Good & the Beautiful curriculum takes a Christian worldview. Rather than focusing on doctrine, the curriculum focuses on Christ-like character and principles of liberty based on the following:

1. God created the world and all people; each individual is precious in His sight and is deserving of liberty.
2. Jesus Christ lived a sinless life and atoned for our sins.
3. Following the timeless, core principles of Christ's gospel found in the Bible leads to happiness.

The history curriculum shows the good things that men and women of many different religions have accomplished. For example, the course highlights the high character and good works of some Catholic saints and also takes the view that Protestant reformers were brave and faithful men who did much good. The curriculum is designed to point out high character and what we learn from individuals and nations that chose to follow or not follow God.

Parents can add in their specific doctrinal beliefs. Members of the Church of Jesus Christ of Latter-day Saints can download a free PDF supplement to use alongside the curriculum at www.jennyphillips.com/supplements.

Items Needed for the Course

You will need the following items for the course, all of which come with the purchase of the course set:

Physical Items Shipped to You

1. *History Course Book Year 1*
This 215-page, black-and-white, spiral-bound course book guides you through the course.
2. *The Big Book of History Stories + Maps and Images (Year 1)*
This 204-page, full-color, spiral-bound book is a compilation of maps and images and 21 illustrated storybooks. The *Course Book* will indicate when to refer to the maps and images or read the stories to children.
3. *Keys of History Board Game*
This board game, used throughout the course, is a fun way to review information and cement knowledge of key historical figures and events.

Downloads That You Need to Print

4. *Student Explorers*
Four Student Explorer PDFs are included with the course set: Grades 1-3, Grades 4-6, Grades 7-9, and Grades 10-12. Different assignments are included for the different levels of the Student Explorers; they increase in complexity for the higher grades. Print a Student Explorer for each child you are teaching (based on their grade level), and place each Student Explorer in a 3-ring binder.

Posted Online

5. *Audio Recordings*
Dramatized audio recordings are a major part of the course and can be accessed on www.jennyphillips.com/history1. These engaging audio recordings bring history to life and add variety and power to the course.

How to Teach the Course

If you complete two lessons per week, it will take one school year to complete a course. It is recommended you complete three lessons a week if you are teaching children in grades 6 and above.

Do not worry about repeating the same history courses once you have gone through them all. Children will need the review after 3-4 years.

Also, children will then be in the higher levels of the Student Explorers, which contain different assignments and information.

Length of Lessons

Each lesson is designed to take around 60 minutes. This includes 20 minutes for a read-aloud book of your choice. Lesson times will vary depending on the amount of discussion and exploration you choose to do.

Because Student Explorers for older grade levels are more advanced and in-depth, older children will need to spend additional time (20-50 minutes per lesson) completing reading assignments and activities in the Student Explorers.

How to Teach Each Day

It is suggested you look ahead at the next few lessons to see if you need to gather any extra items. But no other preparation time is needed.

Bold text indicates instructions to you. Regular text is what you read to children. [Text within brackets are the answers to questions you ask the children.]

Student Explorers

This course book will indicate when to use the Student Explorers. Not all lessons use the Student Explorers. In some lessons, older grades will use the Student Explorer and younger grades will not. The higher level Student Explorers often include additional readings that delve deeper into the lesson topics or cover additional information that is related to the time period but not covered in the lesson.

To prepare older children for college-level learning, the Grades 10-12 Student Explorer is different than the other explorers. For each unit, the explorer gives students major reading assignments and a page of projects and writing assignments to be completed. These are not broken down on a lesson-by-lesson basis, encouraging student to practice planning and managing time.

History Notebook

Students in grades 7-12 will create a history notebook. This will be created on loose leaf paper that students will put in a binder. The course book and student explorers will guide students through creating this notebook.

Audio Recordings

Dramatized audio recordings are included with about half of the lessons. The script comes as a free download with the course set. It is suggested that you do not skip these audio recordings as they contain much of the main instruction. If desired, you can read the script instead of playing the audio recording.

On some days, to add variety, you may enjoy reading the script as a family, each person playing a character.

[Access the recordings on](http://www.jennyphillips.com/history1)
www.jennyphillips.com/history1
(password= XXXXXXXXXX)

The Big Book of History Stories

The Big Book of History Stories includes maps and color images referred to in the course book as well as 21 illustrated stories that correspond with the lessons. Most of these stories are adapted from books written in the late 1800s and early 1900s (modified to include modern discoveries if needed) and are beautifully written and illustrated. The lessons will indicate when to read the stories. This compilation of storybooks is designed to save you money and time as you do not have to track down or purchase the equivalent of over \$200 in books.

Skipping Lessons for Younger Children

Occasionally, in a big box under the lesson heading, you will see a message that suggests you skip the lesson if you are teaching only children in younger grades. All lesson material is appropriate for all ages, but these particular lessons may be too complex for younger children. If you have both older and younger children, it is suggested you do all the lessons and let younger children participate to the degree you choose.

The Keys of History Board Game

The Keys of History board game helps children review important information about key historical figures and events in a fun way. Review is a vital part of learning. This game also helps to add variety plus family or class interaction. The course will indicate when to play this game at different points throughout the course. In addition, it is suggested (and directed by the course books) that you play this game occasionally during the Year 2, Year 3, and Year 4 history courses, again providing a wonderful review of key information learned in the Year 1 course. An instruction card is included with the game along with the following items:

- 10" x 10" game board
- 8 player pieces
- 22 black tokens
- 22 game cards
- 2 instruction cards
- 1 die

The game may be played by 1-8 students.

Students in Kindergarten

If you have only children in kindergarten or younger, it is recommended that you wait until Grade 1 to start the course. If you have older children in addition to having a child in kindergarten, it is recommended your kindergarten child complete this course with the older children using the *Grade 1-3 Student Explorer*.

Read-Aloud Suggestions

As part of the course, you are encouraged to select and read four books to your children, one from each of the four units in the course. See the section titled "Read-Aloud Suggestions" for recommendations. Reading engaging books with high literary, moral, and educational value is a powerful way to teach and instill a love of history. Twenty minutes is allotted in most lessons for the teacher read-aloud, but to finish a book by the end of the unit, most read-aloud books will require that you read outside of lesson time as well.

Lesson 4

INTRODUCTION TO ANCIENT EGYPT

EXTRA ITEMS NEEDED

Egyptian style foods to taste: pomegranates, melon, raisins, figs, and/or apricots.

- Have children work on memorization for five minutes.

- Play audio recording [Lesson 4](#) or read script.

If desired, before you start the recording, give children a tray of the Egyptian style foods (see “Extra Items Needed” above) to eat while they listen to the recording. These foods are referenced in the audio recording.

- Discuss the following questions with children.

1. What are the land and climate of Egypt like?
[a long narrow valley (2-30 miles wide) with a river running through it; fertile land on the banks of the river; dry, desolate mountains on each side of the valley; hardly ever rains]
2. Why is the ground in the Nile Valley so fertile?
[The valley is flooded every year when it rains heavily at the source of the river and when snow melts. The flood covers the fields and leaves behind a thick mud full of nutrients.]
3. Tell me some ways your life would be different if you lived in ancient Egypt.

- MAP ACTIVITY

Follow the instructions and read the following information to children as you reference and explore the map of ancient Egypt on page 78 of *The Big Book of History Stories*:

Let’s explore this map of ancient Egypt.

1. **Have a child point to the Nile River.** This is the longest river in the world, but less

than one-fourth of the river runs through Egypt. The Nile River runs through 10 other countries. Ancient Egyptians could not have lived without this river. It provided them with water, fish, transportation (by boat), and excellent soil for growing food.

2. **Have a child point to the Mediterranean Sea.** The Nile River flows from south to north, and it drains into the Mediterranean Sea.
3. **Have a child point to the Libyan Desert and Arabian Desert.** These mountainous deserts are dreary and desolate. The Egyptians only lived in the fertile areas of the banks on each side of the Nile River. Can you point to those fertile areas on the map? Those fertile areas were between 2 and 30 miles wide.
4. **Have a child point to the Nile Delta.** This triangle-shaped piece of land is where the Nile breaks up into many streams that flow into the Mediterranean Sea.
5. **Have a child point to the Sahara Desert.** The Sahara Desert is the largest hot desert in the world. It is so big that it covers large sections of 11 different countries, including Egypt. This desert is one of the hottest places in the world. It rarely rains in the Sahara Desert. Some regions of this area can go for years without a single drop of rain. Later in this course, we will be studying more about this desert and those who traveled across it.

- Have children complete Lesson 4 assignments in their Student Explorers. Grades 1-6 have a coloring page that they may complete during the Read-Aloud, or, optionally, they may create their own hieroglyphic alphabet in place of coloring.

- Unit 1 Read-Aloud

Lesson 5

ANCIENT EGYPT: DAILY LIFE & WRITING

EXTRA ITEMS NEEDED

None

- Activity: Cut out the images on the next page. Have children take turns choosing an image. You or an older child then read the information below that corresponds to that image number.**

#1 This picture shows how an irrigation canal in ancient Egypt might have looked. The tool the boy is holding is called a shadoof or shaduf. Do you see how the boy is standing in the river? He dips the bucket into the river and fills it up. Then, the weight on the other side of the shadoof helps pull up the bucket, and the boy dumps the water into an irrigation canal. This canal leads the water to the fields. This method allowed the Egyptians to bring water to land that was higher than the Nile River.

#2 These women are grinding grain and baking bread. Bread was probably eaten with almost every meal. Hundreds of loaves of their bread that were kept in dry, protected places have survived and have been studied by archaeologists. We also know how ancient Egyptians made bread, because they painted pictures of it. It was a long and difficult job to prepare the grain and bake the bread. Today, we have machines that can grind our grain into very fine powder, but the ancient Egyptians could only grind the grain into a rough, course flour. Yeast was sometimes added to the bread to make it rise, but not always. They also ate flat bread. Sometimes they flavored their bread with seeds, dates, or herbs.

#3 Ancient Egyptian paintings show that the children had toys and played games. They had marbles, balls, board games, and wooden figures. Boys usually had their hair shaved except for one lock of hair on the side that they wore braided.

#4 This picture shows what a sun-dried mud brick home may have looked like. The roof was used as a living space. It often had a thatched canopy on it

to offer shade. The courtyard was used for grinding grain, baking, and cooking.

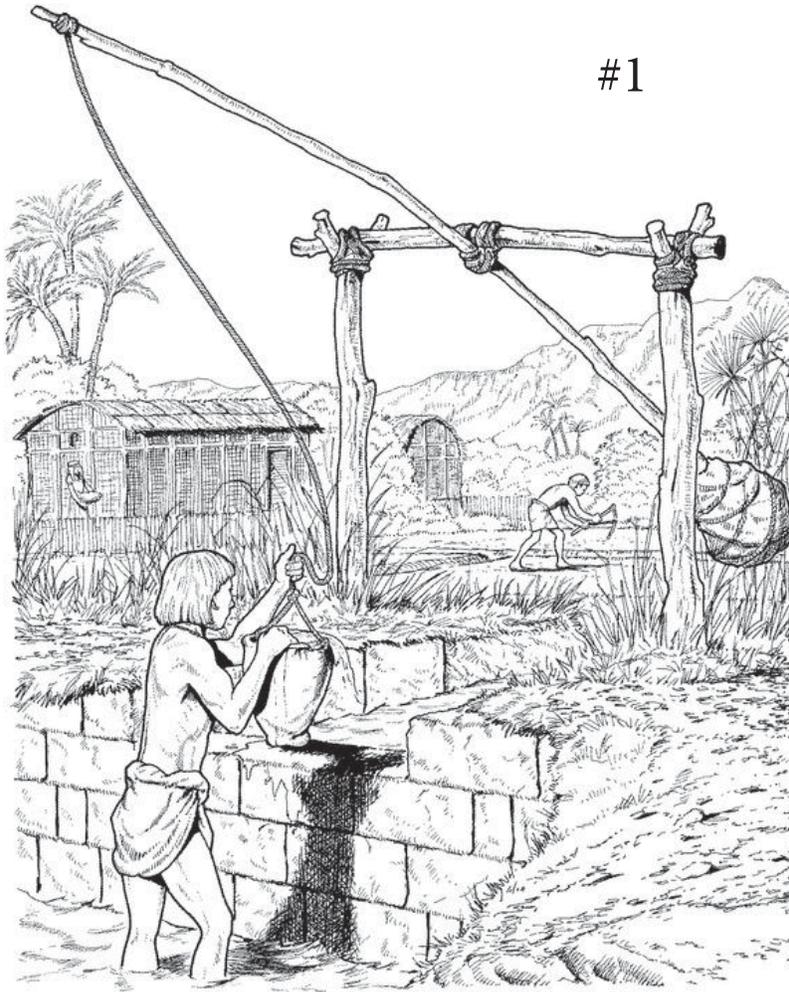
#5 Boats constantly traveled up and down the Nile River, carrying people and goods. This was a quick means of transporting many people or goods at a time. The Nile River also provided the people with building materials such as mud and papyrus, food such as fish and birds, and water to drink and irrigate their fields.

- Read and discuss with children the article “Writing in Ancient Egypt” that is included in this lesson.**
- Discuss the following review questions.**
1. How are hieroglyphics different from English? [They are written with pictures to represent words or sounds; no punctuation is used; no spaces are between words; text could be written in any direction.]
 2. Explain the importance of the Rosetta Stone.
- Have children complete Lesson 5 assignments in their Student Explorers.**
- Have each child choose one of the following topics to research for an oral presentation. Children will work outside of lesson time and give presentations during Lesson 9. Topics with a star indicate topics that are the most recommended.**

Suggested Topics for Younger Children	Suggested Topics for Older Children
Nile River	Nubia
Sahara Desert	Arabian Desert
The Library of Alexandria*	Nile River Cataracts*
Memphis	Mediterranean and Red Seas
Egyptian Gods and Goddesses*	The Suez Canal*

- Unit 1 Read-Aloud**

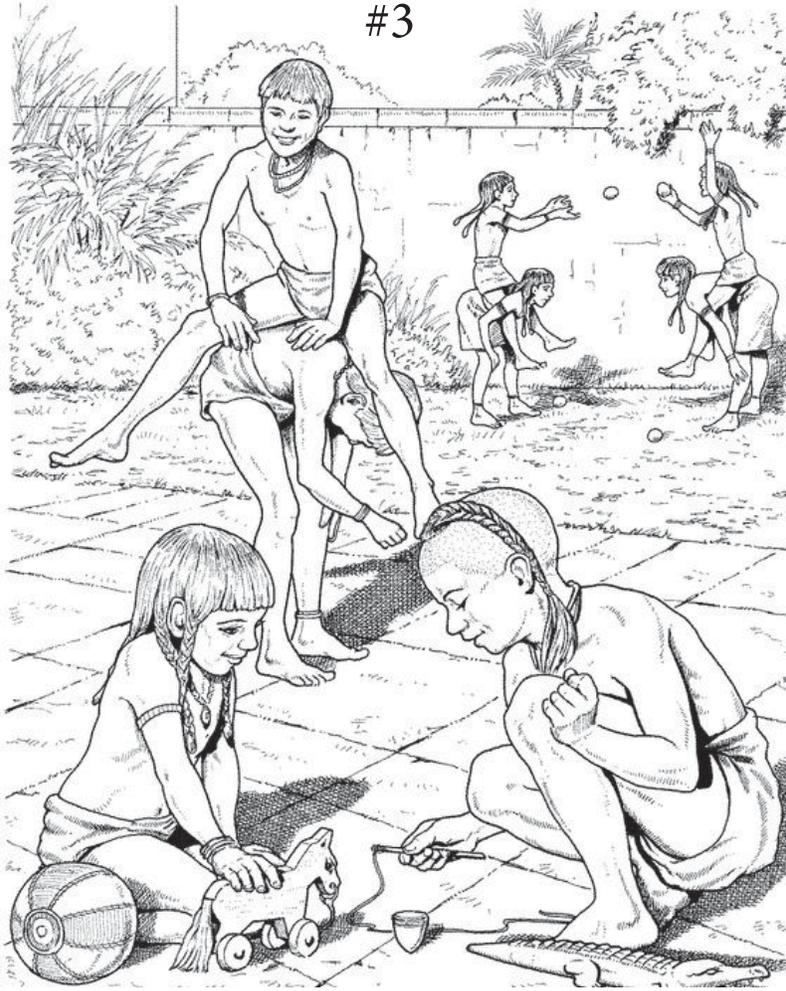
#1



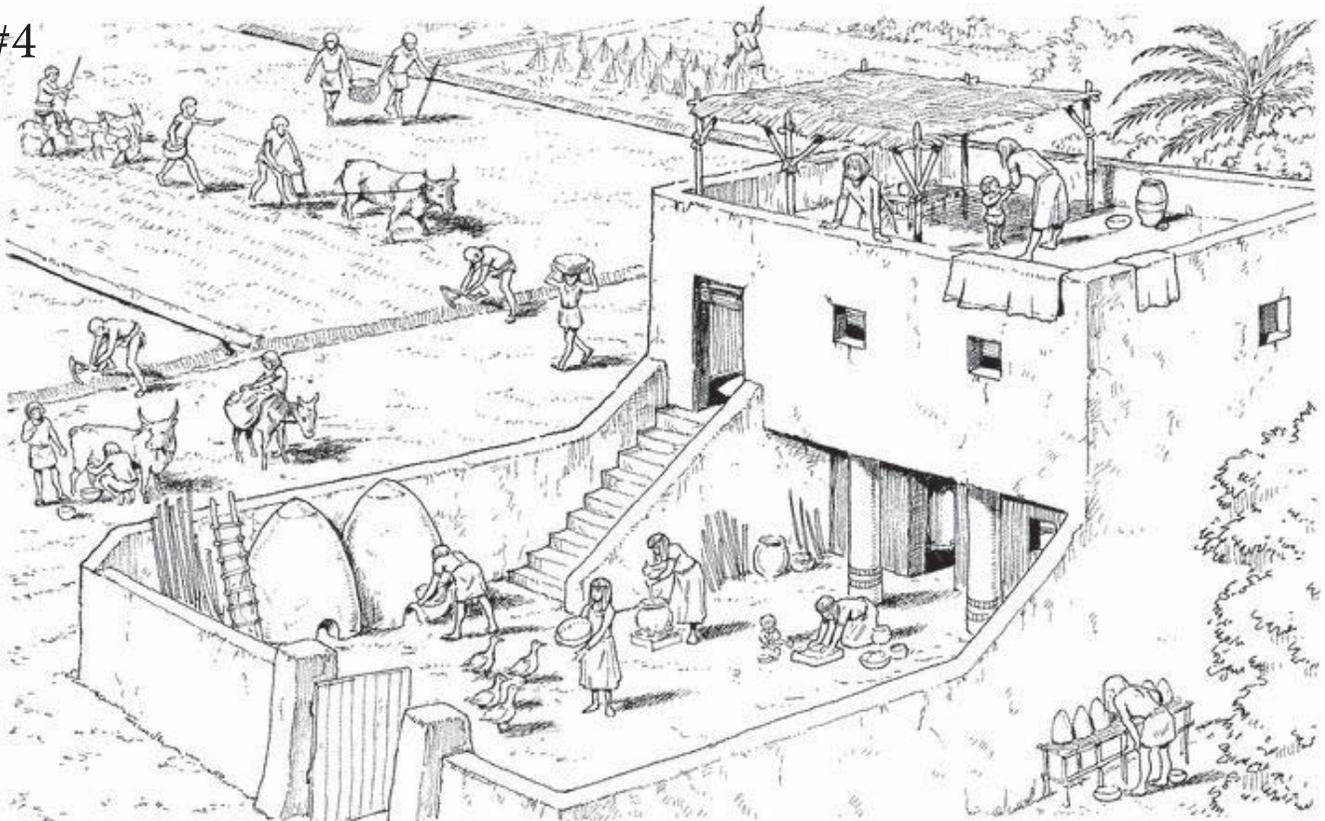
#2



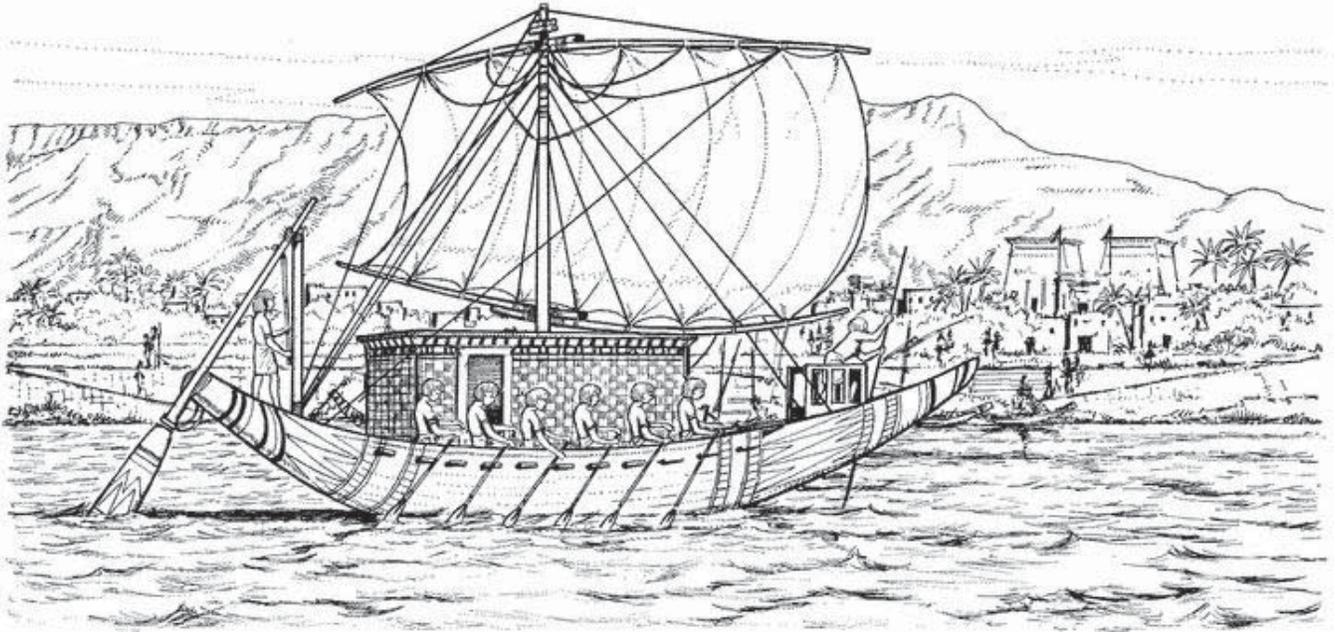
#3



#4



#5



WRITING IN ANCIENT EGYPT

As early as 3000 B.C., the ancient Egyptians used picture words called hieroglyphics.

The ancient Egyptians often wrote on tablets, pottery, or walls, but they also wrote on a type of paper called papyrus. Although it may seem simple to write with pictures, use of hieroglyphics was actually a very complicated way of writing, involving hundreds of symbols.

While some of the symbols represented entire words, other symbols represented sounds like our letters today.

Did You Know?

In English, we write everything from left to right, but hieroglyphics could be written in any direction—left to right, right to left, or even top to bottom. So how would the reader know where to start and what direction to read? The direction of the symbols indicated the direction in which to read.

The ancient Egyptians also used no punctuation. Not only were there no commas, periods, or question marks, but their writing also contained no spaces between words.

Another major difference between English and hieroglyphic writing existed. Our alphabet contains



Hieroglyphics at the Ruins of the Ancient Temple of Karack

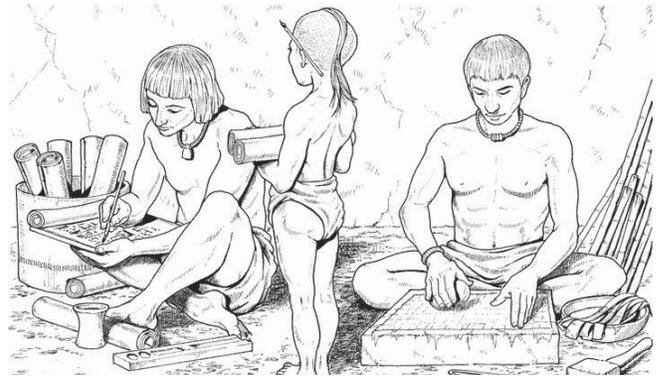
just 26 letters. Believe it or not, the ancient Egyptian alphabet contained over 700 hieroglyphics!



Hieroglyphics at the Temple of Kom Obo

Scribes

How many people seven years and older do you know that cannot read? **Pause for answers.** In ancient Egypt, most people could not read. Reading and writing hieroglyphics was usually reserved for priests and scribes. Since writing in hieroglyphics was so complicated, it took years of training before a person could write well. In ancient Egypt, being a scribe was a good job. Scribes did not have to enter the army or pay taxes, and their position as a scribe was highly respected. Children of the wealthy were the only ones that had the opportunity to train as scribes.



Rosetta Stone

Have you heard of the Rosetta Stone? Yes, it is a popular language instruction company today, but the company based its name on an actual stone found in 1799 by a French soldier. The stone got its name because it was found in the city of Rosetta in Egypt.

To understand why this stone is so important, you first have to know that hieroglyphic writing in ancient Egypt eventually died out. The knowledge of this writing system was not passed on, and eventually no one could read hieroglyphics anymore— not even archaeologists. Although many writings with hieroglyphics had been found, people did not know what they said.

But the Rosetta stone has a message on it that is written in Greek, a later form of Egyptian called Demotic script, and hieroglyphics. Because people could read Greek and Demotic script, they knew what the message meant. Because the exact same message was written in hieroglyphics, they were able to figure out what the symbols meant. This important stone holds the key to understanding Egyptian hieroglyphics.



Lesson 13

MOSES / THE PASSOVER

EXTRA ITEMS

Optional: Traditional Passover Foods

- Unleavened bread (Use the recipe at end of lesson or use your own.) (Make with children or prepare before lesson.)
- Fresh parsley dipped in salt water

Read to children:

Let's review. Who was Abraham's son? [Isaac] Who was Isaac's son? [Jacob] The Lord God changed Jacob's name to Israel. How many sons did Israel have? [12] Which son of Israel was sold into Egypt? [Joseph]

At Joseph's invitation, sixty-six of Jacob's children and grandchildren came to Egypt. The part of Egypt where Joseph settled his family was called Goshen. This land was by the Nile Delta and was a very rich land where the soil gave large harvests. But at that time, and for five years after, there were no crops because of the famine that was in the land. During those years, the people of Israel in the land of Goshen were fed, as were all the people of Egypt, with grain from the storehouses of Joseph.

Jacob lived to be almost a hundred and fifty years old. Before he died, he blessed Joseph and all his sons and said to them, "When I die, do not bury me in the land of Egypt, but take my body to the land of Canaan, and bury me in the cave at Hebron, with Abraham, and Isaac my father."

[Using the map of Mesopotamia on page 140 of *The Big Book of History Stories*, have children trace a path from Egypt to Canaan. How long do you think this journey would take?]

Read to children:

Many years passed by, and the descendants of Israel multiplied and became a large group of people. They

lived in Goshen, in Lower Egypt by the Nile Delta. Let's read a story about these people.

Read *Babe in the Bulrushes*, starting on page 45 of *The Big Book of History Stories*.

Artwork Exploration

With children, study and discuss the two images included in this lesson. Read to children:

Many artists have used Moses as the inspiration for their artistic creations.

1. Let's look at the engraving of Moses being found by Pharaoh's daughter. To create an engraving, a painting or drawing was first created by an artist. Next, an engraver would cut lines and designs into a copper plate (or other material) to match the painting. Finally, the copper plate was inked and used to make copies. This engraving was created in the 1800s.
2. Let's look at the image of the wood carving. This wood carving was made by an unknown artist in the 16th century. The artist carved the figures in wood and then covered them with a thin layer of gold and painted it with different colors.

Read to children:

Let's listen to an audio recording to review what we have learned and to learn more about Moses.

Play audio recording **Lesson 13 (Year 1)** or read script.

Read to children or have an older child read:

Have you heard of the Jewish holiday Passover? What do you know about it? **Pause for answers.** Passover is the most celebrated Jewish holiday; it is a celebration of spring and rebirth and marks the liberation of the Israelites from 400 years of slavery in ancient Egypt.

God instructed the Israelites to mark their door posts with the blood of a slaughtered lamb so the plague

would pass over those homes during the tenth and last plague that would kill the first-born children. This is where the name Passover comes from. When the Israelites left Egypt, they left in such haste that their flour did not have time to be leavened and rise. Because of this, Jews today do not eat (or even keep in their homes) leavened wheat products during the holiday. Instead, they eat the traditional Matzo or Matzah (unleavened bread).

Different groups of Jews practice the Passover a little differently, but we will learn about the basics of this holiday.

During the first two days and last two days of the Passover period, which is seven days long, holiday candles are lit at night, holiday meals are enjoyed, and some Jews do not work.

The first night always includes a special Seder, which is a ritual dinner. During this dinner they eat certain foods in a certain order and say what the foods mean, say prayers, read the Passover story from the Bible, and read certain other scriptures.

- **Activity: Cut out the boxes on the next page. Have children take turns choosing an image. You or an older child read the information below that corresponds to each image. This will help children learn the different foods that are eaten during Passover and what they represent.**

Unleavened Bread

Unleavened bread, often called matzohs, is eaten as reminder of the haste with which the Israelites fled Egypt, which left no time for dough to rise.

Roasted Lamb

Roasted lamb symbolizes the lamb that was sacrificed on the eve of the Exodus of the Israelites from Egypt. The blood of that ancient sacrifice was used to mark the doors of the Israelites, so they might be “passed over.” Today, many families substitute a chicken or turkey neck for the lamb.

Roasted Egg

Eggs symbolize the perpetual cycle of life.

Charoset

Charoset is a sweet salad, usually made with apples, nuts, raisins, cinnamon, and wine. This salad represents the mortar used by the Hebrew slaves to make bricks.

Greens

Greens, usually celery tops or fresh parsley, represent re-birth and spring. The greens are dipped in salt water, which symbolizes the tears of the Hebrew slaves.

Bitter Herbs

Bitter herbs, usually horseradish or romaine lettuce, are used to symbolize the bitterness of slavery that the Hebrews endured in Egypt.

- **Activity: Make and eat unleavened bread and fresh parsley dipped in salt water.**

Unleavened Bread Recipe

- 4 cups whole wheat flour
 - 1 cup white flour
 - 1 teaspoons salt
 - 1/4 cup honey
 - 2 cups water
 - 1/4 cup olive oil
1. Combine dry ingredients, and then add wet ingredients.
 2. Roll dough out on a floured surface. The dough should be about 1/4-inch thick.
 3. Place on a greased cookie sheet and cut into 1-inch squares.
 4. Bake at 400 degrees for about 15 minutes or until lightly browned on the edges. In the first few minutes of baking, use a toothpick to prick bubbles.

Engraving

“Pharaoh’s Daughter Rescues Baby Moses” by Gustave Doré (1832–1883) of France

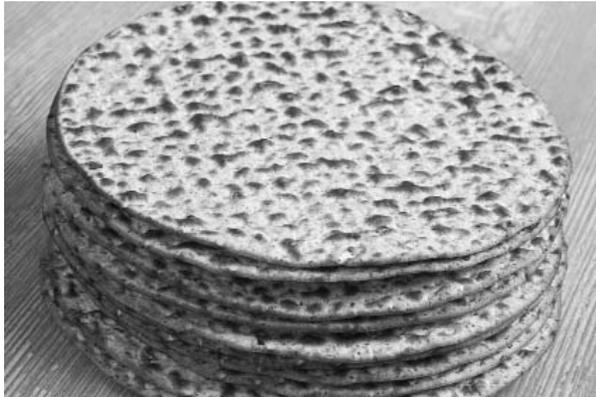


Wood Carving

“Finding of Moses” by an unknown artist of the 16th Century



Unleavened Bread



Roasted Lamb



Roasted Egg



Bitter Herbs



Greens



Charoset



Lesson 20

WILLIAM THE CONQUERER

EXTRA ITEMS NEEDED

None

Read to children:

How different the history of our world would be if all kings and leaders were like Alfred the Great.

Have a child review the story of Alfred the Great.

Unfortunately, many leaders in the world's history were not as kind and pure as Alfred the Great. We are now going to learn about a man, William the Conqueror, who became king of England, but who, in many ways, ruled differently than King Alfred had ruled.

William the Conqueror was from a place called Normandy. Let's explore the map on page 135 of *The Big Book of History Stories*. **Locate Normandy (in modern-day France). Locate the areas ruled by William the Conqueror.**

At the age of eight, William the Conqueror became the duke of Normandy when his father died. From a young age he had shown remarkable ambition, warlike power, and ability to rule. When he came to manhood, he speedily brought Normandy completely under his control. More than that, he invaded and conquered a neighboring district in France. He thus became so powerful as to be almost the equal of the King of France himself.

William believed that King Edward of England had promised to pass the English throne to him when he

died. But that did not happen. William was furious. Even though the Roman church supported William's belief that he should be king of England, really, William had no right to the English crown, as Harold had been chosen by the council of the Anglo-Saxon kings of England. The crown belonged to the nation, and the wise men could bestow it as they saw fit.

William was a descendant of Rollo the Viking and was as energetic as the Viking himself. He set out with a great force of men and ships to seize the kingdom that he believed was justly his own. He and his force eventually conquered the English armies. On Christmas Day, 1066, William the Conqueror was crowned King of England and became known as King William I.

The English watched anxiously to see how their new king would treat them. Those who wished to keep their land had to go to King William I and swear to be



faithful. Those who would not take the oath had their lands taken away and given to the Normans. William gave the highest offices in church and government to the Normans. This was hard for the English to bear, especially as the Normans looked upon the English as their inferiors.

William I made very severe laws and did some very harsh things. The unhappy English rose against William again and again. He laid waste an extensive territory where the people would not swear allegiance to him, destroying all the houses upon it and causing thousands of people to die from lack of food and shelter.

The king built castles with immensely thick, strong walls and loop-hole windows from whence to shoot arrows, and here he placed his Norman soldiers to keep the English down.

He made a law that all lights should be put out and fires covered with ashes at eight o'clock every evening so that the people would have to go to bed then.



A bell was rung in all cities and towns throughout England to warn the people of the hour. The bell was called the “curfew.”

On the whole, however, nothing else made them quite so angry as William’s Domesday Book. In order to assess the taxes owed, William sent men throughout the kingdom to find out just how much property each person owned. The men went into every house, barnyard, and sheepfold and wrote in their accounts not only who held the land, but even how many animals there were. Then the English were enraged. They were afraid their taxes would be made larger, but, worse than that, they felt that it was a great insolence for strange men to come into their homes and write down the value of their property. They had to yield, however, to this and to whatever else King William thought best to do.

Unlike Alfred the Great, William the Conqueror did not thirst for learning—in fact, he never learned to read or write. Also, unlike Alfred the Great, William showed great selfishness at times. For example, William was very fond of hunting and reserved the forests of England for his own enjoyment, allowing no others to hunt in his forests, which were tens of thousands of acres large. He even drove whole villages from their homes and destroyed houses and churches in order to make a great new forest for his hunting.

William still ruled Normandy as well, and he had to go back and forth between the two countries. In England, the Norman language, a form of French, was used by the ruling class in place of English. English was not restored as the language used in government until 300 years later.

When William died in 1087 after falling off one of his horses, his son Rufus became king.

Despite his bad qualities, William the Conqueror did do some good things for England. He forbade

all buying and selling of slaves. He encouraged the building of splendid churches. During his reign as King, William ordered the building of wonderful bridges and castles, including the Tower of London. And he placed skilled administrators in the government, which some historians believed was one of the important reasons England eventually became such a powerful government.

Read to children:

As we continue to study history, we are going to encounter good and pure leaders, poor leaders, and even tyrants (cruel and oppressive leaders). Let's do an activity that helps us understand what makes a godly leader.

Activity: Qualities of a Godly Leader

Preparation:

1. **On the dotted lines, cut out the boxes on the last two pages of this lesson.**
2. **Lay the boxes with Alfred the Great and William the Conqueror side by side on the table.**
3. **Put the boxes with the "Qualities of a Godly Leader" in a bowl.**

Activity:

1. **Have a child choose a piece of paper from the bowl and read the quality. You or an older child then reads the information from this lesson that corresponds to the quality. Child then places the quality under the image of Alfred the Great or William the Conqueror, based on which leader he or she thinks best represents that quality. Have child explain his or her choice.**
2. **Repeat this process until all the boxes from the bowl have been chosen.**

QUALITIES OF A GODLY LEADER

A godly leader seeks and follows God's direction.

No matter how smart a man is, his wisdom is always so much weaker than the wisdom of God. Great

leaders seek God's direction and make decisions prayerfully and in line with godly principles.

While we do not know how often Alfred called upon God to help him guide his people, we do know that he feared God and tried to lead his people and even his enemies closer to Christ. We also know that he carried with him a little book of prayers and devotions that he referred to daily.

William the Conqueror was also a Christian and did do some good things for Christianity, but he did not always make decisions based on godly principles. On his deathbed he said, "It is out of my power to count all the injuries which I have caused during the sixty-four years of my troubled life."

A godly leader is modest and humble.

To be modest means to not be boastful, showy, or extravagant. To be humble means not thinking of yourself as better than other people. Jacob Abbot wrote the following about Alfred the Great: "He had no fondness or taste for luxury or pleasure, or for aggrandizing himself in the eyes of others by pomp and parade." (*Alfred the Great*)

A godly leader has pure motives.

What is a motive? [a person's goals or desire] A godly leader is not motivated by fame, personal wealth, or personal gain. A godly leader truly desires to help and uplift those he or she leads. William the Conqueror fought bravely in order to take over other lands and increase his power. King Alfred also fought bravely, but he did so to protect his people. He did not seek to conquer other lands and increase his power. Jacob Abbot wrote: "It was plain that Alfred's great ruling motive was a true and honest desire to promote the welfare and prosperity of his people, and the internal peace, and order, and happiness of his realm without any selfish or sinister aims of his own." (*Alfred the Great*)

A godly leader is slow to anger and uses persuasion rather than force whenever possible.

The Bible says, "He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city." (Proverbs 16:32) What do you

think it means when a man “ruleth his spirit”?

Remember how Alfred responded to the lady in the hut after he let her cakes burn, and she scolded him, not knowing he was the king—he laughed and apologized instead of getting angry. Jacob Abbot wrote: “Alfred was of a very calm, quiet, and placid [peaceful] temper of mind.”

William the Conqueror used force, sometimes cruelly, to impose his will on the nation he had conquered.

A godly leader is kind, just, and merciful.

Remember how Alfred responded to his enemies when they agreed to stop hurting the English; he was not revengeful or mean; he gave them land, and they lived peacefully together. He even converted his enemies to Christ!

A godly leader learns from and seeks help from trustworthy, wise individuals.

A smart leader seeks to learn from those wiser than himself. He seeks wise and trustworthy people to help him. Both Alfred the Great and William the Conqueror placed wise men in leadership positions, greatly improving the government.

A godly leader works diligently to improve himself and the world.

John Quincy Adams said, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

Jacob Abbot wrote: “Alfred made every effort in his power to awaken a love for learning [in the people]. He set them, in fact, an efficient example, by pressing forward diligently in his own studies, even in the busiest periods of his reign.” Under his reign, the people became more educated, and England improved its government and prosperity. King Alfred repaired castles, rebuilt ruined cities, restored monasteries, encouraged trade, and improved laws and organization in the kingdom.

Great improvements, such as buildings and bridges and prosperity, also occurred under William the

Conqueror’s reign. But William never learned to read himself.

Read to children:

Just because a leader is brave and successful in his motives does not mean that he was a godly leader. We can learn from the strengths and weaknesses of all leaders in our history.

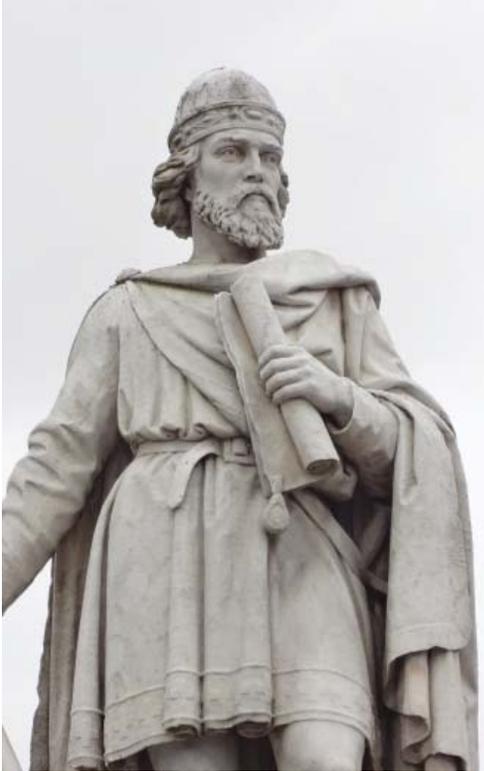
For example, we can learn much by comparing the last words of Alfred the Great and William the Conqueror.

When William died, his servants stripped him bare and abandoned his body. He went down in history known as a harsh ruler who was not loved, and he died in misery, saying, “I tremble, my friends, when I reflect on the grievous sins which burden my conscience, and now, about to be summoned before the awful tribunal of God, I know not what I ought to do. I was bred to arms from my childhood and am stained from the rivers of blood I have shed.”

Alfred the Great, on the other hand, would be known and honored throughout history as being good, humble, pure, kind, and faithful. Compare William’s closing words to Alfred closing words, told to his son: “My days are almost ended. We must now part. I go to another world, and thou art to be left alone in the possession of all that I have thus far held. I pray thee, my dear child, to be a father to thy people. Be the children’s father and the widow’s friend. Comfort the poor, protect and shelter the weak, and, with all thy might, right that which is wrong. And, my son, govern thyself by law. Then shall the Lord love thee, and God himself shall be thy reward. Call thou upon him to advise thee in all thy need, and he shall help thee to compass all thy desires.”

If time permits, play the Keys of History game.

Unit 2 Read-Aloud



Alfred the Great



William the Conqueror

A godly leader seeks and follows God's direction.

A godly leader is modest and humble.

A godly leader has pure motives.

A godly leader is slow to anger and uses persuasion rather than force whenever possible.

A godly leader is kind, just, and merciful.

A godly leader learns from and seeks help from trustworthy, wise individuals.

A godly leader works diligently to improve himself and the world.

Lesson 24

THE AGE OF CHIVALRY

EXTRA ITEMS NEEDED

Card stock and markers for making coat of arms

- With children, read and explore the next page: "The Parts of Armor."**

- Read to children:**

In Europe, a new order of things was coming. The Dark Ages were slipping away, and the rapid spread of Christianity raised the people of Europe to a higher and better state. A spirit of loyalty and patriotism slowly began to arise, and much of this was because of the Crusades.

The Crusades took place in the latter part of the Middle Ages. We will study the Crusades in depth during another year. But let's discuss the Crusades briefly now. Do you know what the Crusades were? [The Crusades were a series of holy wars in which the Christian Europeans tried to recover the Holy Land from the Muslims.]

In the Middle Ages, people often took journeys to holy places. They believed this showed faith and helped them repent of their sins. These journeys were called pilgrimages. The pilgrimage that was looked upon as most worthy was that to the Holy Land where Christ had lived and taught when on the earth.

But in the 7th century, Muslims captured Jerusalem and controlled it for hundreds of years. Eventually, Christians who went on pilgrimages to the Holy Land were mistreated and abused. Among the pilgrims was a monk called Peter the Hermit. He grew more and more upset as he thought of the sufferings of the Christians. He prayed and fasted and finally became convinced that God had given to him the special work of recovering the Holy Land for the Christians. This was the start of the Crusades, an effort by the Christians to take back control of the Holy Land.

The Crusades gave the countries of the west unity. A common goal made all men one. A spirit of loyalty and patriotism began slowly to arise. The idea of honorable service dawned on men, and out of the darkness of the past arose a wonderful system of chivalry. The word "chivalry" in French means literally one who rode on horseback; thus the warrior who served on horseback was called a knight. Let us see how a boy could become a knight in these days of long ago, known as the Middle Ages.

- Read the story The Life of a Knight, starting on page 57 of *The Big Book of History Stories*.**

- Read to children:**

For so long in Europe, the people had known barbaric, cruel, and rude treatment of people. Chivalry was a beautiful new development. Chivalry framed an ideal of the heroic character. Religion, honor, courtesy—those were the three watchwords of the knight of chivalry, and they covered a wide area of conduct.

The same qualities that made a chivalrous person then, make one now: to speak the truth, to perform a promise to the utmost, to reverence all women, to be simple and modest and gentle in heart, to help the weak and take no unfair advantage of an inferior. This was the ideal of the age, and chivalry is the word that expresses that ideal.

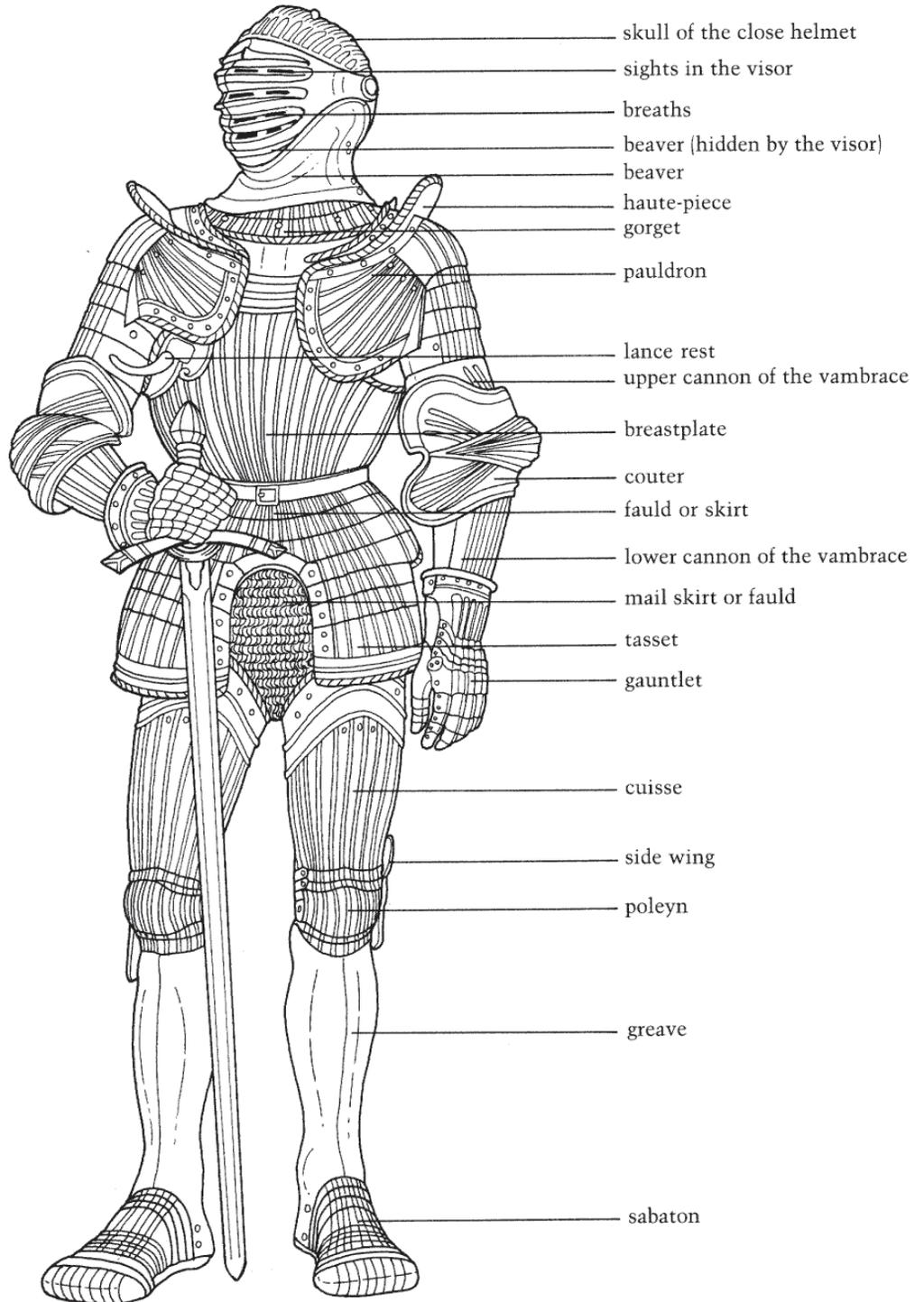
- Play audio recording Lesson 21 (Year 1) or read the script.**

- Read to children:**

In the Middle Ages, warriors began wearing a helmet and armor that covered most of the body. Thus, it was hard to tell who a person was and to know if they were a friend or an enemy. As a solution to this problem, each knight painted a coat of arms on their shield as it was the largest piece of equipment a knight had and could be seen from a distance. The Coat of Arms contained writing, symbols, and pictures which were unique to a knight, a family, or a group of people.

The Parts of Armor: Front View

- The armor of knights had many parts including chain mail (armor made of small metal rings linked together), metal plates, and padded garments.
- Armor was extremely expensive to make. A knight's suit of armor had to fit him perfectly, and thus, it had to be tailor made.
- Armor could weigh up to 60 pounds.
- "Researchers have found that the steel plate-mail armor worn during the 15th century required its wearers to expend more than twice the usual amount of energy when they walked or ran." (Sara Reardon, Sciencemag.org)
- Some knights even put armor on their horses.



Everything used on the coat of arms was symbolic and held meaning. Each coat of arms usually contained a motto, which was a short and meaningful phrase. Some examples of mottos used on coat of arms are:

He lives twice who lives well.

Never be weary of doing good.

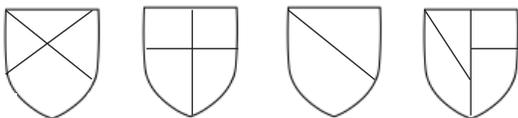
To a valiant heart, nothing is impossible.

It became quite fashionable to have a coat of arms. In time, the emblems on a knight's shield became enduring symbols of families, and the emblem design was applied to tapestries, tunics, banners, and stamps for sealing letters. In the 1200s, some priests and even peasants began creating their own coat of arms.

Heraldry is the science of the symbolism on a family crest or coat of arms as well as that derived from the banners of Israel and other ancient cultural sources. The symbols have over time become quite set in their meanings and the messages they send.

□ **Activity:** By following the instructions below, have children each create a personal coat of arms or work together to create a family coat of arms.

1. On a separate piece of paper, preferably card stock, copy one of the shield and banner shapes shown on the next page. Make the shield large enough to fill the entire page.
2. Choose a motto and write it on the banner. You may choose your own motto, a quote by a religious or historical leader, or a short scripture such as a proverb.
3. Divide the shield into sections. Here are some ideas:

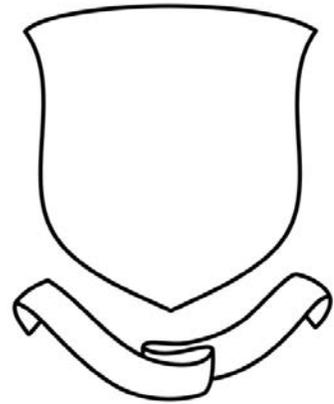
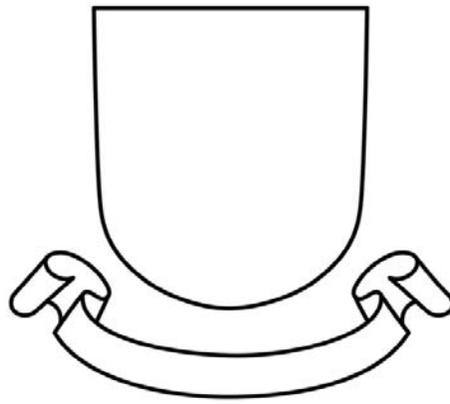
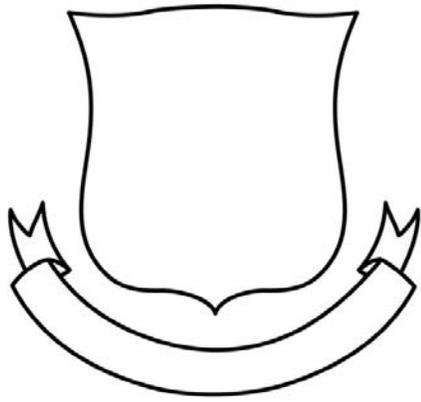
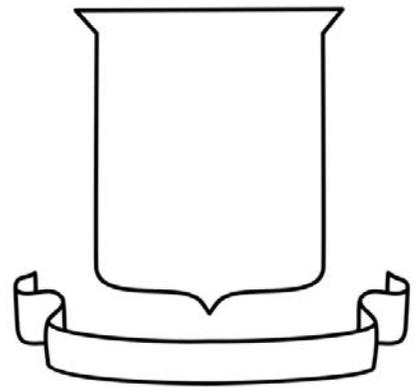
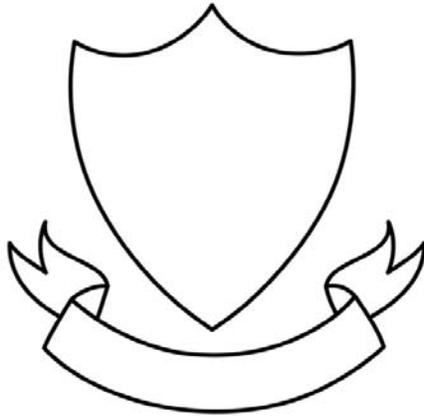
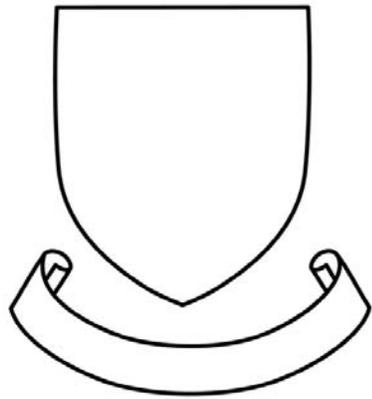


4. Decorate your shield in color with any of the animals or symbols on the next page, or any image you choose that represents your likes and beliefs.

□ **Unit 2 Read-Aloud**

Note: You will need to complete the Unit 2 Read-Aloud by Lesson 28.





Eagle
Courage,
Leader



Anchor
Faith



Heart
Love,
Kindness



Eagle
Courage,
Leader



Bear
Strength



Dove
Peace, Purity



Beehive
Hard Work



Butterfly
Beauty



Heart
knowledge,
Learning



Grapes
Happiness



Notes
Music



Candle
Light, Truth

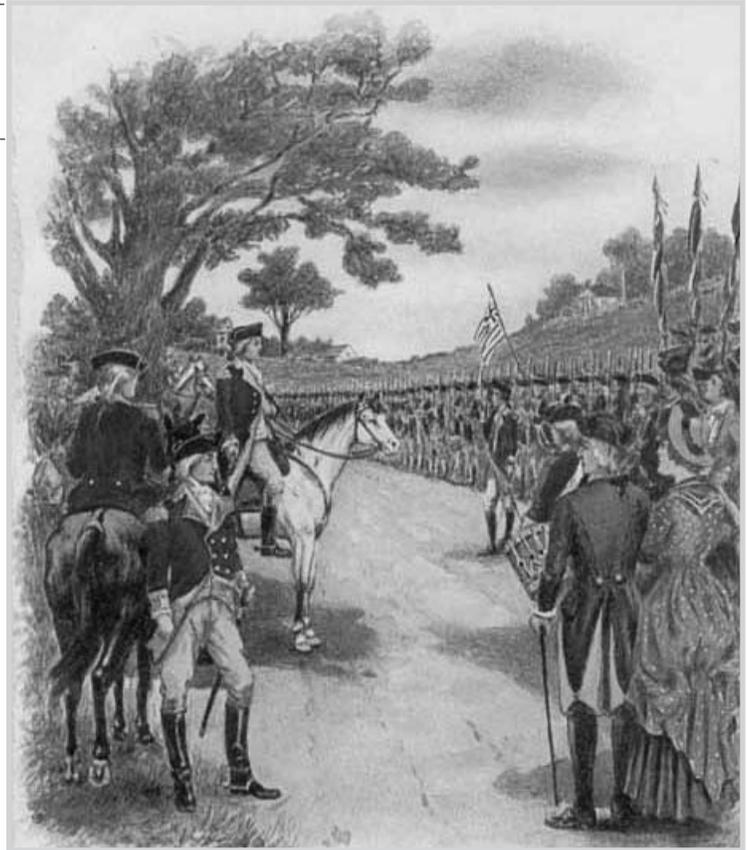
Lesson 43

GENERAL GEORGE WASHINGTON

EXTRA ITEMS NEEDED

None

- Have children work on memorization for 10 minutes.
- Play audio recording [Lesson 43 \(Year 1\)](#) or read the script.
- Ask children the following review questions:
 1. What are two ways that the weather helped George Washington's army escape from their enemies while at Long Island? [First, heavy rain and wind kept the British from attacking, and Washington's army was able to secretly retreat in the night with rowboats. Second, when the whole army was not able to retreat by the time morning came, a fog arose, so thick that one could barely see anything a few feet away. The soldiers were able to row away under the cover of the fog, which did not lift until the last of the soldiers had retreated.]
 2. How do you think the Revolutionary War would have turned out differently if the weather had not assisted Washington's army that day and night?
 3. Do you see God's hand in this most amazing retreat in American history in which eight thousand men slipped past their enemies completely unnoticed?



- Read to children:**

In the next lesson we are going to learn about another battle in which George Washington was commander. But, now, let's explore how children and women also played important roles in the Revolutionary War.

- Read *Women and Children of the Revolution*, starting on page 78 of *The Big Book of History Stories*.
- Unit 3 Read-Aloud**
- Have children complete Lesson 43 assignments in their Student Explorers.**

Lesson 44

THE BATTLE OF TRENTON

EXTRA ITEMS NEEDED

A small bowl of Ice cubes.

- Observe and discuss the painting of George Washington on page 79 of *The Big Book of History Stories*.**
- Activity: Have children take off their shoes and socks. Give each child an ice cube and have them stand on it. See how long each one can bear to keep his or her feet on the ice cube.**
Read to children:

Today, we are going to study a story about George Washington's army at a time when many of the soldiers had worn, broken shoes or no shoes at all during the winter. Even so, they bravely marched over ice and snow in freezing weather.

How long could you keep ice on your foot? **Pause for answers.** Imagine taking a nine hour march across ice and snow in the middle of the night with no shoes. I hope this activity makes this story seem more real to you. These soldiers were fighting for the freedoms that you now enjoy every day of your life. We owe them a great debt for the sacrifices and sufferings they went through for the cause of liberty.

- Optional Activity: If desired, make a large tent with blankets, and read the following story in the tent with a flashlight, explaining that most of the story took place during the night.**
- Read to children:**

Englishmen did not like to fight Americans, and the British government had to hire German soldiers in order to get enough men to carry on the war with the colonies. During the war, about thirty thousand of these hired soldiers came over to fight the Americans. At first, most of those who came were from Hesse-Cassel. So the name "Hessians" was given to all the German troops hired by the English.

Let's learn about an important battle of the Revolutionary War called the Battle of Trenton which involved Hessians. This story shows the wisdom and perseverance of George Washington.

Washington had successfully withdrawn the troops from Brooklyn, but he knew perfectly well that with his scanty force of half-trained men he could not risk a battle with four times as many of the well-trained enemy—it would be certain ruin to the patriot cause.

Washington's army now had to retreat across New Jersey, the British following closely all the way. As Washington and his army fled, Washington burned bridges after they crossed them, slowing the enemy behind him. Also, Washington had his soldiers take or destroy all the boats along the Delaware River. Finally, Washington and his men crossed over the Delaware River on the boats they had confiscated, and their enemies could not follow because they had no boats left to them.

The enemies' commander, General Cornwallis, stationed fifteen hundred German soldiers at Trenton next to the Delaware River. He intended, as soon as the river froze over, to cross on the ice and attack Washington's army.



The Battle of Trenton

Have a child summarize the story up to this point.

The men were cold, hungry, tired and discouraged. It seemed as if the war would be lost for lack of men and supplies. The whole country was downhearted. To make matters worse, Washington saw his army gradually melting away by desertion.

In all this gloom, there was only one ray of light: Washington never despaired! He had no thought of giving up the struggle. Far from being disheartened, he confronted the gloomy outlook with all his energy and courage. Fearless and full of faith in the patriot cause, he watched with vigilance for an opportunity.

Washington found that opportunity on the night of Christmas in 1776. While the Hessian enemies were celebrating and feasting, Washington and his men took their boats and secretly crossed over the

Delaware River. The weather was intensely cold. The river was full of huge cakes of dangerous, floating ice, and a furious snowstorm set in. Many of our men had only ragged clothes and old broken shoes. Some had no shoes at all and left bloody footprints in the snow. They suffered terribly, and two of them were frozen to death. This crossing of the Delaware on Christmas night was one of the most daring feats ever performed by an army.

At last they were over the river. Then came the long march of nine miles to Trenton through a blinding snowstorm in the darkness of the night. Hour after hour passed while the men stumbled and fell and got up and trudged on and on. No soldiers, except those fighting for home and country and freedom, could have endured through that march.



Surrender of the Hessians at Trenton

At last, Washington's army arrived at Trenton, and by quick, bold and daring action, surrounded the unprepared Hessians. Their commander was shot at the outset, and the panicked Hessians quickly surrendered.

Washington found time that night to visit the dying Hessian Commander and speak kindly to him.

Have a child summarize the story up to this point.

But the story does not end here. Washington had more plans in store.

To most people, in England and in America alike, the defeat of the Americans seemed certain. The English General Cornwallis had believed that the war was nearly over. He was so confident that Washington's

army had no chance to win that he got ready to sail home to England, and he had already packed some of his luggage on the ship. But when Cornwallis heard of Washington's victory at Trenton, he changed his plans, thinking, "I will put a quick end to this."

Cornwallis marched with 8,000 soldiers to Trenton, greatly outnumbering Washington's army. It was late in the day when he reached Trenton. By that time, Washington had withdrawn his army across a small river. Tired out from their day's march, the British delayed their attack. Cornwallis was sure they could easily defeat Washington's army in the morning.

But George Washington was to show his military genius once again. He knew they could not win against so many British soldiers, so they retreated in

secret. Washington left the fires of his camp burning and a small number of soldiers that made a lot of noise as they dug trenches. Little did the British suppose that only a few men were making all that noise and tending all those fires. Such was the case, nevertheless. While the camp fires blazed and the digging went on, Washington and his army were slipping away toward Princeton.

In the morning, not only did Cornwallis find that Washington's army was gone, but Washington had reached Princeton from which Cornwallis had left the day before, leaving only a small number of soldiers behind to guard the British supplies. In just a half an hour, Washington won the battle at Princeton and captured a large amount of British supplies there.

Washington had brought hope to every patriot heart. The British were amazed at the daring feat. It was a battle of this kind that showed the courage and genius of a great general who, in the midst of the most unfavorable circumstances, could plan well, fight well, and outwit the enemy! It was such masterful watchfulness and bravery as this that saved the country. Mighty applause now rang all through the land! "Hurrah for Washington, and hurrah for his ragged but plucky little army!"

Well might the people shout, for this was the first real victory of the Continental Army. These two battles brought Washington great applause all over this country and throughout Europe. Frederick the Great, King of Prussia, said: "This young American general opens a fresh chapter in the art of war; England hasn't a man to match him."

British historian George Trevelyan wrote, "It may be doubted whether so small a number of men ever employed so short a space of time with greater and more lasting effects upon the history of the world."

Have a child summarize the entire story.

Discuss the following questions with children.

1. Who were the Hessians?

[German soldiers hired by the British to fight the Americans.]

2. In what ways did George Washington show great skill as a military commander in this story?

[He burned bridges to slow down the British; he captured or destroyed all the boats so the British could not follow them over the river; he surprised the enemy by attacking on Christmas night in the middle of a terrible snowstorm; he had a few men act noisily and keep all the fires burning so that General Cornwallis did not know Washington's army was leaving; and his army attacked the place that had been left poorly guarded and gained a large amount of British supplies.]

3. The British leader General Cornwallis thought the British had nearly won the war, and so did most Americans. The Continental Army seemed to have no hope left. George Washington showed amazing perseverance, patience, hope, courage, and cleverness. What would have happened if George Washington gave up hope like most of the American people?

[Most likely, the British would have won the war, and the United States of America would not have been formed. Washington's victories during the Christmas of 1776 kept the revolution alive.]

4. What does this story teach us about our personal lives—what can we learn from it?

Observe and discuss the famous painting titled "Crossing the Delaware" on page 98 of *The Big Book of History Stories*.

Have children complete Lesson 44 assignments in their Student Explorers.

Unit 3 Read-Aloud

Lesson 54

FLORENCE NIGHTINGALE / THE GREAT IRISH FAMINE

EXTRA ITEMS NEEDED

-A potato for each child

Read to children:

Before we study Ireland's Great Famine, we are going to learn about another famous Victorian: Florence Nightingale. She was known for the incredible work she did for wounded soldiers during the Crimean War, but she also contributed greatly to changing the way in which hospitals were run. Think of the nurses that you have met at doctor's offices or hospitals. When Florence was a young woman, nurses were not like this. Nurses in those days were almost always from very poor circumstances. Often, they were not very clean or organized, and hospitals were often unsanitary and poorly run. Nursing was not considered a very respectable job. But Florence Nightingale would change all of that!



Read *Florence Nightingale*, starting on page 78 of *The Big Book of History Stories*.

Potato Activity

Give each child a potato. Read to children: How important is this potato to you? What would you think if I took away your potato and told you that you could not have any potatoes for a year? It probably would not be that big of a problem for you. But, if you happened to be a child in Ireland in the 1840s, not being able to have any potatoes would be devastating to you. Let me explain why.

"In 1845, most of Ireland's rural population depended on potatoes as their staple food . . . six million men, woman, and children ate potatoes for breakfast, lunch, and supper . . . They ate potatoes boiled, roasted, and mashed with buttermilk and onion. They ate potato cakes, potato bread, and potato soup. Even the pigs, cows, and chickens ate potatoes."¹

Why were potatoes so important to the Irish people? Even though Ireland was a fertile, beautiful land, there were many poor people who struggled to survive. Most Irish families could only rent tiny plots of land. Not a lot of room is needed to grow potatoes. "No other crop yielded so much healthful food in so little a space. Even the poorest families could thrive as long as they had shelter and enough potatoes."²

Play audio recording [Lesson 30 \(Year 1\)](#) or read the script.

Unit 4 Read-Aloud

1. *Black Potatoes* by Susan Campbell Bartoletti, pg 7
2. *Black Potatoes* by Susan Campbell Bartoletti, pg 2

Lesson 55

THE HISTORY OF FLIGHT

PREPARATION

Prepare to play the videos referred to in the lesson.

Gather items for optional craft.

- 1 clothespin
- 3 mini-sized craft sticks
- 1 sheet of craft foam
- two colors of paint
- paint brushes
- wood glue

- Watch the 3.5 minute video "Animated History Of Aviation" on youtube.com by uvuaviation.
- Read *The Wright Brothers Take Flight*, starting on page 82 of *The Big Book of History Stories*.
- Optional Video (Grades 5+):

Watch the 20-minute video "A Century of Flight: the History of Aviation." This video is available to stream from Amazon.com. You may choose to do this for older children in place of the activity below.

- Activity: Famous Aviators
While you read the following paragraphs, have children color the illustrations that correspond to each famous aviator in their Student Explorers (Lesson 55). For Grades 7+, have children draw the illustrations (instead of coloring them) in their history notebook, and include a one to two sentence summary of each illustration.

Charles Lindbergh (1902-1974) became an aviation hero when he completed the first nonstop solo flight across the Atlantic Ocean, from New York City to Paris, in 1927. Lindbergh completed the solo flight in 33 hours and 30 minutes. Can you imagine how much courage it must have taken to cross this vast ocean for the first time? Can you imagine how hard it must have been to stay awake for 33 hours straight? Lindbergh won a \$25,000 award and became an instant worldwide celebrity. **Have children observe the map on this page, which depicts the flight path Lindbergh took.**

Amelia Earhart (1897-1939), from Kansas, was the first female pilot to cross the Atlantic Ocean. In doing so, she received the U.S. Distinguished Flying Cross award. She set other flying records too, like flying higher than any other woman had before. She was also the first woman to fly from California to Hawaii. Amelia was a brave, determined, hard-working, and persistent woman. She became a huge celebrity, and still is to this day. However, Amelia wasn't satisfied with her accomplishments and



wanted to be the first woman to fly around the world. This ambition led to her death. She and navigator Fred Noonan set out to fly around the world in a small twin-engine plane. They took off from Florida and had already traveled over South America, Africa, Thailand, and Australia. However, the American Coast Guard lost contact with the plane after it took off from New Guinea and was headed across the Pacific Ocean. In the last radio message received by the plane, Amelia sounded frantic. What happened to the plane? It is still a mystery today. An extensive search was made, costing over 4 million dollars, but no one ever found a trace of the plane or Amelia and Fred. **Have children look at the photos of Amelia Earhart on the next page.**

The Hindenburg was an 804-foot long airship made in Nazi Germany in 1936. It had a maximum speed of 84 miles per hour, and it carried passengers from Germany to the United States. It was originally designed to be filled with helium gas, but because the United States put restrictions on what could be exported to Germany, it had to be filled with very flammable hydrogen instead.

The Hindenburg completed 10 trips across the Atlantic Ocean in 1936. It took about six days for the airship to make the journey. Inside the airship were bedrooms, a dining room, a kitchen, and more. The airship could carry almost a hundred people.

The first trip scheduled for 1937 was on May 6th. While landing in Lakehurst, New Jersey, the Hindenburg burst into flames due to a gas leak, and 36 of the 97 passengers were killed. Airships were no longer used for commercial transportation after the Hindenburg disaster.

Have a child tell you what they learned about the Wright Brothers, Charles Lindbergh, Amelia Earhart, and the Hindenburg Airship.

Read to children:

The aviators we have learned about in these lessons were all physically brave and persistent. Those are good traits to have, but there are traits that are far more important. Being physically brave, famous to the world, or even persistent in worldly achievements are not the greatest qualities a person can have. In

1 Corinthians chapter 13, we learn that the greatest trait a person can have is charity. The Bible teaches that a person who has charity is kind, patient, and humble.

Some famous historical people, even some famous aviators, chose to focus on worldly pursuits over raising children. Many fathers and mothers throughout history who quietly and patiently dedicated their lives to raising a family and trying to live more like Christ are truly heroic people, even though they are not mentioned in any text books. We should work hard to accomplish all we can in this life, but we should never forget that to be truly heroic is to be a person who is kind, patient, and humble.

Optional Craft Activity: Clothespin Airplane

1. **Paint one clothespin and one craft stick the same color. Let dry. Cut the mini craft-stick in half and glue on the back of the clothespin.**
2. **Paint two craft sticks the same color (but a different color than you used in step 1). Let dry. Then, glue the craft sticks on the top and bottom of the front of the clothespin as wings. (See picture.)**
3. **Cut a triangle out of the craft foam and glue it upright on top of the mini craft stick.**

Unit 4 Read-Aloud

