

HISTORY

YEAR 2 - COURSE BOOK



TABLE OF CONTENTS

About this Course.....	v
Read-Aloud Suggestions.....	viii

Unit 1: Ancient Greece / Ancient Asia

Lesson 1: Ancient Greece: Geography & Mythology	1
Lesson 2: Ancient Greece: Daily Life	5
Lesson 3: Greek City-States.....	8
Lesson 4: The Olympics/The Persian War	16
Lesson 5: Ancient Greece: Philosophy, Math, Science, Astronomy.....	17
Lesson 6: Alexander the Great.....	23
Lesson 7: Introduction to Ancient China	25
Lesson 8: Ancient China: Dynasties, Calendar, & Art.....	27
Lesson 9: Ancient China: Daily Life	29
Lesson 10: Ancient China: Religion	31
Lesson 11: Genghis and Kublai Khan.....	32
Lesson 12: Ancient India.....	35
Lesson 13: Unit 1 Review.....	41

Unit 2: Vikings / Exploration / Pre-Columbian America

Lesson 14: The Vikings: Part 1	44
Lesson 15: The Vikings: Part 2	48
Lesson 16: Marco Polo.....	50
Lesson 17: Motivations for Exploration	51
Lesson 18: Christopher Columbus: Part 1.....	54
Lesson 19: Christopher Columbus: Part 2.....	55
Lesson 20: Christopher Columbus: Part 3.....	55
Lesson 21: Balboa and John and Sebastian Cabot.....	58

Lesson 22: Other Explorers	61
Lesson 23: Pre-Columbian America	71
Lesson 24: Mayan Civilization	72
Lesson 25: Aztec Civilization	78
Lesson 26: The Inca Empire	83
Lesson 27: Conquistadors	86

Unit 3: Colonial America / The U.S. Constitution

Lesson 28: Jamestown, John Smith, & Pocahontas	94
Lesson 29: The Pilgrims: Part 1	97
Lesson 30: The Pilgrims: Part 2	100
Lesson 31: Henry Hudson & the Dutch Colonies	107
Lesson 32: The Puritans	110
Lesson 33: Thomas Hooker & Roger Williams	111
Lesson 34: William Penn & James Oglethorpe	117
Lesson 35: Everyday Life in Colonial Times: Part 1	123
Lesson 36: Everyday Life in Colonial Times: Part 2	128
Lesson 37: The Thirteen Colonies	132
Lesson 38: Benjamin Franklin: Part 1	134
Lesson 39: Benjamin Franklin: Part 2	136
Lesson 40: The Coming Forth of the Constitution.....	137
Lesson 41: Basics of the Constitution.....	141
Lesson 42: Important Principles of Freedom	147
Lesson 43: The Blessings of a Constitutional Democratic Republic.....	153
Lesson 44: George Washington as President	159

Unit 4: History of U.S. Education / WWI through the Great Depression

Lesson 45: Education in Early America: A Foundation on Christ	162
Lesson 46: Noah Webster	167
Lesson 47: William McGuffey	169

Lesson 48: Review	171
Lesson 49: Henry Ford	173
Lesson 50: World War I: The Causes	175
Lesson 51: World War I: Effects of the War/Why the U.S. Joined the War.....	181
Lesson 52: World War I: Life in the Trenches/Weapons & Technology	184
Lesson 53: World War I: Life in the U.S.	189
Lesson 54: World War I: Stories of True Heroism	190
Lesson 55: Review	191
Lesson 56: The Roaring 20's.....	198
Lesson 57: Causes of the Great Depression.....	200
Lesson 58: The Great Depression.....	202
Lesson 59: The Dust Bowl.....	204
Lesson 60: Review	206



ABOUT THIS COURSE

Course Overview

- **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 U.S. History and Principles of Freedom**
Each Year: All history courses (Years 1-4) cover ancient times through 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 U.S. 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 ideas:

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. Adherence to timeless, core principles of Christ's gospel found in the Bible leads to happiness

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. **Year 2 Course Book**
This black-and-white, spiral-bound course book guides you through the course.
2. **Maps & Images**
This full-color, spiral-bound book is a compilation of maps and images. The *Year 2 Course Book* will indicate when to refer to the maps and images.
3. **Explorers & Settlers Game**
This game helps children memorize key facts about important settlers and explorers. The *Year 2 Course Book* will guide you when to play this game.
4. **The Good & the Beautiful History Timeline + Year 1 and Year 2 Timeline Stickers**
These seven full-color, laminated, 8.5 x 11 sheets can be hung up permanently where children can reach them, or the sheets can be laid out on the table when referenced in the *Year 2 Course Book*. These same seven sheets are also used in the Year 3 and Year 4 courses.

The timeline visually ties history together. Not all historical events or figures are included. Many major events are printed right on the timeline. Other historical events and figures are added with stickers. This course set includes stickers for Year 2 and stickers that review events and figures learned in Year 1. The *Year 2 Course Book* will tell you when and where to place the stickers on the timeline. The Year 3 and Year 4 courses will also come with stickers.

Note: Several lessons direct you to play the Year 1 history game, "The Keys of History", as a review. If you do not have this game, you can purchase it on www.jennyphillips.com, or you may choose not to play the game.

Downloads That You Need to Print

5. 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

6. Audio Recordings

Dramatized audio recordings are a major part of the course and can be accessed at www.jennyphillips.com/history2 (password= [REDACTED]). 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 this course. It is recommended you complete three lessons a week if you are teaching children in Grades 6 and above.

Once you have completed the Year 1, Year 2, Year 3, Year 4, and U.S. Constitution & Government courses, it is suggested that you repeat all of the courses, starting again with Year 1. Children will need the review after 4-5 years. Also, children will then be in the higher levels of the Student Explorers, which contain different assignments and information. You may also choose different read-alouds each time you go through the courses.

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. Also, many of the suggested read-aloud books will require you to read additional times outside of lesson times in order to complete the book by the end of the unit.

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 the children. [Text within brackets are the answers to questions you ask the children.]

Student Explorers

A download link for the Student Explorers was sent to you through email when you purchased the course. You can also download the Student Explorers on www.jennyphillips.com/history2 (password= [REDACTED]). This *Year 2 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. These are not broken down on a lesson-by-lesson basis, encouraging students 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 *Year 2 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 and can be downloaded at www.jennyphillips.com/history2 (password= [REDACTED]). 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.

Access the recordings at
www.jennyphillips.com/history2
(password= [REDACTED])

Student Timeline Pages

The Student Explorers for Year 2, Year 3, and Year 4 include "timeline pages." If desired, store these completed pages under a separate tab in the child's history binder. For more information on this, watch the video titled "Student Timeline Pages" on www.jennyphillips.com/history under the Year 2 tab.

Explorers & Settlers Game

This game helps children learn and review key information about important historical figures. Review is a vital part of learning. This game also helps to add variety plus family or class interaction. The course book 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 3 and Year 4 history courses, again providing a wonderful review of key information learned in the Year 2 course. An instruction card is included with the game. The game may be played by 1-8 students.

Items to Always Have on Hand

The following items are used often in the course and are not listed in the "Extra Items Needed" section at the beginning of lessons: *Year 2 Maps & Images*, Student Explorers, The Good & the Beautiful Timeline, Year 1 and Year 2 stickers, scissors, glue sticks, and colored pencils or crayons.

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 five books to the children, one from each of the five units in the course. See the next 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.

A Note About Greek Mythology & Greek Philosophy

The Year 2 course covers ancient Greece, but it does not include any Greek mythology other than briefly teaching what it was and how Greek gods compare to the true God. Parents who wish their children to study Greek mythology can do so by supplementing with another course on Greek mythology or by using read-aloud books on Greek mythology. Also, the course teaches about some of the most influential Greek philosophers, but it does not include any readings or other materials that explore the actual philosophy taught. Again, parents can add that if they would like. Free online books on these topics can be found at www.mainlesson.com/displaybooksforgreece.php.



READ-ALoud SUGGESTIONS

As part of the course, you are encouraged to select and read four books to the children, one from each of the four units in the course. Twenty minutes is included in most lessons for the teacher read-aloud, but to finish some books by the end of the unit, a longer reading time will be required. Some parents choose to do history lessons twice a week but the read-aloud book each day.

The read-aloud suggestions for this course are listed in a free PDF document found on www.jennyphillips.com/history/ under the Year 2 tab.

UNIT 1

Ancient Greece / Ancient Asia



Lesson 1

ANCIENT GREECE: GEOGRAPHY & MYTHOLOGY

EXTRA ITEMS NEEDED

None

Note to parent or teacher: Some parents prefer to spend little or no time with Greek myths because they are based on pagan beliefs of false gods and contain much immoral behavior. Other parents find value in teaching the Greek myths and comparing them to true principles. This course briefly teaches some of the main figures in the Greek mythology but does not include any stories of mythology. Parents can easily include mythology to the desired degree by using the following myths.

Younger and Older Children

***Greek Gods, Heroes, and Men* by Caroline H. and Samuel B. Harding

- "Hestia, the Goddess of the Hearth"
- "Pan, the God of the Shepherds"
- "Achilles and the War About Troy"
- "The Wanderings of Odysseus"
- "Jason and the Quest of the Golden Fleece"

**Old Greek Stories* by James Baldwin

- "The Wonderful Weaver"
- "Admetus and Alcestis"
- "The Wonderful Artisan"

Older Children

**Tales of Troy and Greece* by Andrew Lang (challenging reading)

*=free on gutenberg.org

**=free on mainlesson.com



□ Read to the children:

When God created this earth, He placed everything upon it that man would need to survive. What are some of those things? **Pause for answers.** [food, air, water, materials for clothing and shelter]

God not only created the things that we need to survive, but He also created a great variety of interesting and beautiful things for us to enjoy. What are some of those things? **Pause for answers.** [animals, mountains, lakes, flowers, birds]

Then, God created man. The Bible says: "And God saw that it was good. And God said, Let us make man in our image, after our likeness . . . So God created man in his own image, in the image of God created he him; male and female created he them. And God blessed them." (Genesis 1:25-28)

We are very blessed to have a true understanding of how man was created. In ancient history, not all people knew this. As Adam and Eve's posterity spread into different places in the world, certain groups lost a true understanding of the creation and of God.

The first group of people we are going to study in this course is the ancient Greeks. The ancient Greeks made such great contributions to the world that we still feel the effects of them today, but because the ancient Greeks did not have a true understanding of God, they believed in many false gods and imaginary creatures and created many myths about them. These myths, known as Greek mythology, are based on pagan beliefs. Do you know what "pagan" means? ["Pagan" refers to people who worship false gods.] These pagan myths played a large role in ancient societies.

Before we study Greek mythology, let's learn about the location and geography of ancient Greece.

□ Map Activity

Follow the instructions and read the information:

1. **Help the children find the continent of Europe on the globe.** Greece is a part of the continent of Europe. **Help children find Greece on the globe.**
2. Let's look at a modern-day map of Greece. [page 1 of *Maps & Images*]

Although Greece is only half as large as the state of New York, it holds a very important place in history. The ancient Greeks presented new ideas for government, art, science, and philosophy in a unique culture that still affects and blesses people of the world today.

The history of Greece goes back to the time when most people did not know how to write and kept no record of what was happening around them. For a long time the stories people told were the only information available about the country and its former inhabitants. These stories, slightly changed by every new teller, grew more and more extraordinary as time passed.

The beginning of Greek history is, therefore, like a fairy tale; and while much of it cannot, of course, be true, it is the only information we have about the early Greeks.

It is believed that the first major civilization in this area began in Crete.

Have the children find Crete on the map.

The ancient inhabitants of Crete were known as Minoans. They were ruled by a king and had a flourishing civilization. We know this because archaeologists have uncovered their palaces. The Mycenaeans were another early civilization in this area. The Mycenaeans lived on mainland Greece. They were the first to speak the Greek language.

Have the children point to the mainland of Greece.

3. The map we just looked at is a political map. A political map shows man-made boundaries such as countries and states.

Now let's look at a topographical map of Greece. [page 2 of *Maps & Images*]

A topographical map shows natural features. On these types of maps, green means areas with a lot of vegetation. Vegetation means plant life such as forests, bushes, grass, and so on. Usually the green areas receive more rain, and that is why the areas have more vegetation. Brown and yellow areas are drier. The crinkly brown areas on a map indicate mountains. White indicates ice, and blue indicates water (oceans, lakes, rivers).

Does Greece have a lot of mountains? [yes] About 80% of Greece is made up of mountains and hills. The rugged mountains and the many bays divide Greece into small, isolated regions. Part of God's providence works in the natural features of the land and the ways they affect the people who live there.

4. Let's look at a map that shows ancient Greece around 750 B.C. [page 3 of *Maps & Images*] During this time, many Greek city-states began to form and gain power. Early Greek culture began to take shape, including the development of democracy and Greek philosophy and theater.
5. Let's look at a map of ancient civilizations. [page 4 of *Maps & Images*] Point to Greece. Point to Ancient Egypt, which we studied in the last course. Point to the dark green area. This is the Fertile Crescent where Abraham was born.

□ Student Explorers

Have the children complete the timeline page for Lesson 1 included in the Student Explorers.

□ Read to the children:

Throughout history, civilizations at times lost or corrupted the true knowledge of God. In Greek mythology, twelve gods and goddesses ruled the universe from atop Greece's Mount Olympus. However,

in Greek mythology, there were also many other lesser gods and mythical beings who lived on the earth.

Have the children find Mt. Olympus on the map. [page 3 of Maps & Images] Explain that the Greeks believed that this mountain was the center of the world and that their world was the center of the universe.

Let's compare the ancient Greek idea of god to the true God. I will tell you an attribute of the true God, and then you guess how the Greek gods were the same or different. I will then tell you the answer.

The True God	The Greek gods
is always perfectly good and just	are not always good, quarrel with other gods, are at times cruel and jealous
can do marvelous things that humans can't do	can do marvelous things that humans can't do
is always moral	are often very immoral
is humble and meek while still being all-powerful	are proud and have enormous egos
is selfless	are usually self-centered and all about their own personal advancement
gives people spiritual revelations and teachings	give no spiritual revelations or teachings to man
is perfectly constant and merciful	are unpredictable, fickle, and vindictive

□ Read to the children:

"Mythology was interwoven with every aspect of Greek life. Each city devoted itself to a particular god or group of gods for whom the citizens often built temples. They regularly honored the gods in festivals and other official gatherings, at which poets recited or sang great legends and stories. Many Greeks learned about the gods through the words of poets.

"Greeks also learned about the gods by word of mouth at home, where worship was common. Different parts of the home were dedicated to certain gods, and people offered prayers to those gods at regular times." ("Greek Mythology," Microsoft® Encarta® Online Encyclopedia 2000)

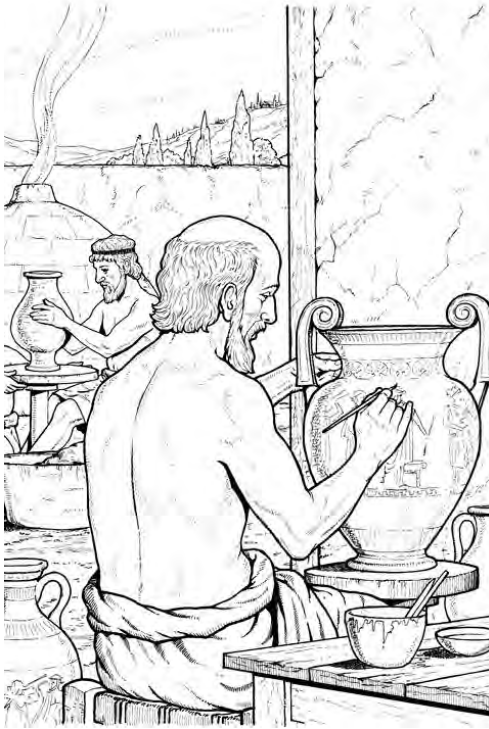
The Greeks loved their gods, but feared them also. They tried to gain their goodwill in several ways. One way was by praying to them. They did not kneel, or fold their arms, or close their eyes. Instead, they stood on their feet and raised their hands up to the sky. One of the main reasons they prayed to the gods is because the Greeks believed the gods were jealous of other gods and needed to be praised. To try to please the gods, the ancient Greeks also made statues of them and temples in their honor. The ancient Greeks also tried to gain the favor of the gods by offering them presents, such as wine and meat.

How do we try to please the true God? Is it different from how the ancient Greeks tried to please their gods? **Pause for answers.**

□ Read to the children:

Please close your eyes and imagine a mountain so high that during most of the year its top is covered with snow, and often it is wrapped in clouds. Its sides are very steep and covered with thick forests. This is Mount Olympus in the northern part of Greece. You can now open your eyes.

The Greeks thought that the palaces of their gods were above the top of this mountain, far out of the reach of men, and hidden from their sight by the



Athens



Sparta

physical strength and grace were important, but so were the mind and the arts

developed ideas of democracy

developed trial-by-jury

boys were taught music to enlighten the mind and entertain at banquets

chief goal was a strong army

boys left home at age 7 to be trained

ruled by two kings and senators

boys were taught music so they could sing battle songs

THE GREEK ALPHABET

Α α alpha	Β β beta	Γ γ gamma	Δ δ delta	Ε ε epsilon	Ζ ζ zeta
Η η eta	Θ θ theta	Ι ι iota	Κ κ kappa	Λ λ lambda	Μ μ mu
Ν ν nu	Ξ ξ xi	Ο ο omicron	Π π pi	Ρ ρ rho	Σ σ sigma
Τ τ tau	Υ υ upsilon	Φ φ phi	Χ χ chi	Ψ ψ psi	Ω ω omega

By 800 B.C., the Greeks were using an alphabet with 24 letters. They got most of the alphabet from the Hebrew Phoenicians, but they added a few new letters and changed some of the letters to vowel sounds. The Greek alphabet was the first alphabet to use vowels.

The original Greek alphabet did not have upper and lower case letters, and Greeks originally wrote from right to left.

Our modern English alphabet was modeled after the ancient Greek alphabet. Look on the chart above. Which letters still look the same and which look different? **Pause for answers.**

The English word ALPHABET actually comes from the first two letters of the Greek alphabet: ALPHA and BETA. Many English words are derived from some form of a classical Greek word.

UNIT 2

*Vikings / Exploration /
Pre-Columbian America*



Lesson 14

THE VIKINGS: PART 1

EXTRA ITEMS NEEDED

Optional: tin foil and/or modeling clay that you can bake

Play audio recording Lesson 14 (Year 2) or read the script.

Student Explorer Activity

- As we learned in the recording, the Viking tribes came from what is today Denmark, Sweden, and Norway. This region of the world is known as Scandinavia, and the climate there is very cold. The average daily temperature in Denmark is around 45 degrees Fahrenheit, and Sweden and Norway are even colder. The high latitude of the countries also means that their growing season is short, and a lot of vegetables and fruit will not grow successfully. This is one reason the Vikings turned to trading with and often raiding nearby lands. The weather and the short growing season allowed them plenty of time to spend “viking”—raiding and pillaging nearby towns. Unfortunately, Vikings often caught people during their raids and made them thralls (slaves).

In the late 700s A.D., Vikings began raiding England, Scotland, and Ireland. **Have the children complete the Late 700s A.D. section in their Student Explorers.**

- In 876 A.D. Vikings settled permanently in England. Vikings were farmers, fisherman, craftsmen, and boat builders. Most Viking families lived together with farm workers and often livestock in a longhouse, which was a large, hall-like building.

The illustration on this page shows the hearth in the middle of the longhouse, providing light, warmth, and the means for cooking.

The Vikings were not a barbaric people. They made ornate jewelry, and they took great pride in their appearance. They played musical instruments and enjoyed poetry.

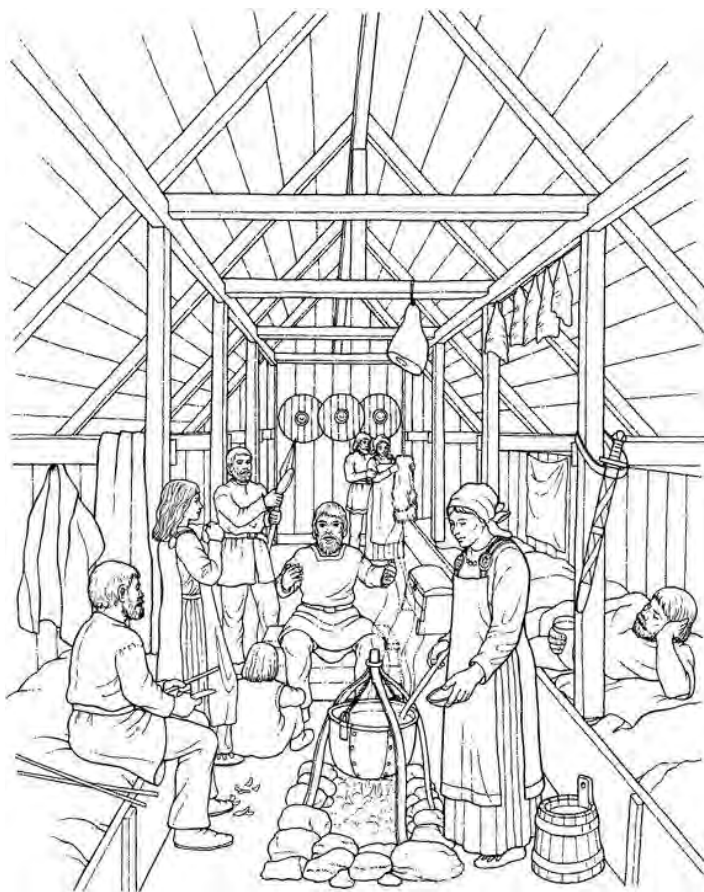
Have the children complete the 876 A.D. section in their Student Explorers.

Activity: Observe and discuss the Viking artifacts on pages 24-25 of *Maps & Images*.

Begin Unit 2 Read-Aloud

Optional Project: Make Viking Jewelry

See images on the next few pages for ideas on making Viking jewelry with tin foil or modeling clay.



Lesson 18

CHRISTOPHER COLUMBUS: PART 1

EXTRA ITEMS NEEDED
 None

Timeline Activity

Read to the children:

In the last lesson, we talked about three Portuguese explorers who explored the coast of Africa.

Who was the Portuguese prince who sponsored explorations down the western coast of Africa?
 [Prince Henry the Navigator]

Prince Henry's explorers did not even get halfway down the western coast, but they paved the way for the next major Portuguese explorer, Bartolomeu Dias, to sail around the southernmost tip of Africa in 1488. He was the first European known to have done so.

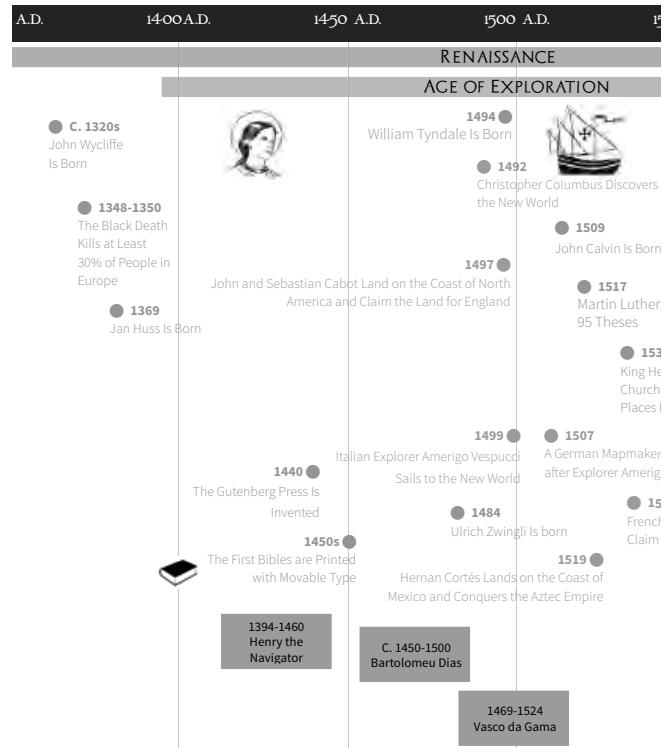
Who was the Portuguese explorer who came after Dias and actually sailed around Africa and all of the way to India? [Vasco da Gama]

Have the children place the stickers titled "Henry the Navigator," "Bartolomeu Dias," and "Vasco da Gama" on the timeline, as shown on this page.

As you can imagine, it still took a long time to reach India by sailing around Africa. Vasco da Gama's first voyage took almost a year to arrive in India and eleven months to sail back. Only 54 of the 170 members survived the dangerous trip.

Christopher Columbus believed there was a shorter way to get to India by sailing to the west. Europeans did not know what was to the west and feared to sail that way. When sailing around the coast of Africa, the crew could always stop on the coast to resupply. But to sail into the vast, unknown ocean was another thing. Columbus believed the world was round (or

Page 4



pear shaped) like many educated people of his day. What was in question, however, was the Earth's circumference. Was it possible to sail that far? Columbus believed it was possible. Like other explorers, he was motivated by Christian missionary efforts. He also believed that a short route to India would bring great riches that could be used to fund a Christian crusade to retake Jerusalem—the Holy Land—from the Muslims, who had control at the time. Let's listen and learn more about Columbus and his motivations for exploration.

- Play audio recording Lesson 18 (Year 2) or read the script.**
- Student Explorers—Lesson 18**
- Unit 2 Read-Aloud**

Lesson 23

PRE-COLUMBIAN AMERICA

EXTRA ITEMS NEEDED

Five dried beans (or other small item) for each child

□ Timeline Activity

Layout the seven sheets of *The Good & the Beautiful* Timeline.

Give each child five dried beans. Read to the children and follow the instructions.

- In this course we learned about the first European explorer to see the Pacific Ocean. He reached it by crossing over what is now Panama in Central America. What is the explorer's name? [Balboa]

Have a child place the sticker titled "Balboa Reaches Pacific Ocean" on the timeline.

- We also learned about John Cabot, who was the first European to land on the coast of North America. Put a bean by John Cabot on the timeline.
- Three famous Portuguese explorers explored the west coast of Africa. Put a bean by each of them [Henry the Navigator, Bartolomeu Dias, and Vasco da Gama] Which one of these explorers was the first to sail all of the way around Africa to India? [Vasco da Gama]
- Christopher Columbus was the man who opened the path for exploration to the Americas. Place a bean by Christopher Columbus on the timeline.
- Look at the beans you placed and the new sticker. Notice the time difference between these explorers.

□ Read to the children:

The Americas before the voyage of Columbus were very different from the way they are today. They were even quite different from the Europe of the late 1400s.

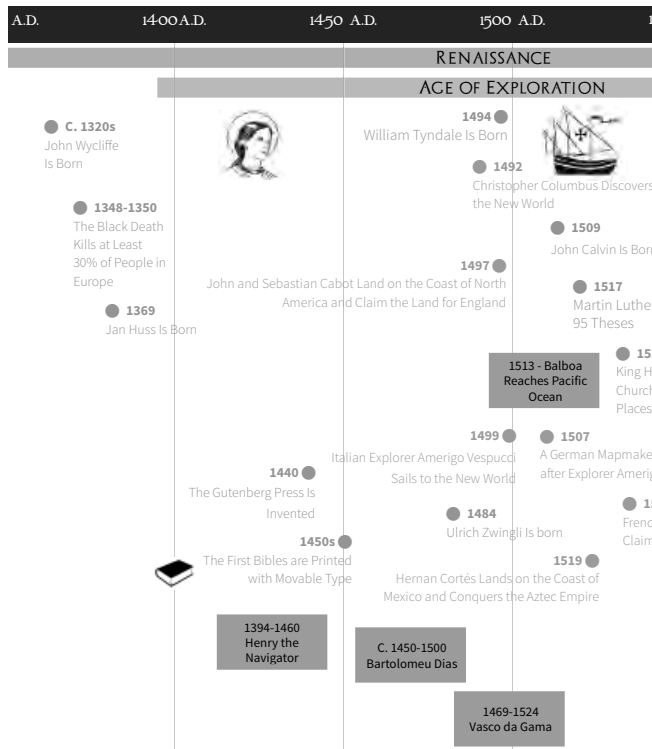
Mesoamerica is the land that covers most of Central America.

Have the children look at the map on page 37 of *Maps & Images*.

In the next two lessons, we will be studying two civilizations in Mesoamerica during Pre-Columbian times. Today, let's listen to an audio dramatization that introduces this Pre-Columbian America.

- Play audio recording Lesson 23 (Year 2) or read the script.**
- Play "Explorers & Settlers."**
- Unit 2 Read-Aloud**

Page 4



Lesson 24

MAYAN CIVILIZATION

EXTRA ITEMS NEEDED

None

□ Read to the children:

Look at the map below. Mayan civilization was a part of which modern-day countries? [southern Mexico, Guatemala, Belize, part of El Salvador, and part of Honduras]

The Mayans were skilled builders and built hundreds of cities in the jungles. These cities contained palaces, temples, homes, pyramids, and walls. The cities were connected with a grand system of roads.

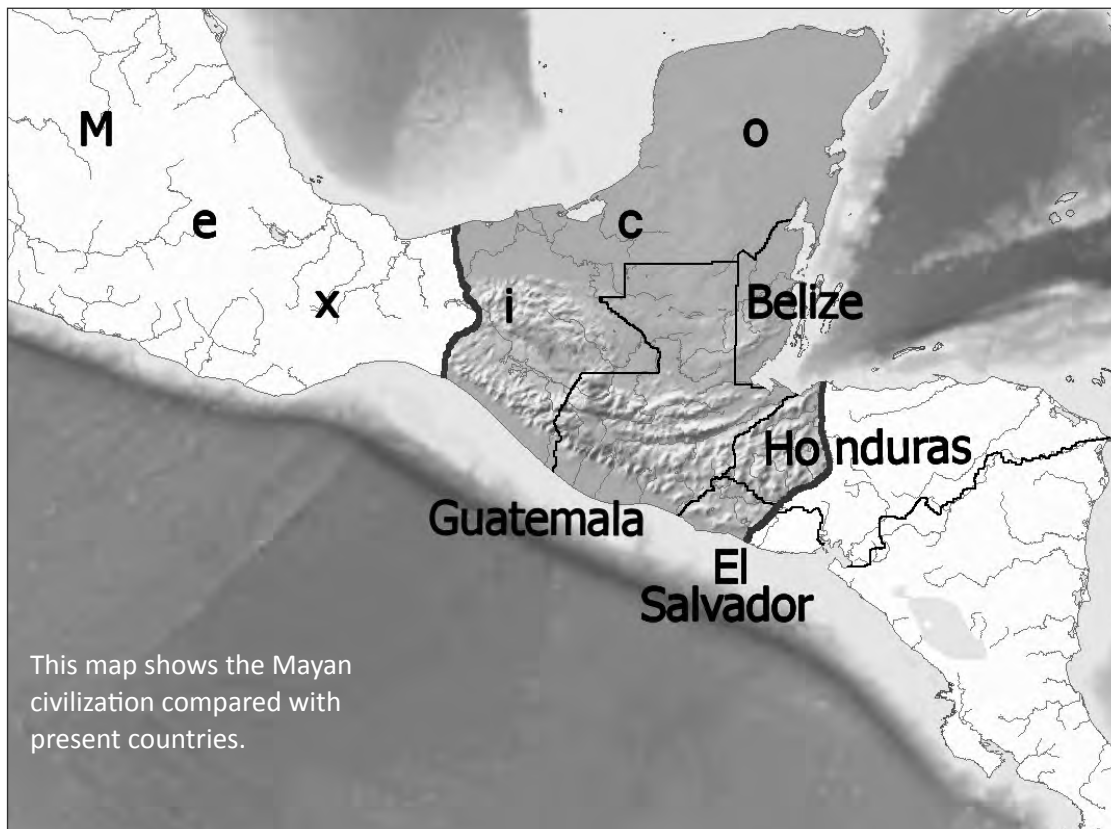
Do you remember the Greek city-states? The Mayan civilization was similar. Each city had its own, unique

rules and ruling family. It appears the Mayans were never unified under one ruler. Also, like the Greek city-states, the Mayan cities were constantly at war with one another.

A few nobles governed a broad group of commoners. Only a few Mayans were allowed to be addressed as noble; no matter how rich a commoner was, he was still not eligible to become one of the rulers.

Mayans kept slaves and had large farms. They would burn the jungle to make open land and plant their crops in the fields. This caused serious problems as their civilization grew.

With the children, explore and read about two Mayan cities, Palenque and Tikal, on pages 38 and 39 of *Maps & Images*.



Activity

1. **Cut out the squares on the following page of this lesson. Lay the squares out.**
2. **Have a child select a square and read the information on the back aloud. Repeat this step until all of the squares have been chosen.**

Activity

Look at the photograph of a Mayan ball court on page 40 of *Maps & Images*. Point out all of the parts of the ball court, using the diagram below as a reference.

Read to the children:

When the conquistadors arrived from Spain, the Mayan cities were already abandoned, although there were some people living there who were descended from the Maya.

It is not known why the southern cities were abandoned one by one, and the center of Mayan power moved to the north. The Spaniards eventually defeated the last of the Mayan kings in 1524.

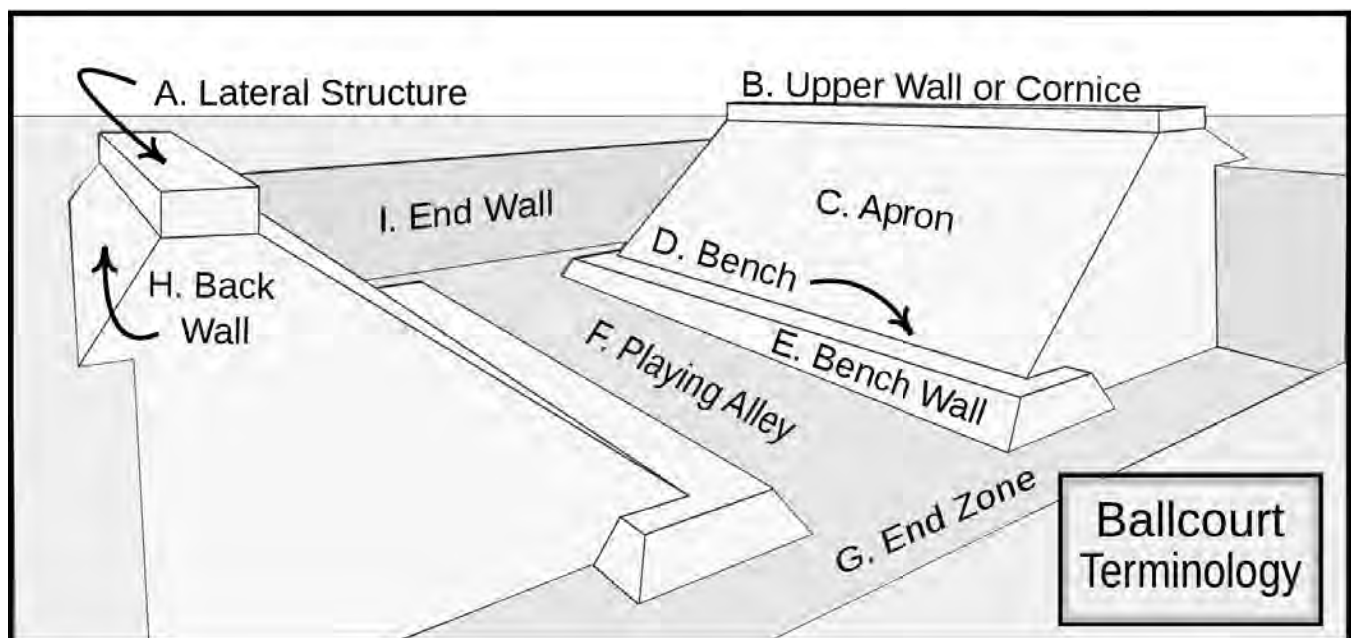
In Guatemala there are many thousands who are descended from the Maya and who remember their ways and preserve their culture, often venturing into the forests to reclaim more of the lost buildings and cities of their ancestors.

The conquistadors recorded and archaeologists have confirmed that the Mayans offered many human sacrifices of captives, especially children, from neighboring tribes.. This should be noted as a major cause of their downfall. Though the Spanish certainly at this time were an aggressive and violent people in general—they found human sacrifice abhorrent, and the resentful neighboring tribes were more than willing to join with the Spaniards to destroy the culture that practiced it.

Activity

1. **Have the children look at the page in this lesson titled "Mayan Glyphs." Have them compare this kind of writing to writing in English.**
2. **Have the children try to copy some of the Mayan glyphs.**

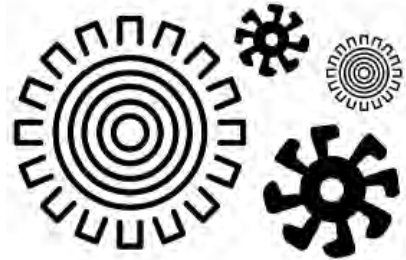
Unit 2 Read-Aloud



Mayan Religion



Mayan Games



Mayan Writing



Mayan Astronomy



- Mayan cities all have long, narrow courts with rings mounted to the wall, twenty feet high, or sometimes more. In these courts the Maya played one of the first known ball games.
- Called Poc-a-Toc, the ball game was a ceremony and a celebration of skill and power. The ball itself was stone or latex (rubber) made from the sap of a rubber tree. The goal of the game was to get the ball through the hoop on the high walls above. That sounds simple, right?
- But it was much harder than that. Players could not use their hands! The ball had to be hit with the hip or the shoulder or the elbow. Even the head or foot was not allowed. Those who watched the games called it “lightning-ball” because the players moved so fast. Winning teams were celebrated with great feasting and sometimes were sacrificed to give them the honor of moving to Xibalba, the Mayan underworld. But star teams could play for years, winning contest after contest.

- Mayans believed in a cycle of life that never ended, and that death was simply a passage to a new realm that allowed souls to climb from the underworld to the heavens. Their temples reflect this, with deep crypts below and nine levels above, reaching to a soaring height.
- Their religion, like so many others in the area, involved the tragic abomination of human sacrifice. Often warfare and raiding of other nearby tribes were conducted for the purpose of obtaining sacrifices for their rituals.
- They believed in a god that died and rose again, the Maize God. It may be because of this belief that the Mayans were able to believe quickly in Jesus Christ, which some Spanish priests commented that they did very easily.

- Mayans built observatories to watch the movement of the stars and planets.
- Observatories tracked the movements of the stars around a three-part calendar. This allowed the Maya to forecast the stars up to 52 days in advance.
- But sometimes they needed a longer calendar. This is called the Long Count Calendar, which has a cycle of almost 5,000 years, called a Baktun. The last Baktun they created ended on December 21, 2012, and some people thought this meant that the Maya were predicting the end of the world!
- The Maya, however, didn't believe the world would end. They have carvings showing the world continuing for millions of years into the future. In the end, the worry over 2012 came to nothing, and the planet spun on. Superstitions and pagan religion will not correctly guide and inform people who should look to our living God.

- Mayan writing is a complicated system of hieroglyphs, not unlike those in Egypt (though they have no characters, words, or usage in common). It was many years after the discovery of these glyphs that we began to understand them, because most of the codices (books of explanation) were burned. But three such books have survived, and from them we have been able to make some progress understanding their fascinating history and language.

Mayan Glyphs



a



b



c



d



e



f



g



h



i



k



l



m



n



o



p



q



r



s



t



u



v



w

UNIT 3

Colonial America / The U.S. Constitution



Lesson 28

JAMESTOWN, JOHN SMITH & POCAHONTAS

EXTRA ITEMS NEEDED

None

Activity

1. Cut out the squares on the last page of this lesson. Lay the squares out on a table.
2. Have a child select a square and read the information on the back aloud. Repeat this step until all of the squares have been chosen and read.

Play audio recording Lesson 28 (Year 2) or read the script.

Ask the children the following review questions about what was learned in the audio recording:

1. For what reasons did the English settlers first come to Virginia? [various reasons: to claim land for

England, to gain opportunities and a better life, to escape punishment, to find adventure, and to search for the Northwest waterway passage across the continent.]

2. True or False? Many of the men in Jamestown were not used to working hard and grumbled. John Smith helped the colony survive by getting the men to work. [true]

Observe the map of Jamestown on page 51 of *Maps & Images* and discuss your observations.

Have a child retell the story of Pocahontas.

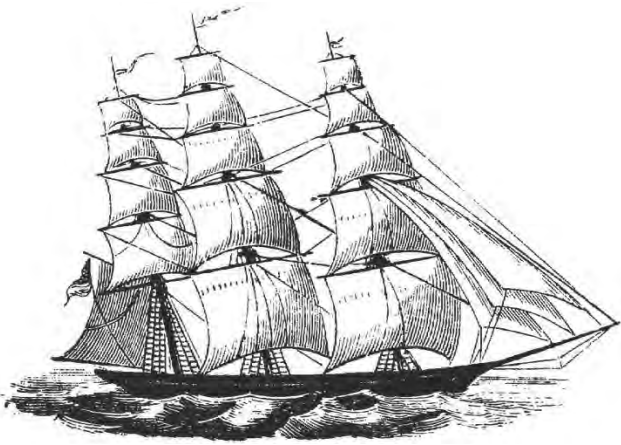
Student Explorers

Have the children complete Lesson 28 in their Student Explorers.

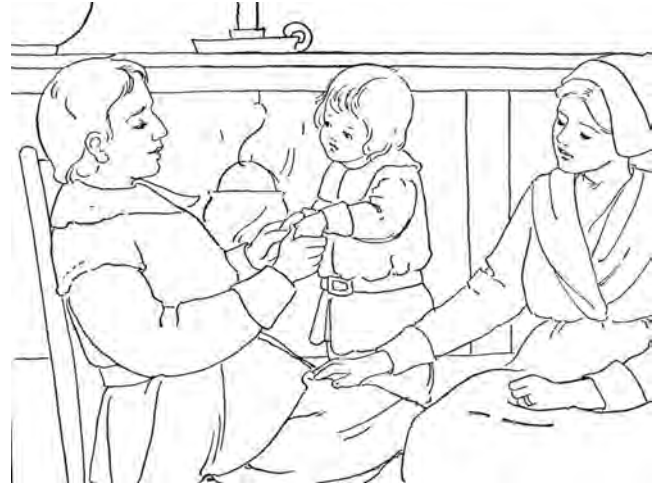
Begin the Unit 3 read-aloud.



Why Immigrants Came



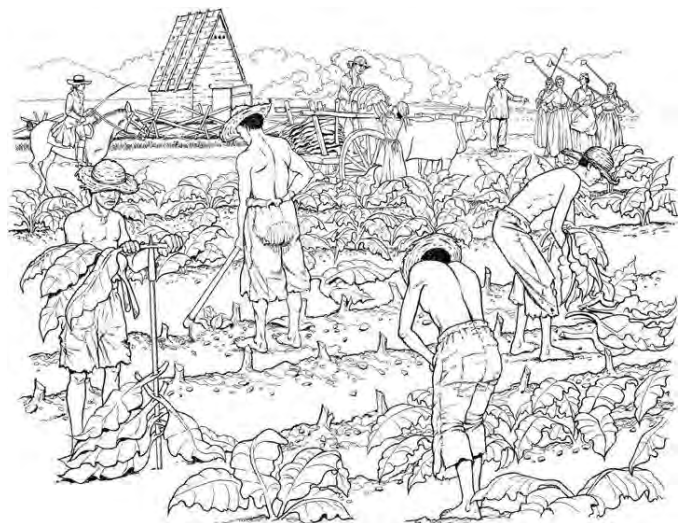
Large Families



Obstacles to Immigration



Indentured Servants



During the colonial period and for a long time afterward, American families were generally large. Families of 8, 10, and 12 children were rather common. Parents could support numerous children because land was cheap, and a family could build their own house from lumber cut on their own land, grow their own food, and make their own clothing. Children helped in the hard work of the home and the farm, and the more numerous they were, the more likely the family could get ahead. The custom of early marriage and the religious nature of most early Americans also favored large families. It is true that many children during Colonial times died in infancy, but even so, the average family had more children than does the average family today.

Some people came from Europe to America seeking religious and political freedom. Among those coming to escape religious persecution were Pilgrims, Puritans, Quakers, Huguenots, Catholics, and Jews. Some individuals came as officials, ministers of the gospel, or missionaries to the Native Americans. Others came for the love of adventure. Large numbers of people came in the hope of making a better living. The custom of giving the newcomer 50 or 100 acres of land attracted the poor working people and peasants of Europe. In America they could become independent landowners, while in Europe, it was practically impossible to reach that goal.

Many farmers and plantation owners were so eager for laborers that they were ready to pay the cost of a voyage for immigrants who would work for them for a period of years. In exchange for passage to America, adults had to serve from 3-7 years. The contract between the master and the servant was known as an *indenture*.

The terms of the indenture were harsh, and the servant was not much better off than a slave. However, when the time of servitude was up, the man or woman was free and usually received a suit of clothes from his or her master. Often, a male indentured servant received a small grant of land and managed to become an independent farmer.

Most indentured servants came to America of their own free will, gladly binding themselves to service for a term of years in order to reach America. Entire families sometimes came this way. Other individuals were kidnapped or carried away against their wills. Upon arriving in America, they were sold to whomever would pay the most.

Immigration to America was hindered by the cost and dangers of the journey. At best, the trip from Europe to America required 6-8 weeks. If storms drove the ship off its course, the voyage might last three months. The ships had no regular sailing schedule and were small and lacking in comfort. Both the sick and the well lived, slept, and ate together in a crowded room. Contagious diseases broke out easily. It was not unusual for half or more of those on board to die from diseases like smallpox or measles.

Another obstacle to immigration was religious intolerance. Most of the colonies tried to shut out Roman Catholics, Jews, and Quakers. For many years, only in Pennsylvania and Rhode Island were newcomers of every religious faith made welcome. The Dutch of New Amsterdam (New York) also welcomed the formation of a Jewish colony in Haarlem.

Lesson 29

THE PILGRIMS: PART 1

EXTRA ITEMS NEEDED

See the optional activities section.

Read to the children:

How would you feel if the government told you which church you had to attend, and if you did not attend that church, you would be thrown into prison or possibly even killed? **Pause for answers.**

This was actually what it was like in the nations of the world throughout most of history. So it was not unusual that in 17th century England, the king had made himself the head of the Church of England and tried to force all Englishmen to belong to that church. However, some brave men and women withdrew from the Church of England and started their own churches. They were called "Separatists" because they wanted the church and the government to be separate. The Separatists also came to be called Pilgrims.

The Pilgrims were persecuted in England and went to Holland where they could practice their religion freely. However, they had problems in Holland as well:

- It was hard to make a living in Holland.
- It looked like war might break out there.
- The Separatists were not happy that their children were adopting the Dutch culture and language, instead of their own.

Have a child explain three reasons why the Separatists had a hard time living in Holland.

So what do you think the Pilgrims decided to do?

Pause for answers. Some of them decided to go to the New World. They longed for another home where they could not only worship God how they wanted,

but where they could also more easily make a living and raise their children in the way they desired.

It cost a lot of money to travel to the New World. The Pilgrims did not have the money, so they made an agreement with a group of businessmen from London. The businessmen would pay for their journey. In return, the Pilgrims would work for seven years for the company, giving a large portion of all they earned to the businessmen.



Have a child explain how the Pilgrims were able to pay for the journey to the New World.

- Play audio recording [Lesson 29 \(Year 2\)](#) or read the script.
- Optional Map Activity

With the children, locate Plymouth, Massachusetts, on www.googlemaps.com. Then locate Plimoth Plantation.

Activity

Have the children look at the painting on page 52 of *Maps & Images* as you read the following paragraph:

In this painting the Pilgrims are shown on the deck of the ship *Speedwell* before their departure for the New World in 1620. William Brewster, holding the Bible, and Pastor John Robinson leading Governor Carver, William Bradford, Miles Standish, and their families in prayer. The prominence of women and

children suggests the importance of the family in the community. At the left side of the painting is a rainbow, which symbolizes hope and divine protection.

Have the children look at the painting on page 53 of *Maps & Images* as you read the following paragraph:

The Mayflower Compact was the first agreement for self-government created in America. It declared that the colonists were loyal to the King of England, that they served God, and that they would each follow just laws and work for the good of the colony.

It is interesting to note how many phrases in the short document refer to God: "in the name of God," "for the glory of God," "by the Grace of God," and "in the presence of God." This document is a reminder of how important God should be to us and how connected He should be to our lives. Do we involve God enough in our lives? Is He the central focus of our lives?

□ Read to the children:

The engraving on this page depicts the pilgrims disembarking on Plymouth Rock. This traditional site where the Mayflower Pilgrims stepped ashore in the New World in 1620 is an important symbol in American history. The Pilgrims did not mention this large rock in their own writings; the information came from a well-respected man who lived in Plymouth when many of the Mayflower Pilgrims were still living.

□ Optional Activities

- **Pilgrim Hat Cookies** - See page 54 of *Maps & Images*.
- **Mayflower Drawings** - Have each child follow the step-by-step pictures on the next page to draw a picture of the Mayflower.

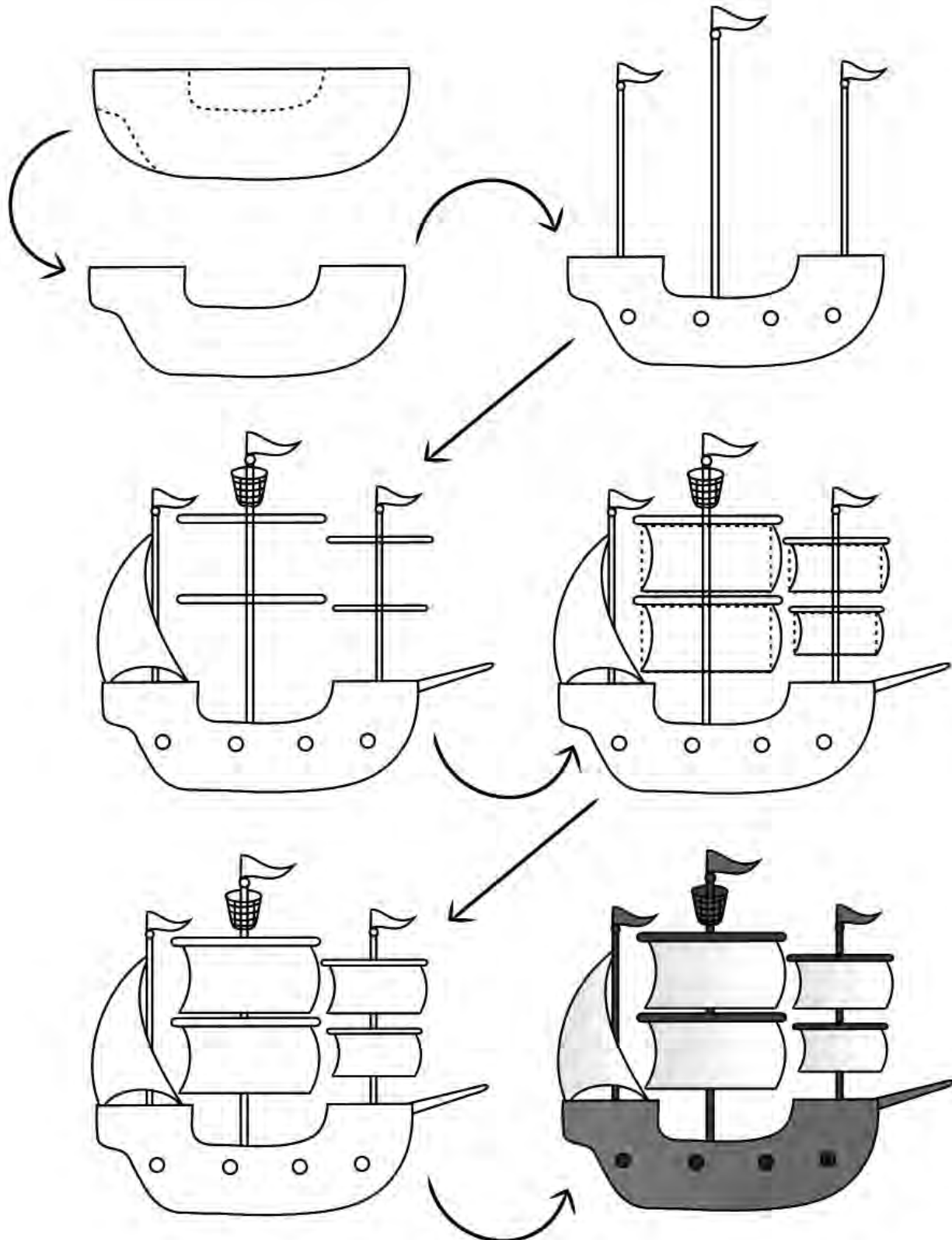
□ Unit 3 Read-Aloud

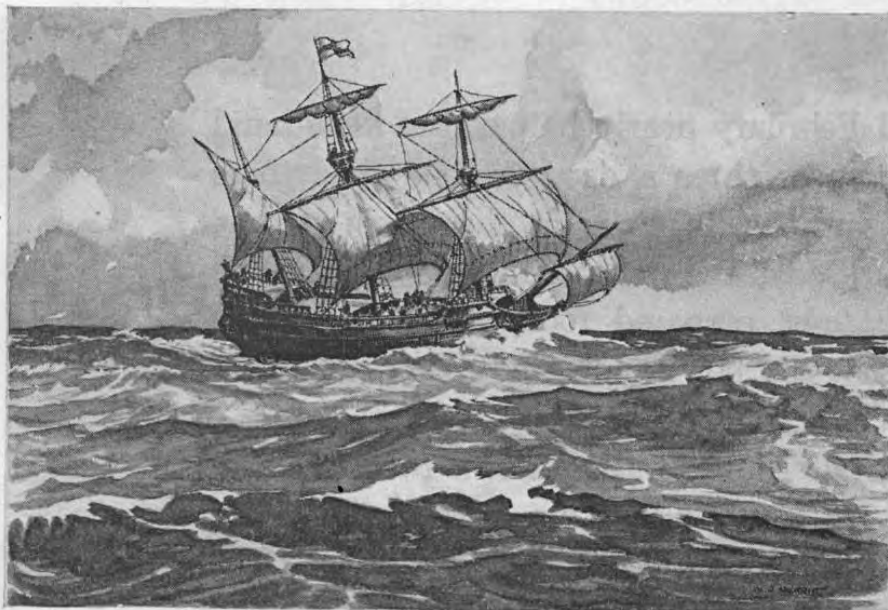


"Landing of the Pilgrims on Plymouth Rock," Peter F. Rothermel (1817–1895)

The Mayflower was a caravel ship. Caravel ships were important to exploration and colonization. Columbus sailed caravel ships also. The caravel is a light sailing ship that was developed by the Portuguese in the late 1400's, and it was used for the next 300 years. The Portuguese developed this ship to help them explore the African coast.

How to Draw the Mayflower





In 1620 the Mayflower sailed to the New World. On board were Pilgrims going to America to seek freedom of worship.



Before the men landed, they all signed the Mayflower Compact. The compact said the men would make and obey laws for their country.



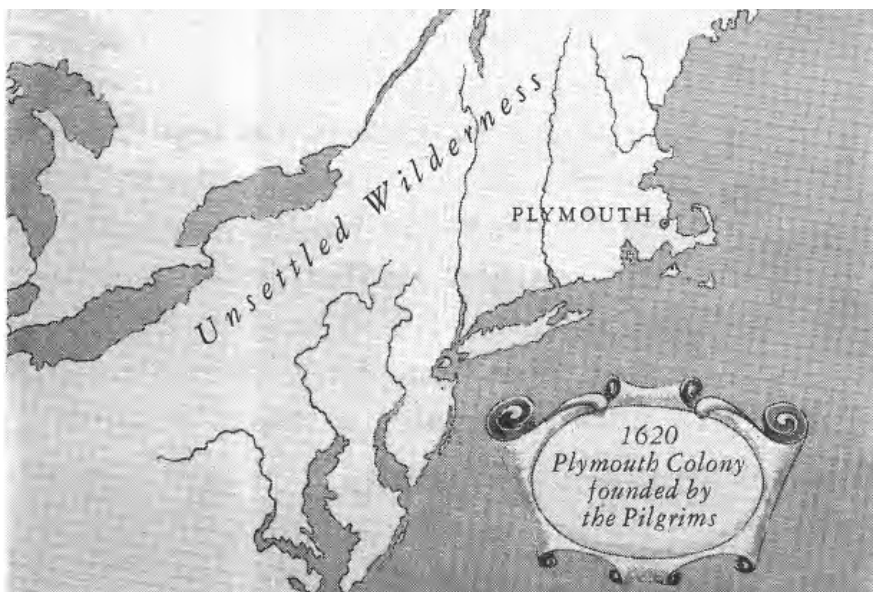
Even though it was winter, the Pilgrims began to build homes. It was a hard time. Many of the people became sick and died.



In the spring a Native American named Squanto showed the Pilgrims how to till the soil and plant the kind of crops that grew well in America.



When the fall came, the harvest was bountiful. The Pilgrims invited the Native Americans to help them celebrate our first Thanksgiving Day.



On the edge of an unsettled wilderness, the Pilgrims had braved great hardships to establish the little Plymouth Colony.

Lesson 34

WILLIAM PENN & JAMES OGLETHORPE

EXTRA ITEMS NEEDED

None

□ Read to the children:

As we have learned, religion played a large role in the settling of many American colonies. Plymouth Colony was mainly founded by the Pilgrims who were seeking religious freedom. Massachusetts Bay Colony was settled by Puritans who were also seeking

religious freedom. Maryland was founded as a refuge for Catholics. Connecticut and Rhode Island were both founded by religious leaders seeking religious freedom. Today we will learn that Pennsylvania was founded by the Quakers, who, like other early settlers, were also seeking religious freedom. We will also learn that Georgia was founded as a refuge for persecuted people of any kind.

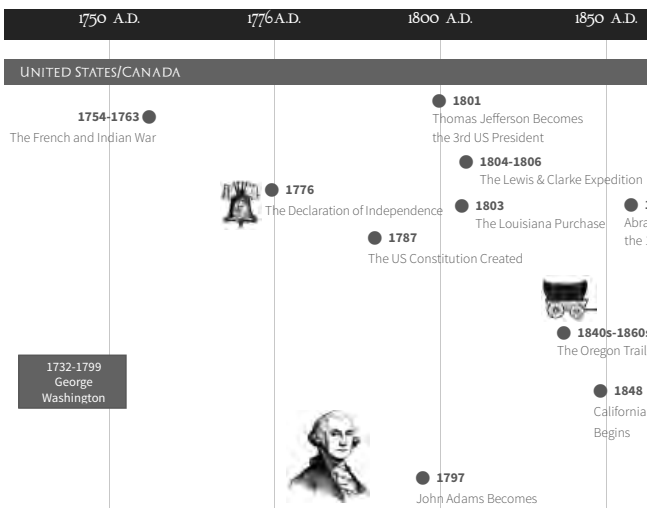
- Play audio recording [Lesson 34 \(Year 2\)](#) or read the script.



□ Timeline Activity

The last of the original thirteen colonies was Georgia. It was founded the same year that George Washington was born. **Ask the children to share what they remember about George Washington from the Year 1 Course. Have a child place the sticker titled "George Washington" (from the Year 1 sticker sheet) on the timeline.**

Page 5



The founding of the colony of Georgia is a wonderful story. At that time in England, people who could not pay their debts were thrown into prison. A British man named James Oglethorpe had a friend who could not pay his debts and was thrown into prison. His friend died in prison. Oglethorpe began investigating English prisons. He found poor conditions: the rooms were small and dark and the prisoners were crowded together. Many prisoners were sick, and dirt and filth covered everything. So what do you think Oglethorpe did? He had a good life and was wealthy; he could have just sat back and lived in ease himself. But he wanted to relieve the sufferings of others.

First, he worked to have conditions improved in prisons and laws reformed that would send fewer people to prison.

England, however, was suffering from poverty and unemployment, and the release of so many prisoners did not help conditions.

Oglethorpe approached the king of England with a solution—why not start a colony in America for those who needed employment or a new start? The king gave Oglethorpe land in America and some money to start a new colony. Religious groups also gave money to Oglethorpe so he could build schools and churches. Oglethorpe used much of his own money to help establish the colony as well.

The English government freed some of the prisoners and allowed them to go with Oglethorpe; he wanted them to be able to begin new and useful lives. The new colony was named Georgia after King George II.

Oglethorpe governed Georgia for a number of years. He had laws passed that banned slavery and outlawed alcohol. He was friendly and kind to the native people and made and kept treaties with them. He protected the colony against attacks by the Spaniards. Oglethorpe also allowed some persecuted minority groups like Lutherans and Jews to settle in Georgia. However, it was not a perfectly just place—Catholics were banned from settling in Georgia.

□ Review Activity

1. On the dashed lines, cut out the boxes on the last two pages of this lesson.
2. Mix up the boxes and lay them out on the table. Have the children match each box with its description and then put all of the boxes in chronological order.

□ History Notebooks: Grades 7+

Have the children in Grades 7 and up write a summary of William Penn and James Oglethorpe.

□ Student Explorers

Have the children complete Lesson 34 in their Student Explorers.

□ Unit 3 Read-Aloud



In England, the people who believed the Quaker religion were treated very unfairly. William Penn was a Quaker leader.



The king owed William Penn a large sum of money. Penn suggested the king pay the debt with land in America.



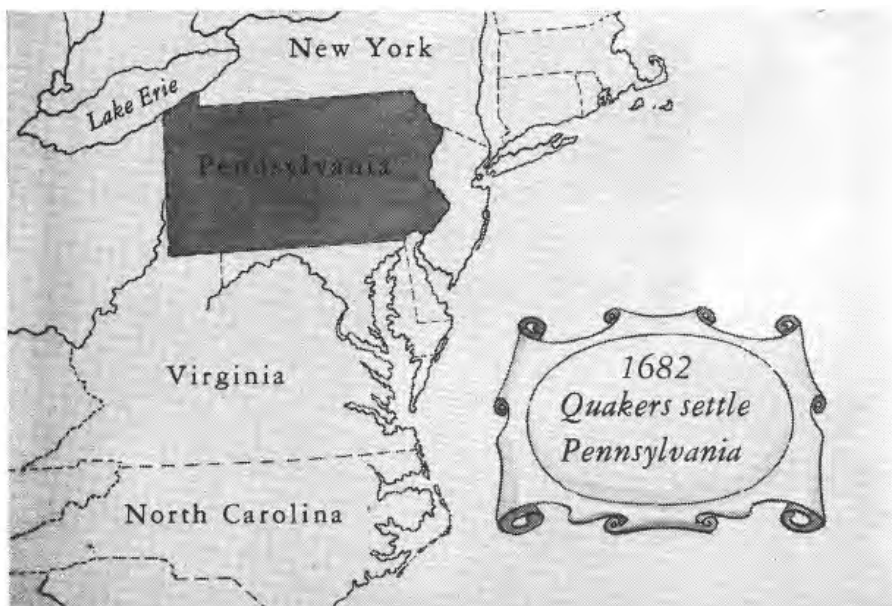
The king gave Penn a large tract of land in America. The land was called Pennsylvania, which means "Penn's forest." Penn took a group of settlers there.



The king gave Penn the land, but the Quakers also bought it from the Native Americans. They treated the Native Americans as their brothers.



William Penn laid out the city of Philadelphia on the banks of the Delaware River. Philadelphia means "brotherly love."



The Quakers were fair to everyone. Many people went to Pennsylvania. They all found religious freedom and a new start in life.

Lesson 35

EVERYDAY LIFE IN COLONIAL TIMES: PART 1

EXTRA ITEMS NEEDED

A box with the following items:

- A bottle of pure maple syrup
- A Bible
- A pair of socks
- A picture of your family
- A postage stamp or envelope

You will also need these items to make maple snow:

- 1/4 cup maple syrup for each child (It must be 100% pure maple syrup to work.)
- A small bowl of crushed ice or snow for each child (Prepare the ice or snow during the activity so it doesn't melt.)
- A candy thermometer (optional)

Read to the children:

All of the colonies functioned independently of one another. They had their own laws and ways of doing things. However, there were many things that they had in common. In this lesson, we will explore what everyday life was like for American colonists in general.

Children in Colonial times were loved as much then as now, but parental love was expressed differently. Hugs and kisses were not often given. Everyone believed that "children should be seen and not heard," and that "to spare the rod is to spoil the child." This means that children were often punished with physical whipping or other punishments in order to keep them from

being spoiled. Prompt obedience was demanded of Colonial children.

In most families, children from an early age were kept busy helping their parents and had little time for play. When a boy reached 10-12 years old, he might be placed as an apprentice to learn a trade. His hours of work and duties would be the same as an adult's. At the same age, the daughter of poor parents might be placed as a domestic servant. She would work nearly all her waking hours in return for her keep.

How does this knowledge change the way you view your own life? Do you take it for granted that you don't have to spend most of your day doing hard physical labor?

Activity

Show the children the box of items you have prepared (see "Extra Items Needed").

Have the children take turns choosing an item from the box. When a child chooses an item, read the information and complete the activities listed in this lesson that correspond to each item. Each item has its own section in this lesson.

Maple Syrup - Work & Amusement

Bible - Religion

A Pair of Socks - Clothing

A Picture of Your Family - Family

A Postage Stamp or Envelope - Postal System

Play "Explorers & Settlers."

Unit 3 Read-Aloud

WORK & AMUSEMENT (BOX ITEM=SYRUP)

Read to the children: Life in the colonies was hard and serious except for the few people who achieved wealth. For adults, and even for children, there was little time for pleasure. In fact, the religious beliefs of many were against amusement for its own sake. Recreation was often connected to work. For example, the farmer went hunting, trapping, fishing, or joined his neighbors and socialized in a harvesting or husking bee or a barn or house-raising.

A log-rolling was one kind of work activity. When a farmer had cut down trees and was ready to drag them from the land to clear a field, his neighbors came to help him. While the men rolled the heavy logs into a pile to be burned, the women barbecued a cow or a pair of deer over an open fire and prepared piles of cornbread. After dinner there were sports such as shooting contests, wrestling, and foot races. These were often followed by country dances.

Baptisms and weddings gave people a chance for feasting, socializing, and seeing each other. Church services, court sessions, and annual town meetings also served to bring people together and give them opportunities to exchange news.

Colonists learned from the native people how to draw sap from maple trees. They boiled the sap to make

maple syrup. For colonial children, one of the rewards of helping to collect sap and make maple syrup was pouring some hot syrup over a bowl of fresh snow. The syrup hardened into a type of candy; then it was taken off the snow and eaten.

Make maple snow by following these instructions.

Note: Use caution and appropriate safety measures while following these instructions. Keep the children away from the boiling syrup.

1. Pour 1/4 cup of PURE maple syrup per child into a saucepan. (2 children=1/2 cup; 4 children=1 cup)
2. Heat the syrup to 239 degrees Fahrenheit. Use a candy thermometer to measure the temperature. If you don't have a candy thermometer, heat the syrup until it reaches the soft ball stage. (At this temperature, syrup dropped into cold water will form a soft, flexible ball. If you remove the ball from water, it will flatten like a pancake after a few moments in your hand.)
3. Pour the heated syrup over the bowls of ice or snow. The syrup will harden, and then the children can eat it!



RELIGION (BOX ITEM=BIBLE)

Read to the children:

The North American Colonists Were Deeply Religious

Nearly all of the European settlers were Christians. While they were divided into numerous denominations, each with its own doctrines and forms of worship, they had many common beliefs. The only non-Christians were a small number of Jews. They, too, shared many Christian ideas and values.

Religious Customs Were Observed

All groups who had been persecuted for their beliefs took their religion seriously, though few were quite so strict as the Puritans. In addition to going to Sunday and two midweek services, many families held devotions at home. At the beginning of every meal, the head of the family, or an honored guest, offered a prayer. After breakfast and again before bedtime, the family gathered to read the scriptures and say prayers. If there were servants or slaves in the household, they also attended the devotions.

Freedom of Worship Grew

For many years, freedom of religion was severely limited in most colonies. Most had a state church—a church that was endorsed and supported by the government. In colonies with a state church, only members of that church had the right to vote and hold office. Clergymen of other faiths were often barred from conducting public services. Several colonies tried to keep Catholics, Quakers, Jews, and unbelievers from settling within their borders. It's important to remember that having a state church was what the colonists had grown up with. Many of them were truly devoted to God and had good intentions but did not yet fully understand all principles of religious freedom.

In early Colonial times, Rhode Island was the only colony with complete religious freedom. Settlers there could worship as they wished. A man's political rights did not depend upon his religious beliefs. All kinds of believers were welcome, even

those with no religion. Pennsylvania and Delaware, under the leadership of William Penn, gave political rights to all who professed a belief in God, regardless of their religion, but those who did not believe in God were not given political rights.

In 1689 the English government passed the Toleration Act, granting freedom of worship in England to nearly all Protestants. Soon after, most of the colonies passed a similar act. This was a big step forward. By the end of the colonial period, there was more religious freedom in the thirteen colonies than anywhere else in the world. Most of the colonies, however, still barred Roman Catholics, Unitarians, and Jews from voting and holding office. Even after the Revolutionary War and the ratification of the United States Constitution, a long time passed before every state gave full political rights to members of all religious sects.

Have the children review the information learned on this page by having them fill in the blanks out loud.

1. Nearly all of the European settlers belonged to the religion of _____. [Christianity]
2. The strictest religious group was the _____. [Puritans]
3. Families held devotions at _____. [home]
4. Families usually gathered to read the scriptures and prayer after _____ and again before _____. [breakfast, bedtime]

Have the children review the information learned on this page by answering TRUE or FALSE.

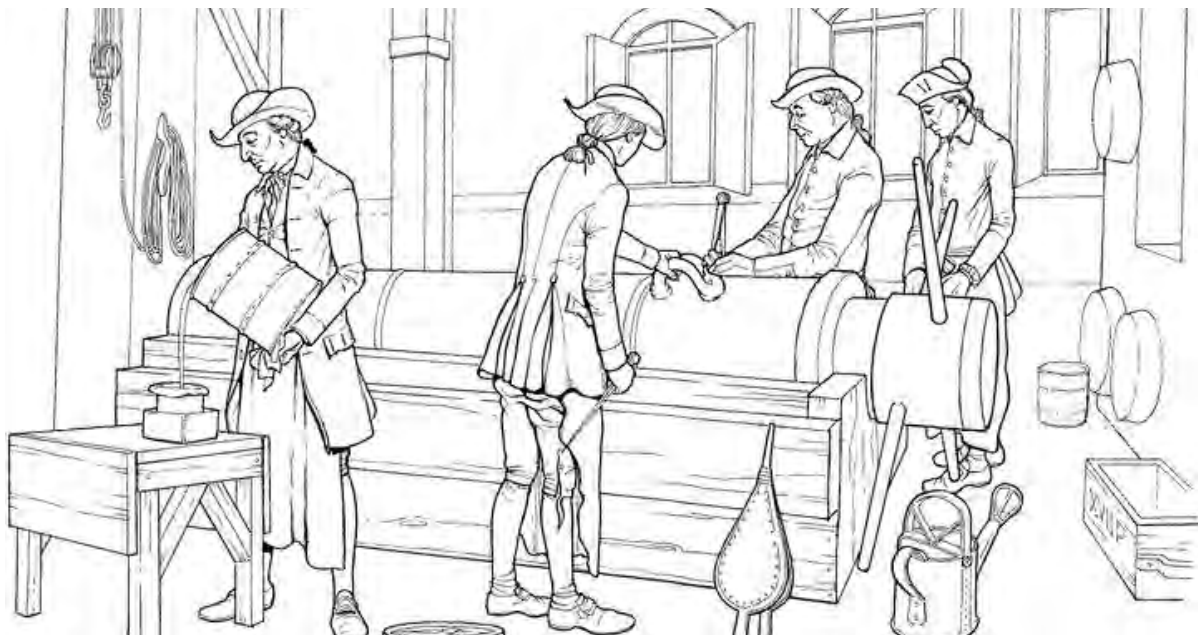
1. Servants and slaves joined the family for scripture reading and prayer. [TRUE]
2. Even though the colonists came to America to seek religious freedom, most early colonies did not offer religious freedom to those who believed differently than they did. [TRUE]
3. Catholics, Jews, Quakers, and unbelievers were permitted to live peacefully in most colonies. [FALSE]

CLOTHING (BOX ITEM=SOCKS)

Read to the children: Most of the colonists dressed plainly in coarse, heavy clothing that was made out of homespun material, such as cotton, wool, and linen. Deerskin and lambskin were often used for outer garments. Stockings were often knitted or made from cloth. In summer, most of the farming people went barefoot. Wealthy colonists ordered fine fabrics and clothes from England.

Colonist, especially Pilgrims, are often portrayed wearing black clothing, however, this portrayal is not correct. Though the dyes they had were made of natural substances and were not as bright and varied as what we have today, the colonists liked color as much as we do.

Have the children observe the illustrations on this page and list ways that Colonial clothing is different from the way we dress today.

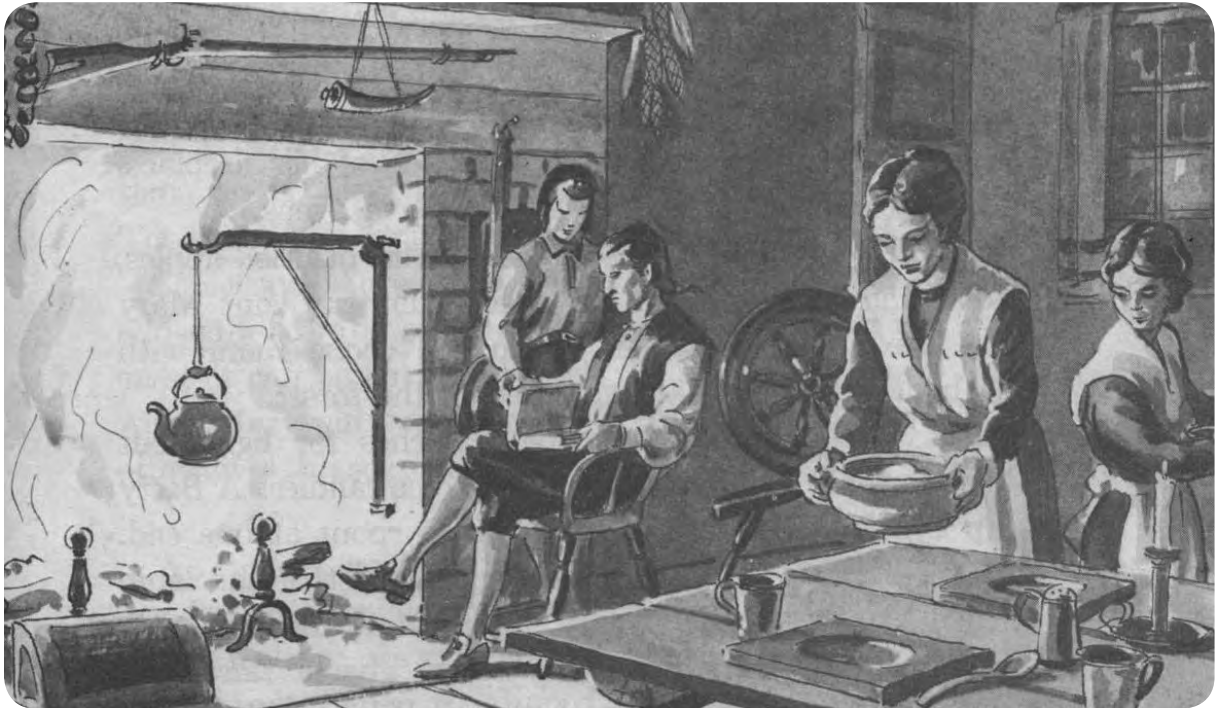


FAMILY (BOX ITEM=FAMILY PICTURE)

Read to the children: In Colonial America the members of the family depended on one another far more than is usually the case today. Most of their activities, whether economic or social, centered in the home. The home was important for religious observances, since many children had no instruction except from their parents. The family cared for its members in sickness and old age. Couples married young and usually had large families.

Most people committed to look after other members of their church and communities due to personal compassion, out of conviction that they had a duty from God to do so, and from the mutual benefits for

survival. It was one of the defining aspects of early America that neighbors truly looked out for each other. There was a general sense that one should make wise, responsible, and moral decisions and work hard. People were expected to take care of themselves and their own, and there were not government agencies to step in when they did not, but there were plenty of citizen action initiatives. This sense of community lasted well through the 1800s. Rather than looking to distant government agencies for help, like many do today, early Americans looked to their family and neighbors who gratefully helped each other.



POSTAL SYSTEM (BOX ITEM=POSTAGE STAMP OR ENVELOPE)

Read to the children: The development of a postal system helped to link the colonies together. As early as 1672, post riders carried mail between Boston and New York, making the round trip about once each month. A postal service was established between Boston, New York, and Philadelphia in 1691, but deliveries were infrequent and no one knew when they could be expected.

Lesson 38

BENJAMIN FRANKLIN: PART 1

EXTRA ITEMS NEEDED

None

- ❑ **Play audio recording Lesson 38 (Year 2) or read the script.**
- ❑ **Ask the children the following review questions about what was learned in the audio recording:**
 1. What are some things we learned about Benjamin Franklin's childhood? [He was born in Boston to a soap boiler and candle maker. He was one of 17 children. His father could not afford to send Benjamin to school for longer than two years. Benjamin loved to read. He read almost all of his father's books, even though they were very challenging.]
 2. Who taught Benjamin to be a printer? [his brother James] How did James treat Benjamin? [poorly]
 3. Benjamin wanted to write for the newspaper, but he knew his brother would not let him, so what did Benjamin do? [He secretly wrote articles and signed them "Silence Dogood." His brother loved them and published them.]
 4. What are some things Benjamin invented, started, or improved? [Bifocal glasses, an iron stove, a new type of printing press, and the lightning rod. He started the first library, police station, and fire station in America. He improved roads and the postal system. He helped found a university and fought for the abolition of slavery.]

- ❑ **Read to the children:**

Ben Franklin started a newspaper in Philadelphia called *The Pennsylvania Gazette*.



Then he had another idea. In those days people liked to read almanacs. An almanac gave the days and months of the year. It also tried to tell whether the weather would be fair, stormy, or good for planting crops.

Ben Franklin printed a new kind of almanac. He called it *Poor Richard's Almanack*. It had all of the things that other almanacs had, but it also contained jokes, stories, and wise sayings.

Poor Richard's Almanack soon found its way into the homes of many people. They read the sayings and laughed at them. But they thought about them, too.

Today, we still remember many of the sayings of Franklin, for they are still true sayings that can help us all.

Poor Richard's Almanack was published continuously for 25 years. It became one of the most popular publications in Colonial America.

□ Have the children take turns reading the following wise sayings from issues of *Poor Richard's Almanack*.

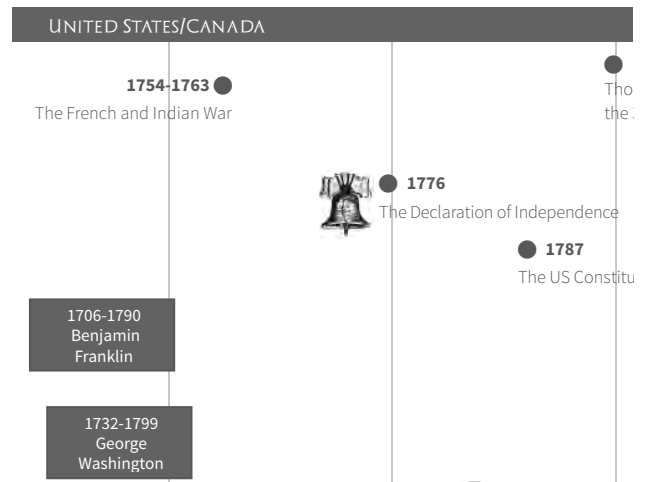
1. If a thing is worth doing, it is worth doing well.
2. A rotten apple spoils its companions.
3. God helps those who help themselves.
4. Never leave for tomorrow that which you can do today.
5. The noblest question in the world is: What good may I do in it?
6. There are no gains without pains.
7. Many a man thinks he is buying pleasure when he is really selling himself a slave to it.
8. At the working man's house, hunger looks in but dares not enter.
9. When you're good to others, you are best to yourself.
10. Industry pays debts while despair increases them.
11. Have you something to do tomorrow? Do it today.
12. Trouble springs from idleness and grievous toil from needless ease.
13. What you would seem to be, be really.
14. If you'd lose a troublesome visitor, lend him money.
15. As Pride increases, fortune declines.
16. Lost time is never found again.
17. Well done is better than well said.
18. Half the truth is often a great Lie.
19. Reading makes a full man.
20. A quarrelsome man has no good neighbors.
21. Love, and be loved.
22. He that can compose himself is wiser than he that composes books.

23. Early to bed, early to rise, makes a man healthy, wealthy and wise.
24. Those who are feared are hated.
25. The things which hurt, instruct.
26. If you'd be beloved, make yourself amiable.
27. A true friend is the best possession.
28. Fear God, and your enemies will fear you.
29. Hear no ill of a friend, nor speak any of an enemy.
30. Dost thou love life? Then do not squander time, for that is the stuff life is made of.
31. Who is strong? He that can conquer his bad habits.

□ Timeline Activity

Have a child place the sticker titled "Benjamin Franklin" on the timeline.

Page 5



□ Have the children complete Lesson 38 in their Student Explorers.

□ Unit 3 Read-Aloud

Lesson 40

THE COMING FORTH OF THE CONSTITUTION

Note: The lessons on the U.S. Constitution and government in this course give only a very brief and basic overview of these subjects. An entire The Good & the Beautiful course titled *U.S. Constitution and Government* is designed for older children (Grades 6-12) and goes into great detail on the U.S. Constitution and government.

EXTRA ITEMS NEEDED

A \$1 bill

□ Opening Activity

Show the children a \$1 bill. Have them look at the side that has **ONE** written in big letters in the middle. Have them look at the pyramid with the eye on top. Read to the children: The 13 levels of the pyramid represent the original 13 colonies. The eye at the top of the pyramid represents the all-seeing eye of God, surrounded by rays of light and glory. There are so many ways that the United States of America was built upon a foundation of faith in God; this is simply one of them. Today, we are going to learn how the hand of God helped guide the formation of the Constitution of the United States.

□ Read to the children:

After the Revolutionary War, the people felt they could return to their homes and live in peace. However, there were still many problems in the colonies. Congress did not really have the power to govern the people. It could pass laws, but it did not have the power to see that laws were obeyed.

Before long, the states began to quarrel among themselves. Wise leaders like George Washington, Alexander Hamilton, James Madison, and Benjamin Franklin knew that the nation would fail unless they improved the Articles of Confederation, which governed the colonies.

Fifty-five representatives of the people from the different states traveled to Philadelphia to help form a new government. Travel was slow during that time period. It took some of the men 2–3 weeks to



arrive by horse, by carriage, or by ship. They met at Independence Hall in Philadelphia, Pennsylvania where the Declaration of Independence was signed. The meeting they held was called the Constitutional Convention. The men who gathered together were some of the best prepared, educated, and most correct thinkers of all time. They were all Christians who had searched and studied the Bible. Many of them had deeply read, studied, and pondered matters of government for decades. They were perhaps the most qualified group of men ever to meet together to form a government that would support Biblical principles of freedom.

At the first meeting, the delegates voted to make George Washington the leader of the convention. Wise Benjamin Franklin helped guide the men as they worked. James Madison was active in studying for and speaking at the convention and kept a record of all that was said and done. He worked so hard to make

the convention a success that he is called "the Father of the Constitution."

At the beginning of the convention, Benjamin Franklin noticed a sun carved into George Washington's chair. He wondered if it was a rising sun or a setting sun.

For many days the men worried and argued, trying to write our plan of government. The plan they wrote is called the Constitution of the United States. It looked, for a time, like the representatives might not be able to agree on a constitution. After five weeks of failure, the convention was about to disband. But just in time, something happened that perhaps prevented a complete collapse of the convention. Eighty-one-year-old Benjamin Franklin addressed the group. In some of the most powerful words in American history, he reminded those in the room to remember God and look to Him for help. He said the following:

Have we now forgotten that powerful Friend? Or do we imagine we no longer need His assistance? I have lived, Sir, a long time, and the longer I live, the more convincing proofs I see of this truth—that God governs in the affairs of men. And if a sparrow cannot fall to the ground without His notice, is it probable that an empire can rise without His aid? We have been assured, Sir, in the Sacred Writings, that "except the Lord build the House, they labor in vain that build it." I firmly believe this; and I also believe that without His concurring aid we shall succeed in this political building no better than the builders of Babel. I therefore beg leave to move that henceforth prayers imploring the assistance of Heaven, and its blessings on our deliberations, be held in this Assembly every morning before we proceed to business.

How can the story about Benjamin Franklin's request for prayer be applied to our own lives? Pause for answers. [They were trying to do something very important, and they forgot to ask for God's help. Once they asked for God's help, things started progressing, although they still had to work hard. We need to remember to ask for God's assistance in our own lives, for big and small things.]

The members of the convention took a break to rest and pray. When they returned, God's hand seemed to be with the group. In two and a half months, these wise and good men produced the document that has become the longest functioning constitution in the

history of the world.

Of course, the Constitution of the United States, wise as it was, could not suit everybody. Benjamin Franklin himself, who helped form it, was not entirely satisfied with it. Each of the thirteen colonies wanted something different, but they had worked out a compromise. Benjamin Franklin then knew that the sun on George Washington's chair was, indeed, a rising sun.

The Founders felt the hand of God guiding them as they created the Constitution of the United States. Benjamin Franklin said that the convention was "influenced, guided, and governed by that omnipotent, omnipresent, and beneficent Ruler in Whom all inferior spirits live and move and have their being." (*The Works of Benjamin Franklin*, pg. 162)

Benjamin Rush, a signer of the Declaration of Independence, closely monitored the proceedings of the Constitutional Convention. He testified, "I am as perfectly satisfied that the Union of the States in its form and adoption is as much the work of a Divine Providence as any of the miracles recorded in the Old and New Testament were the effects of a Divine power." (*Letters of Benjamin Rush*, Vol. I, pg. 475)

□ Activity

1. **Read the Preamble to the Constitution. The Preamble to the United States Constitution is the statement of set purpose for the U.S. government.**

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

2. **On the dashed lines, cut out the boxes at the end of this lesson. Lay the boxes out in random order. Time the children as they work together to put the words of the Preamble in order. They may refer to the the Preamble on this page.**
3. **Mix up all of the boxes. Time the children as they put the words in order again, trying to beat the amount of time it took them the first time.**

□ Unit 3 Read-Aloud

*We the People of
the United States,*

*in Order to form
a more perfect
Union,*

*establish Justice,
insure domestic
Tranquility,*

*provide for the
common defence,
promote the
general Welfare,*

*and secure the
Blessings of Lib-
erty to ourselves
and our Posterity,*

*do ordain and es-
tablish this Consti-
tution for the United
States of America.*

Lesson 41

BASICS OF THE CONSTITUTION

EXTRA ITEMS NEEDED

- Each child will need a thin-tipped black marker, a black ball-point pen, or a black calligraphy pen.
- See items needed for the "Make Your Own Parchment Paper Activity" at the end of this lesson.

□ Activity: Make Your Own Parchment Paper

Read to the children: At the time the U.S. Constitution was created, important government documents like the U.S. Constitution were written on parchment paper. It was a durable material made with animal skins that were specially treated and stretched. Today, we are going to make paper that looks similar to parchment paper.

Help each child create a piece of parchment-style paper by using the instructions at the end of this lesson. Blow dry the papers for a few minutes or until they are almost dry. Then lay them to dry completely as you complete the read-aloud and other items in the lesson. The children will use their completed parchment papers for an activity later in the lesson.

□ Unit 3 Read-Aloud

□ Read to the children:

In the last lesson, we learned how the Constitution of the United States came to be written by wise men, guided by God. Here are some interesting facts about the signing of that important document:

- We learned about Thomas Jefferson in the Year 1 Course. He was the principal author of The Declaration of Independence. He was not able to sign the Constitution because he was representing the United States as an ambassador to France.
- Benjamin Franklin, at 81 years old, was the oldest man to sign the Constitution. Because of poor health, he needed help to sign, but as he did so, tears streamed down his face.



- The U.S. Constitution is the oldest written constitution still in use by a country. It created a government that has worked better and longer than any other government in history.

The United States Constitution is the supreme law of the United States. This document is made of the Preamble, seven articles, and amendments.

In the last lesson, we learned about the Preamble, which is the introduction to the Constitution. The opening words, "We the people," are important and powerful. Those words immediately declare that the Constitution is of the people, for the people, and by the people. The government receives all of its powers from the people. Imagine how different a constitution would be if it started with "I, the king" or "We the government."

The articles define and establish limits on the government's power, outlines duties, and creates inherent checks and balances.

Twenty-seven amendments have been added to the Constitution. An amendment is a change or addition. The first 10 amendments to the Constitution are called the Bill of Rights and were added about three years after the Constitution was ratified. The Bill of Rights is very important; it defines things such as freedom of religion and the right to a trial by a jury. We will learn more about the Bill of Rights in the Year 3 course.

□ **Ask the children the following review questions:**

1. What is the supreme law of the United States? [the Constitution]
2. What are the three parts of the Constitution? [the Preamble, 7 articles, and 27 amendments]
3. What are the first 10 amendments to the Constitution called? [the Bill of Rights]
4. Where does the government get its power? [from the people]

□ **Activity**

Cut out the boxes on the last page of this lesson and hand each one to a child. Have the children hold the boxes until they use them during the activity.

Read to the children: We are going to use the boxes I just gave you to talk about the three branches of government in the United States as defined by the U.S. Constitution.

The American colonists did not want to create a government position or division that could become too powerful. Thus, the Founders developed a system of checks and balances so that no part of the government would have too much control. To "check" means to restrain or control. To "balance" means to evenly distribute.

To prevent the central government from being too powerful, and to keep the government close to the people, the Founders gave most of the powers to the states and very limited powers to the central government. All powers not given to the central government are given to the states.

The Founders also divided the duties and powers of the central government into three main branches: legislative, judicial, and executive.

Have the child with box #1 lay it on the table. (This box contains the three headings: Legislative, Judicial, and Executive.)

The LEGISLATIVE BRANCH is called the United States Congress. The main job of Congress is to make laws. Congress must have a certain majority vote on laws in order for them to pass. Congress also has the power to do things such as collect taxes, form and maintain armies, and declare war.

Can you imagine how much work it would be for every American to carefully study and vote on every issue facing the country? This is why Americans elect congressmen and congresswomen to represent the people in upholding the Constitution and maintaining

individual rights for all. Citizens should seek out and vote for wise and just men and women who will support liberty to all. The congressmen can then focus on making just laws.

Congress is made up of two chambers: the Senate and the House of Representatives.

Have the child with box #2 lay it on the table below the heading "Legislative."

Every state, no matter the size, has two senators. Each state has a different number of representatives in the House of Representatives, depending on its population. There is one representative for every certain number of people. The Senate and the House of Representatives each have different rules and roles, and they each act as checks on each other.

Have the child with box #3 lay it on the table below the heading "Judicial."

The JUDICIAL BRANCH includes the Supreme Court and lower federal courts. Their job is to interpret the law and limit the powers of the other branches of government by deciding whether laws are constitutional or not.

Have the child with box #4 lay it on the table below the heading "Executive."

As we have learned, the legislative branch makes laws and the judicial branch interprets them. The EXECUTIVE BRANCH is in charge of carrying out the laws. The head of the executive branch is the president of the United States. The second in command is the vice-president.

One of the main duties of the president is being the Commander in Chief over the armed forces. The president is also the Chief Executive. He has a cabinet and many staff members that help carry out the laws. It is the president's job to make sure that work in the executive branch are doing their jobs correctly.

None of these branches have total control of the

government, and they keep each other in check. For example, although the president can make treaties with other countries, the Senate must approve them. Although Congress makes laws, the president must approve of them, or they are sent back to the Congress and have to get an even higher majority vote in order to pass. If a president is abusing his power, he or she can be removed from office by Congress. The Supreme Court can check Congress by declaring a law unconstitutional. The President elects judges, but the judges have to be approved by the Senate.

Ask the children the following review questions:

1. What are the three branches of government? [legislative, judicial, executive]
2. Fill in the blank. The main job of Congress is to make _____. [laws]
3. The Supreme Court is part of which branch of government? [judicial]
4. The president of the United States is part of which branch of government? [executive]

Activity

Have the children write the following descriptions of the seven articles of the Constitution on the pieces of parchment paper that they made:

Article I	Legislative Branch
Article II	Executive Branch
Article III	Judicial Branch
Article IV	Relations Among the States
Article V	Amending the Constitution
Article VI	Debts, Supremacy, and Oaths
Article VII	Ratifying the Constitution

Have the children complete Lesson 41 in their Student Explorers.

Unit 3 Read-Aloud

Lesson 42

IMPORTANT PRINCIPLES OF FREEDOM

EXTRA ITEMS NEEDED

None

- Ask the children the following review questions from the previous lesson:**
1. What are the three parts of the Constitution? [the Preamble, 7 articles, and 27 amendments]
 2. What are the first 10 amendments to the Constitution called? [the Bill of Rights]
 3. Where does the government get its power? [from the people]
 4. Fill in the blank. The main job of Congress is to make _____. [laws]
 5. The Supreme Court is part of which branch of government? [judicial]
 6. The president of the United States is part of which branch of government? [executive]
 7. Who is assigned as the Commander in Chief over the armed forces? [the president of the United States]

Read to the children:

The thirteen original states, as we have seen, were willing to surrender only certain powers to the national government. There are functions that must be handled by a central government. However, most government is better when it is local and tailored to the individuals who are governed. The relationship



between central and local governments is an important check and balance of government powers.

The central government of the United States is called the federal government.

Laws made by the federal government are applied generally to all Americans. The federal government is distant from the people. Central governments tend to be less aware, sensitive, and responsive to individuals. Thus, central government should be well defined and carefully limited.

Local government should be more reflective of the individuals who live in a community. Within basic principles of common human rights, local people should be able to form laws to make their community according to their choices and preferences without interference from the federal government or from others who do not live there. It is delightful to visit new places because they are different from places you have experienced before. The unique characteristics of individual villages, towns, and cities are created and preserved by the local control of the residents.

Government officials may have weaknesses or may be unrighteous. This is why it is best that the government that is far away from the people should be greatly limited. That way, mistakes or misdeeds made in that government may also be greatly limited. Mistakes and corruption will occur in local government also. However, because local government is close to the people affected, mistakes and difficulties in local government are often more easily and quickly detected and taken care of.

□ Activity

Let's do an activity to illustrate some of the principles we just learned about. **Cut out the box on the last page of this lesson (with the chicken), and give it to a child.**

Let's imagine you live in a very small town with all of the houses spread far apart from each other. You want to have chickens and a rooster. Where you live, this would not bother neighbors because houses are so far apart. But in a town where people live very close together, a noisy rooster might be really annoying to close neighbors. If the federal government was in charge of deciding whether Americans could have roosters, they might say no because more than 80% of Americans live in urban areas and would be bothered by the noise. This would be unfortunate for people who live in rural areas. But if local governments were in charge of making this decision, your town would likely determine that roosters in your area were not really a problem. Can you see how allowing the local governments to make many decisions is a blessing and helps keep areas of the country unique and tailored to the people who live there?

□ Student Explorer Activity

Let's do an activity to learn which powers the U.S. Constitution delegated to the federal government.

Give each child Lesson 42 of their Student Explorers (two pages long). Have them cut out the boxes with dashed lines. Give them each a glue stick. As you read, have the children glue the boxes in the correct

column on the page titled "Some Powers Delegated by the Founders." Read the following information to the children and follow the instructions.

1. There are only a small handful of powers that the Founders gave to the federal government. All other powers were given to the states. One of the powers given to the federal government was to coin money. **Have the children glue the box that says COINING MONEY under the heading FEDERAL GOVERNMENT.** You can imagine how difficult it would be if every state had their own type of money. The legislative branch of the government, Congress, is in charge of coining and printing money.
2. **Have the children glue the box that says NATIONAL DEFENSE under the heading FEDERAL GOVERNMENT.** Establishing and maintaining an army to defend the nation is one of the most important jobs of the federal government. The colonies had to unite in order to fight Britain during the Revolutionary War. This is one of the main reasons they decided to band together as one nation. They were too small to protect themselves individually, and they still needed that protection after the war.
3. **Have the children glue the box that says IMMIGRATION under the heading FEDERAL GOVERNMENT.** Immigration is the act of coming to live permanently in a foreign country. With millions of people currently living in the United States illegally, and hundreds of thousands more unlawfully crossing the border each year, immigration is an issue that needs to be addressed by the government. The power of immigration was delegated to the federal government. Americans can move from state to state any time they want without any permission. So if states were in charge of immigration, what one state did would affect all of the other states. Thus, it makes sense to have one set of national policies in place for immigration, instead of the

states all having separate policies.

4. **Have the children glue the box that says POSTAL SYSTEM under the heading FEDERAL GOVERNMENT.** The Founders delegated the power to form a national postal system to the federal government.

In addition to the items we just learned about, there are a few other powers delegated to the federal government, such as foreign relations.

5. **Have the children glue the boxes that say EDUCATION, PUBLIC HEALTH, GIVING AID, and PUBLIC SAFETY under the heading STATE GOVERNMENT as you read the following information.** All powers not given to the federal government belong to the state. This includes education, public health, public safety (such as traffic, fire, and emergency), and giving aid (such as food and money). Unfortunately, the federal government has assumed power in all of these areas over the years. This goes against the Constitution. Thomas Jefferson warned about this. He said, "When all of the government . . . shall be drawn to Washington as the central power, it will render powerless the checks provided . . . and the [government] will become as . . . oppressive as the government from which we separated [which was England]."

The United States has not followed the Constitution in some areas and has not heeded Thomas Jefferson's warning. The further the country has strayed from the Constitution, the more trouble it has gotten into. Big government has less accountability, less effectiveness, and creates wasteful spending. Americans now have huge tax burdens, and many Americans are reliant upon government programs for basics needs, such as food and medicine. The amount of our country's debt grows significantly every year.

- **Have the children in Grades 7 and up write and decorate the following quote in their notebooks (from a letter from Thomas Jefferson to Charles Hammond, 1821):**

"When all of the government . . . shall be drawn to Washington as the central power, it will render powerless the checks provided . . . and the [government] will become as . . . oppressive as the government from which we separated."

~ *Thomas Jefferson*

- **Read to the children:**

Another important principle of freedom is avoiding entitlement. Entitlement means you feel you deserve goods and services without working to earn them.

First, our government was not designed to provide goods—just to protect us so we could pursue providing our own goods. Second, the government should never force a person to give the goods he earned himself to someone who has not earned them by his or her own work.

Pamela Romney Openshaw wrote: "Since before civilization began, people have understood that they are responsible to earn the goods that feed, clothe, and house them. God explained this to Adam and Eve before they left the Garden of Eden: 'In the sweat of thy face shalt thou eat the bread.' (Genesis 3:19). Some will always have more of the world's goods, and some will have less . . . The Declaration of Independence does not promise equality of goods and lifestyles. It promises the equal opportunity of freedom. Some believe that they deserve a certain standard of living regardless of what they do, or do not do, to earn it. . . . Whole segments of society believe that they cannot take care of themselves and

rely on the labors of others to feed and clothe them."
(*Promises of the Constitution*)

Anything that we are able to do ourselves, we should do. For example, a 10-year-old cannot provide her own food or house, but she can keep her room clean. She should not depend on her parents to clean her room for her. What would happen to a girl who always expected her parents to clean her room for her?

Pause for answers.

We are responsible before God to help those who are less fortunate than ourselves. Psalms 82:3 says, "Defend the poor and fatherless: do justice to the afflicted and needy."

In an ideal situation, that help comes first from family second from church or community groups. At times, people are in need of immediate relief. But, when giving aid to others, the ideal end goal is to help the person become self-reliant as quickly as possible.

Let's review the principles of freedom we have learned.

- **In their notebooks, have the children in Grades 7 and up write the eight principles of freedom learned in this lesson (Note: This is not a comprehensive list of the principles of freedom):**

Eight Principles of Freedom

1. There are some functions that must be done by the federal government, but good governments keep the power as close to the people as possible through local government.
2. Government should fulfill its duties while being as small as possible.
3. Government should follow its constitution and stay within its set boundaries.
4. People should avoid feeling entitled to things they did not work for and should rely first on themselves and their families for aid.
5. Good governments do not provide goods; they provide protection.
6. Good governments do not provide equal things between people; they provide equal protection.
7. People should give aid to others of their own free will and choice.
8. When giving aid to others, the ideal end goal is to help the person become self-reliant as quickly as possible.

- **Unit 3 Read-Aloud**

UNIT 4

*History of U.S. Education / WWI
Through the Great Depression*



Lesson 45

EDUCATION IN EARLY AMERICA: A FOUNDATION ON CHRIST

EXTRA ITEMS NEEDED

None

□ Read to the children:

When the Pilgrims and Puritans set foot on American soil, they took it upon themselves to teach their children from the Holy Bible. Fresh in their minds were the stories of Martin Luther, William Tyndale, and other revolutionaries who had dedicated, risked, and sometimes sacrificed their lives in order to provide access to God's word. They also understood that freedom and continued faith in God was dependent upon teaching the next generation.

In the 1600s the average colonial parents were very interested in their children learning to read so that they could read the Bible. Christianity was the foundation upon which education was built. Education was generally left to the home and the church. Many parents taught their children at home. When boys were bound out as apprentices, they were instructed by their masters. People were highly literate and read the scriptures and newspapers.

In some places, the clergymen saw to it that all the children in their flocks learned to read.

Eventually, in many places in Colonial America, another type of schooling developed. Groups of neighbors joined together to hire teachers for their children. Schools were held in homes or in buildings put up on unused fields.

The teachers were expected to be examples of the



moral convictions of the members of the community and to teach moral content, as well as the basics of reading, writing and arithmetic suitable for the governing and prosperity of their everyday lives.

Teachers were often given room and board with one of the pupil's families or rotated living with different families, so the families knew the teachers well. Pay was often given in money, beaver skins, corn, or vegetables. The pupils' fathers had to provide firewood and water for the school.

Children were expected to be respectful and generally were. Both parents and children generally appreciated every opportunity for education.

Hope's School of Long Ago

By Ames Ousely



Hope sat on her chair and sewed the alphabet on her sampler. Every little girl in Mistress Eliza's school was sewing on a sampler.

"You are doing well, children," said Mistress

Eliza. "You have learned much this year."

Hope loved Mistress Eliza and the big fire in her kitchen school. She had learned much that would help her to one day nurture and care for a family of her own.

"Look, look, Mistress Eliza!" said Hope. "My sampler is finished." And she held the sampler up for the others to see.

"That is a very good sampler. Tomorrow you may start on a quilt. Now you may go for the day."

The little girls quietly put away their samplers and quietly left the big kitchen that was their school.

But Hope did not go home. Instead, she went down the path past the meeting house. She went on until she came to the schoolhouse.

This was the real schoolhouse. It was not like Mistress Eliza's kitchen school. But only the boys could go to the real schoolhouse. Hope wanted to



go to a real school, too. She wanted to learn to read in a primer like her brother John.

Hope sat down on the step of the schoolhouse. She could hear the boys reading in their primers. She could hear her brother John reading to the teacher.

Hope jumped up from the steps and ran home. She saw her father in the yard cutting wood for the fire.

"Father, look, I have finished my sampler," she said and held it up for him to see.

"It is a very nice piece of work for a small girl of eight," said her father.

"And now I want to go to a real school," said Hope. "I want to learn to read like John."

Father smiled. "I want you to learn to read like John, too."

That night, Father put on his long coat and large hat and went out the door of the cabin. He went to see some other men. They talked and talked about a school for girls.

Later that night when Father came home, he was smiling. "Hope," he said, "you may go to a real school. You may learn to read and write. I have talked to the neighbors, and they say that our girls may go to the schoolhouse."

Hope was filled with joy. "Oh, thank you, Father! May I go tomorrow?"

"Yes," said Father. "But the girls may not go to the school when the boys are there. The girls may go early in the morning before the boys go to school and late in the evening after the boys go home.

Very early the next morning, Hope and several other little girls went up the steps to the

schoolhouse. They went quietly into the school. A big fire crackled in the fireplace. The schoolmaster was waiting for them.

"Here are your hornbooks," said the schoolmaster.

How proud Hope was of her hornbook. The very first day she learned A, B, C, D, and E, too.

"Now it is time for the boys," said the schoolmaster. "I hear them coming. Here are some strings. Put a string through the hole in the handle of your hornbook. Hang the hornbooks around your



necks and you will not lose them. Good day, young ladies."

Hope tied her hornbook around her neck. She put her gray coat on over her long gray dress and ran along the road to her home. She wanted to show her hornbook to her father.

On the road she met her brother John. Hope stopped and looked at the book John was carrying. It was a real book with paper leaves. It was called a primer.

Hope walked on down the road. "A primer!" she said. "Maybe next year if I work hard, the schoolmaster will give me a primer." Hope skipped the rest of the way home.

Lesson 46

NOAH WEBSTER

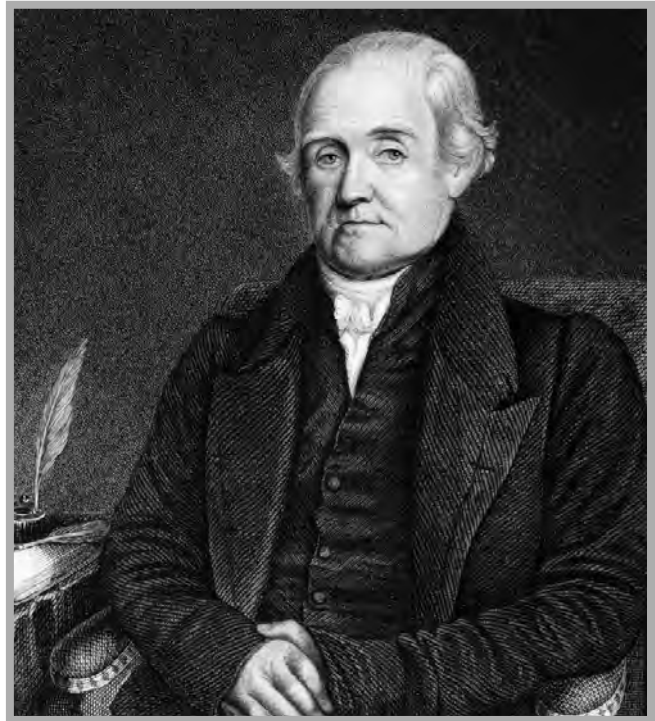
EXTRA ITEMS NEEDED

None

- Play audio recording Lesson 46 (Year 2) or read the script.
- Read to the children:

In addition to what we just learned in the audio recording, here are some other interesting facts about Noah Webster:

- Did you know that in 1783 Noah Webster published a book for students to learn how to read? It was quite popular and was used by people like Benjamin Franklin. It was called "A Grammatical Institute of the English Language" and was also known as "The Blue Back Speller."
- Webster and his wife raised eight children.
- Webster served nine terms in the Connecticut General Assembly, four years as a judge, and three terms in the Massachusetts Legislature.
- Webster was one of the first Founding Fathers to call for a Constitutional Convention.
- Webster helped form copyright laws.
- Webster helped found Amherst College.
- "His work went on to inspire many other authors in their use of the language. For example, Emily Dickinson, made frequent and extensive use of *Noah Webster's Dictionary of the English Language* in writing her poems." (webstersdictionary1828.com)
- Noah Webster stated the major reason he undertook his dictionary was to ensure that U.S. citizens would always comprehend the exact



meaning of their foundational documents such as the Declaration of Independence and the United States Constitution. He knew how the Founders of our nation studied languages and, hence, were capable of writing with precision exactly what they meant.

Activity

With the children, compare the definitions of the words **EDUCATION, FAITH, and MARRIAGE** from the following two sources:

- **Webster's Dictionary:** www.webstersdictionary1828.com
- www.dictionary.com

Discuss the comparisons.

- Have the children complete **Lesson 46** in their Student Explorers.

□ Review: Map Activity

Have the children look at the map titled "The 13 Colonies" on page 59 of *Maps & Images* as you read the following information and ask the questions.

Let's review. Point to the colony where the first permanent English settlement was established.

[Virginia] What was the name of the settlement?

[Jamestown] When was Jamestown founded? [1607]

Point to the colony where the Pilgrims settled in 1620.

[Massachusetts] What was the name of their colony?

[The Plymouth Colony] What is another name for the Pilgrims? [Separatists]

Another religious group, the Puritans, settled the Massachusetts Bay Colony in what year? [1630--ten years after the Pilgrims came to America]

Point to the colony settled by religious leader Thomas Hooker. [Connecticut] Point to the colony settled by Roger Williams. [Rhode Island] Point to the colony settled by persecuted Catholics. [Maryland] Point to the colony established by James Oglethorpe as a place for debtors and the unemployed to have a new start. [Georgia]

□ Ask the children the following review questions:

1. What is the supreme law of the United States? [the Constitution]
2. What are the three parts of the Constitution? [the Preamble, 7 articles, and 27 amendments]
3. What are the first 10 amendments to the Constitution called? [the Bill of Rights]
4. Where does the government get its power? [from the people]

5. What are the three branches of government? [legislative, judicial, executive]

6. Fill in the blank. The main job of Congress is to make _____. [laws]

The judicial branch _____ the laws. [interprets]

The executive branch is in charge of _____ the laws. [carrying out]

7. Who is assigned as the Commander in Chief over the armed forces? [the president of the United States]

□ History Notebooks: Grades 7+

Have the children in Grades 7 and up write a short summary of Noah Webster in their notebooks. They should include two of the following quotes by Noah Webster:

"He only can be esteemed really and permanently happy, who enjoys peace of mind in the favor of God."

"The moral principles and precepts contained in the Scripture ought to form the basis of all our civil constitutions and laws."

"The Bible must be considered as the great source of all the truth by which men are to be guided in government as well as in all social transactions."

"The Christian religion, in its purity, is the basis, or rather the source of all genuine freedom in government...and I am persuaded that no civil government of a republican form can exist and be durable in which the principles of that religion have not a controlling influence."

□ Unit 4 Read-Aloud

Lesson 51

WORLD WAR I: EFFECTS OF THE WAR/ WHY THE U.S. JOINED THE WAR

EXTRA ITEMS NEEDED

None

- Play audio recording Lesson 51 (Year 2) or read the script.**
- Have a child explain why the U.S. entered the war.** [In January of 1917, the British intercepted and decoded a secret telegram sent from German Foreign Secretary, Arthur Zimmerman, to the German ambassador in Mexico. It is known as the Zimmerman Telegram. Its contents were shocking. The message proposed an alliance between Mexico and Germany. The Germans wanted Mexico to attack the United States and take over Texas, Arizona, and New Mexico. The message also showed that the Germans were going to invite Japan to join them. In February 1917, German submarines started attacking U.S. ships, violating

an agreement between the two countries.]

- With the children, look at the Zimmerman Telegram on page 62 of Maps & Images.**

Read to the children: When the United States received the Zimmerman Telegraph, the President of the United States, Woodrow Wilson, gave a speech to Congress asking them to declare war on Germany, which they did. The decoded telegram was published for all Americans to read.

- History Notebooks: Grades 7+**

Have the children in Grades 7 and up write a well-written paragraph that explains when and why the United States entered World War I.

- Read to the children the article titled "Dogs in World War I" at the end of this lesson.**



Ask the children the following review questions:

1. What is the supreme law of the United States? [the Constitution]
2. What are the three parts of the Constitution? [the Preamble, 7 articles, and 27 amendments]
3. What are the first 10 amendments to the Constitution called? [the Bill of Rights]
4. Where does the government get its power? [from the people]
5. What are the three branches of government? [legislative, judicial, executive]
6. Fill in the blank. The main job of Congress is to make _____. [laws]
7. The Supreme Court is part of which branch of government? [judicial]
8. The president of the United States is part of which branch of government? [executive]
9. Who is assigned as the Commander in Chief over the armed forces? [the president of the United States]

Ask the children the following review questions:

1. Henry Hudson was from England, but what country was he sailing for when he discovered the Hudson River in modern-day New York? [The Netherlands]
2. Who discovered the lands in America called New Netherland that were settled by the Dutch? [Henry Hudson]
3. What was the name of the small Dutch city in Manhattan? [New Amsterdam]
4. New Amsterdam was ruled by the Dutch, but the people did not like the way they were being ruled. Which country came and easily took over rule of New Amsterdam? [Britain/ England]
5. When the British gained rule, they changed the name of the colony New Netherland to what? [New York]

Student Explorers

Have the children complete Lesson 51 in their Student Explorers.

Unit 4 Read-Aloud



DOGS IN WORLD WAR I



Newspaper headlines across the country proclaimed a war hero's fearless feats: he participated in over 17 battles on the Western Front, surviving gas attacks, receiving shrapnel wounds, and suffering injuries from a grenade; he learned to detect the presence of mustard gas and was able to warn and prevent attacks on his regiment; he courageously searched through No Man's Land where he located and comforted the wounded until medical help arrived; his efforts to defeat the Germans and restore peace in the French town of Chateau-Thierry were so appreciated by the women there that they sewed him a coat on which to pin his medals; and he captured a German soldier singlehandedly by biting the man's backside and not releasing him until backup arrived and the German could be apprehended. You may doubt the truth of that last story; however, one of the most celebrated heroes of World War I wasn't just any ordinary soldier, but a famous war dog named Sergeant Stubby.

In 1917 the 102nd Infantry 26th Yankee Division Regiment was practicing drills at Yale University when a stray dog appeared and began participating in the training. The soldiers soon grew fond of the dog and named him Stubby because of his short tail. Stubby was agile, strong, and intelligent, so the men adopted him as a mascot. When it came

time for the group to set sail for Europe, one of the men, J. Robert Conroy, smuggled Stubby aboard the ship. When the commanding officer discovered the dog, Stubby saluted him, and the officer was so impressed that he agreed to let Stubby stay. The Boston Terrier boosted morale in the trenches and successfully completed several missions during his eighteen months on the battlefield. His combat service was so impressive that he was nominated for rank and promoted to sergeant.

But Stubby was certainly not the only dog to ever help win a war. Some countries had been training dogs and utilizing them on the battlefield for centuries. In World War I, Germany had close to 30,000 dogs and Britain, France, and Belgium around 20,000 dogs which were used for various purposes. Some were used as guard dogs to accompany soldiers on patrol. Others were scouts dogs, taught to sniff out and detect enemy presence, and with the raise of a tail or the bristling of fur, indicate that something was amiss. Because of their speed, size, and reliability, dogs were often used as messengers. Casualty or "mercy" dogs were equipped with medical supplies and trained to find the wounded and dying, who could then help themselves to the first aid supplies or keep the dog near them as they passed from this life to the next. Some dogs were kept in the trenches simply to provide companionship to soldiers so far from home and in need of comfort that dogs so ably provide.



One notable day during WW1 has to be mentioned. It was Christmas Day, 1914. The Pope had attempted to get a cease-fire declared, but was unsuccessful. The cease-fire happened anyway when the men on the ground made one themselves.

On Christmas Eve, floating over one of the battle-grounds, came the sounds of Christmas carols. The men sang that night, and in the morning German soldiers emerged from their trenches, hands held high, saying in English and French, "Merry Christmas." The opposing soldiers were suspicious, but eventually both sides came out onto the ground between the trenches and shook hands. They traded photographs, shared chocolate, and even played a soccer game. It was an oasis of peace in an ocean of war. A miracle only the love of Jesus Christ could have performed.

□ Optional Activity: Make a Periscope

Make one periscope as a family or group.

Items Needed

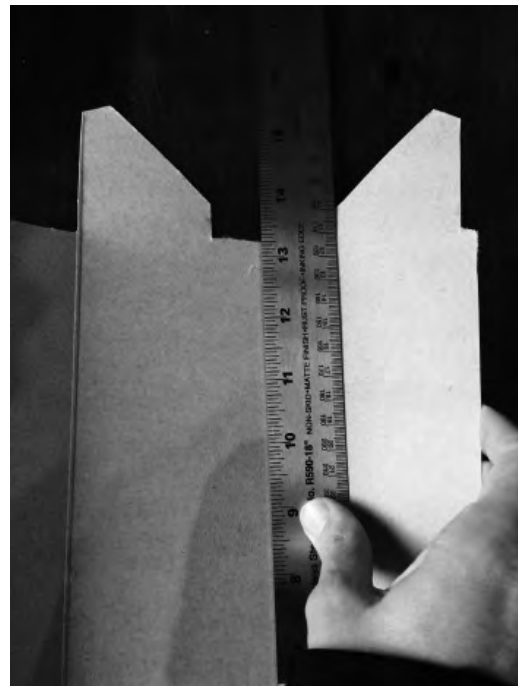
- A large cereal box
- Glue stick or white glue
- Ruler
- Periscope template (in Student Explorer)
- Scissors
- 2 small mirrors (2"x 2" work well)
- Paint or markers

Instructions

1. Cut a cereal box along one of the edges and lay flat. (It doesn't matter which side you use.) Cut out the periscope template and glue it onto the cereal box. Be extra careful to not accidentally cut the flaps off. Cut out the cereal box around the template.



2. With a ruler as a guide to keep the edges straight, fold the cereal box and crease well on each fold.



Lesson 56

THE ROARING 20S

EXTRA ITEMS NEEDED

None

□ Read to the children:

The 1920s saw the greatest economic expansion in American history to that point. With World War I over, and millions of men coming home, there were more workers than ever, and new industries quickly put them to work.

A nickname for the 1920s is the Roaring Twenties because it was a time of hope, change, and booming prosperity.

Henry Ford's new factories employed thousands, making the new Model T. The labor was long—twelve hours a day, seven days a week—but didn't require any special skills. Ford paid higher wages, too.

Henry Ford helps cars become an option for the average working man. Automobiles made travel affordable for families, and cities began to expand outward into what we call suburbs. These are areas around a city's central core composed mostly of houses and small shops. Many Americans still live in suburbs today, where the land is cheaper and they can have private yards to play in.

Let's learn more about the 1920s by creating a lap book that is in your Student Explorers.

□ Student Explorer Activity

Have the children complete the first page of the Student Explorer for Lesson 56, using these instructions:

1. Using colored pencils, have the children draw a light bulb in the upper left-hand box.
2. Using colored pencils, have the children draw

musical notes in the upper right-hand box.

3. Using colored pencils, have the children draw a woman in the lower left-hand box.
4. Using colored pencils, have the children draw a 1920s style radio in the lower right-hand box. Here are some examples the children can reference:



- Have the children cut out the 4 squares on the dashed lines. Make sure that they do not cut off the flaps.

On the dashed lines, have the children cut out the box on the second page of their Student Explorers for Lesson 56. Then, using a glue stick, have the children glue the squares (with the images they drew) onto the sheet as shown in these examples:



As a group, read the information behind each flap.

Read to the children:

New fashions were born in the 1920s, bringing stylish hats, low-waisted dresses, and short hair that wouldn't blow in a woman's face as she motored along in her new automobile. Here are some photographs that show fashion in the 1920s:



Airplanes also began to be a bigger part of life in the 1920s. New developments in engines and metals made planes faster and lighter. Women, too, began to fly, and some of American's bravest aviators were female: Florence "Pancho" Barnes, Bessie Coleman (the first black pilot, who found fame in France), and Amelia Earhart. They held races across the country, several days long, where they flew solo and often had to fix their own mechanical problems.

Much of the financial success of the 1920s was fueled by the stock market. Companies needed money for expansion, and they got it from the American people by issuing stock, selling small shares of their companies to the public. The stock market rocketed before collapsing in the Great Depression. People bought stocks no matter what the company did or how well it was doing. Everyone wanted to ride the market higher.

Another boost to the economy was the presidency of Calvin Coolidge, the only president in history to end his terms of office with a smaller government budget than what he started with. Coolidge believed that government shouldn't meddle with business, called "laissez-faire" (lay-say fair) economics. He said, "The chief business of the American people is business." And he meant it.

Modern technology brought new conveniences and comforts and made house work easier and quicker. In the work place, people received shorter work weeks, fewer work hours, and increased wages. Americans had more time to relax and enjoy themselves.

Unfortunately, the 1920s was also a time that many people lowered their standards, feeling it was "in fashion" to wear more revealing clothing, to act and dance immodestly, to swear, and to be sarcastic and cynical. During this decade, family sizes decreased and divorce rates rose slightly. More women worked outside the home. Still, many Americans held to strong morals.

The 1920s was a time of great prosperity and a period of tremendous change.

□ History Notebooks: Grades 7+

Have the children in Grades 7 and up research Calvin Coolidge online, creating a sheet about him with the following items:

Title

Calvin Coolidge - 30th President of the United States/
President During the Roaring Twenties

Facts About Coolidge's Character

Facts About Coolidge's Presidency

Quotes by Coolidge

Include three or more of the following quotes or other quotes by Calvin Coolidge:

- [T]he authority of law, the right to equality, liberty, and property under American institutions, have for their foundation reverence for God. If we could imagine that to be swept away, these institutions of our American government could not long survive.
- It takes a great man to be a good listener.
- Don't expect to build up the weak by pulling down the strong.
- Nothing in the world can take the place of persistence.
- We do not need more intellectual power, we need more spiritual power. We do not need more of the things that are seen, we need more of the things that are unseen.
- No person was ever honored for what he received. Honor has been the reward for what he gave.
- To live under the American Constitution is the greatest political privilege that was ever accorded to the human race.
- Collecting more taxes than is absolutely necessary is legalized robbery.

Note: If possible, print out a picture of Calvin Coolidge and glue it onto your notebook page.

□ Unit 4 Read-Aloud

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