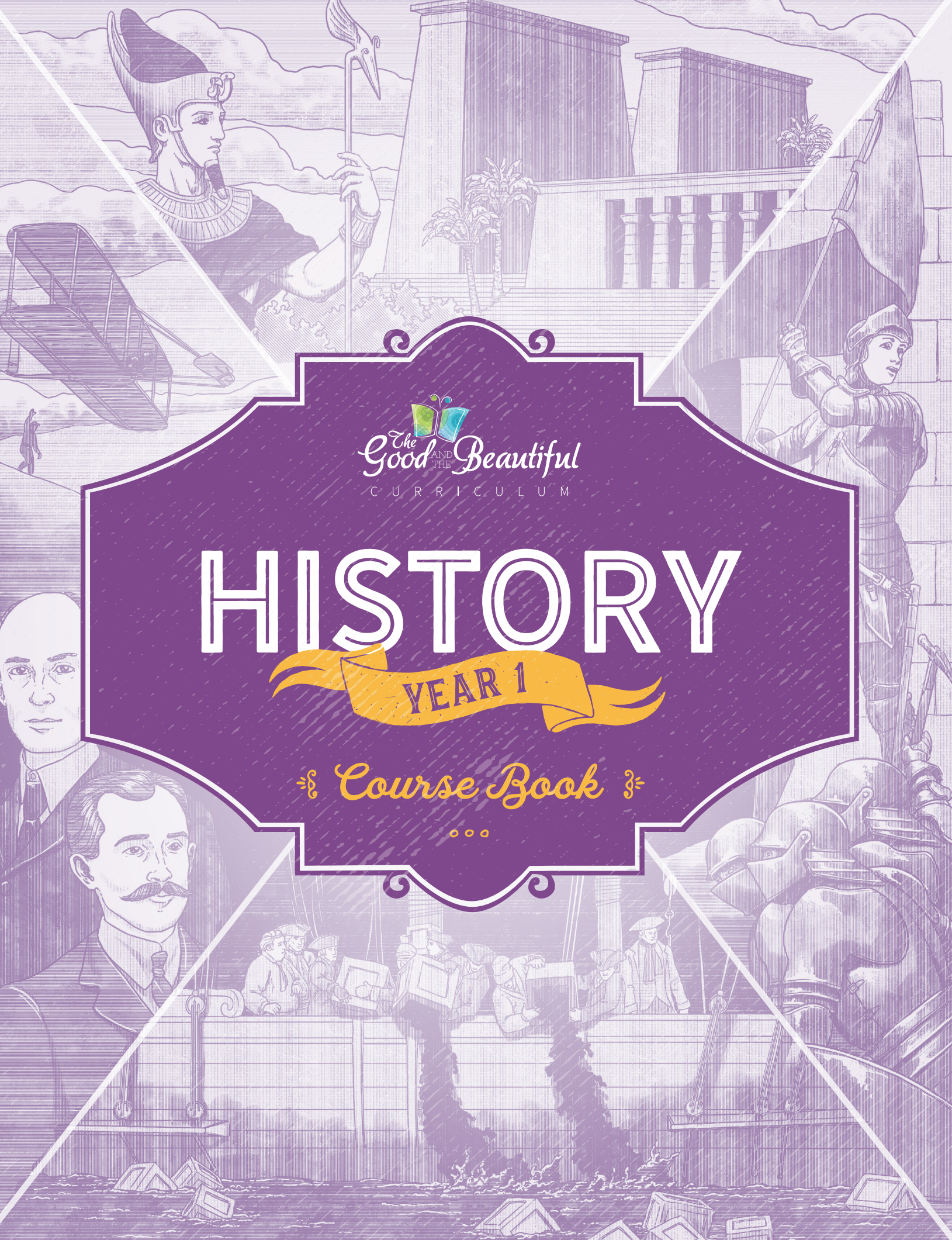




The
Good AND THE Beautiful
CURRICULUM

HISTORY

YEAR 1

Course Book

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TABLE OF CONTENTS

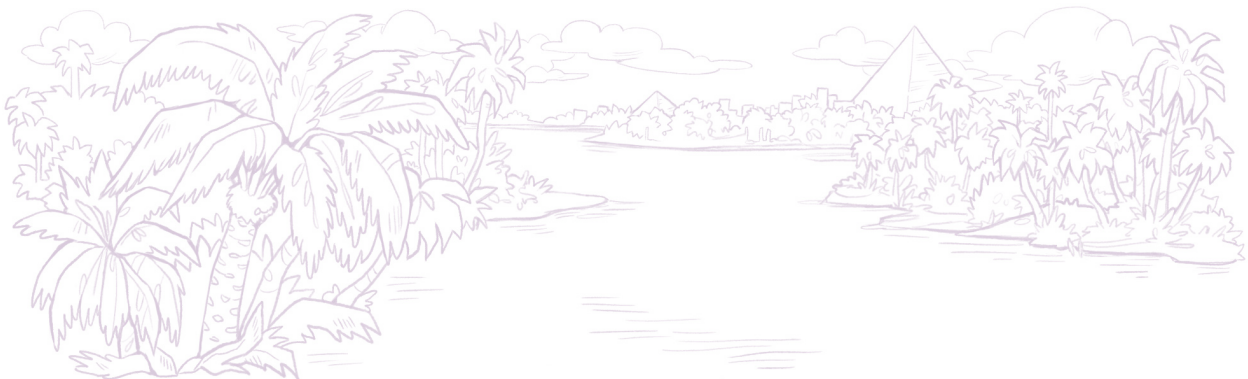
About This Course.....	iv
Supplies Needed.....	viii
Unit 1: Ancient History	1
Lesson 1: Course Introduction & Creation.....	3
Lesson 2: Adam Through Enoch.....	5
Lesson 3: Noah Through the Tower of Babel	8
Lesson 4: Mesopotamia & Abraham.....	11
Lesson 5: Ancient Trade Routes	14
Lesson 6: Introduction to Ancient Egypt	18
Lesson 7: Ancient Egypt: Advancements & Writing	23
Lesson 8: Ancient Egypt: Government & Social Structure	28
Lesson 9: Joseph in Egypt	33
Lesson 10: Ancient Egypt: Religion, Afterlife & Pyramids.....	36
Lesson 11: The Israelites & Moses	39
Lesson 12: The Passover	42
Lesson 13: Famous Landmarks of Ancient Egypt.....	45
Lesson 14: Famous Buildings of Ancient Egypt.....	48
Lesson 15: Egypt from 600 BC to Modern Day	52
Unit 2: The Middle Ages & the Renaissance	57
Lesson 16: Ancient Britain	59
Lesson 17: The Spread of Christianity in Ireland & Saint Patrick.....	62
Lesson 18: The Spread of Christianity in England.....	65
Lesson 19: King Alfred the Great	68
Lesson 20: William the Conqueror	72
Lesson 21: Life in the Middle Ages	76
Lesson 22: The Magna Carta.....	79
Lesson 23: The Age of Chivalry	82
Lesson 24: Joan of Arc: Part 1	88
Lesson 25: Joan of Arc: Part 2.....	91
Lesson 26: The Black Death.....	94
Lesson 27: The Renaissance: Artists.....	97
Lesson 28: The Renaissance: Musicians	100
Lesson 29: The Scientific Revolution.....	104
Unit 3: The French & Indian War Through the Revolutionary War	107
Lesson 30: New France	109
Lesson 31: Young George Washington.....	113
Lesson 32: The French & Indian War	117

TABLE OF CONTENTS

Lesson 33: Reasons for a Revolution.....	121
Lesson 34: The Sons of Liberty & the Boston Tea Party.....	125
Lesson 35: The First Continental Congress & the Start of the Revolutionary War.....	129
Lesson 36: The Second Continental Congress: Part 1.....	132
Lesson 37: The Second Continental Congress: Part 2	135
Lesson 38: The Character of Thomas Jefferson	139
Lesson 39: The Coming Forth of the Declaration of Independence.....	143
Lesson 40: The Sacrifices of the Signers of the Declaration of Independence.....	147
Lesson 41: Principles of the Declaration of Independence.....	150
Lesson 42: General George Washington	154
Lesson 43: Phillis Wheatley & Mercy Otis Warren.....	158
Lesson 44: The Battle of Trenton	161
Lesson 45: Valley Forge & the Alliance with France.....	164
Lesson 46: The Articles of Confederation	167
Lesson 47: Deborah Sampson & James Armistead Lafayette.....	170
Lesson 48: The End of the Revolutionary War.....	172
Lesson 49: The Blessings of a Constitutional Democratic Republic	175

Unit 4: The Victorian Era, the History of Flight & the Cold War..... 179

Lesson 50: Queen Victoria & the British Empire	181
Lesson 51: The Victorian Era.....	185
Lesson 52: The Global Missionary Movement.....	188
Lesson 53: George Liele	191
Lesson 54: The Irish Potato Famine.....	194
Lesson 55: Nursing During the Crimean War.....	196
Lesson 56: The History of Flight	199
Lesson 57: The Cold War, Part 1: The Berlin Blockade	203
Lesson 58: The Cold War, Part 2: Rebellion & Resistance.....	206
Lesson 59: The Space Race	209
Lesson 60: The Fall of Communism.....	213



ABOUT THIS COURSE

COURSE OVERVIEW

Covering ancient times to modern history, *The Good and the Beautiful History: Year 1* course is designed to foster a true love of learning history through engaging lessons, activities, a beautiful time line, visually rich maps and illustrations, and an engaging review tool that extend and apply the learning. Many history courses are composed of dry facts given from a secular, humanistic viewpoint, stripped of meaning, faith, and beauty. The Good and the Beautiful History courses promote truth, beauty, family interaction, and meaningful exploration with an emphasis on God and high character. Designed to be taught family style, this course was written for children in grades 3–8. Over the course of four years, children will be exposed to a whole sweep of world history, stopping in each year to focus on different time periods.

CHRISTIAN WORLDVIEW

The Good and the Beautiful curriculum takes a Christian worldview. With input from people with diverse ethnic, racial, and religious backgrounds on both our staff and our review panels, this course is built on the common ground and basic biblical principles that apply to all Christians. Rather than focusing on doctrine, the curriculum teaches Christlike character and principles of liberty based on the following:

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

ITEMS NEEDED WITH THE COURSE

History Course Book: Year 1: This 227-page, full-color, lay-flat bound course book guides parents through teaching the 60 lessons in the course.

Big Book of History Stories—Year 1: This collection of 19 fiction and nonfiction stories accompanies some of the lessons in this course to bring the children into the lives and events of the people in the time period being taught. Each story features beautiful full-color illustrations as well as an optional audio recording for the parent or instructor to follow along with. The audio recording for each story can be found on the Good and Beautiful Homeschool app, which can be downloaded by scanning the QR code to the right or by visiting goodandbeautiful.com/apps. Alternatively, they can also be accessed by visiting goodandbeautiful.com/history-resources.



ABOUT THIS COURSE

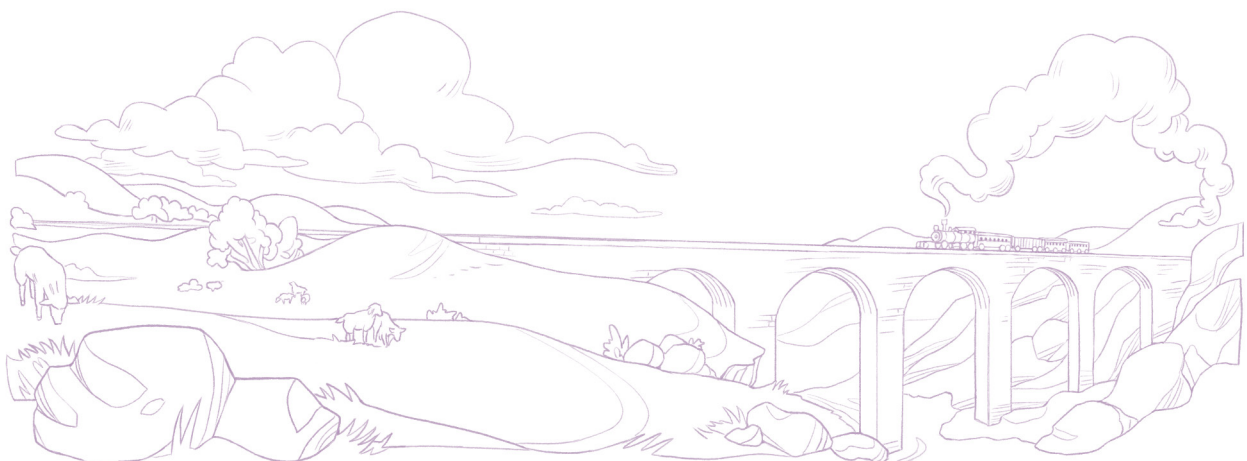
Student Explorers: The activities in the Grades 3–6 and Grades 7–8 *Student Explorers* help children apply the information learned in the lessons in a tangible way. Most lessons have accompanying written assignments, which increase in complexity for the higher grades. The Grades 7–8 *Student Explorer* also includes lesson extensions—articles written about topics that go into more detail at a higher level than the course-book lessons. The lesson extensions conclude with comprehension questions and extension activities that will challenge the older students.

Maps & Images book: Bringing the lessons to life, the first section of the *Maps & Images* book is full of illustrated and real-life images of the events, people, and places talked about in the lessons, along with maps of the locations in the world where these events happened. In the second section, children can find punch-out cards used for matching games and more.

History Time Line Book: Spanning all four years of this curriculum, the *History Time Line Book* helps the children put the events they hear about in the lessons into the context of the history of the world. Every few lessons, each child will place a colorful and detailed sticker onto his or her own time line, or the course book will prompt the parent to locate a specific event or person on the time lines with the children. The glossary provides additional detail for nonsticker events mentioned in passing.

Time Tunnel Review Cards: Spanning all four years of this curriculum, these 85 Time Tunnel Review Cards provide a fun, colorful way to review important people and events discussed in the course. Every few lessons, the course book will prompt the parent to review with the children the cards that cover topics already discussed in previous lessons. The insert in the Time Tunnel Review Cards box provides several different review methods to help the parent adjust to each child's learning style.

Answer-key PDFs: Answer keys for the written activities in the *Student Explorers* are available for free on the Good and Beautiful Homeschool app or as a free download at [goodandbeautiful.com/history-resources](https://www.goodandbeautiful.com/history-resources).



ABOUT THIS COURSE

HOW TO TEACH THIS COURSE

Frequency and length: This course is designed to be completed in a school year with two lessons per week, which should each take about 20–30 minutes to complete. Lesson times will vary depending on the amount of discussion and exploration you choose to do. Because the *Grades 7–8 Student Explorer* is more advanced and in-depth, older children will need to spend additional time completing the included lesson extensions and activities.

How to teach the lessons:

- **Note:** This course is not designed to be a self-study course; rather, it is interactive. Each lesson includes discussion questions and activities that are more engaging and effective if completed with an instructor or as a group.
- Preview the lesson and take note of where the different components will be used and where you will need to pause for discussion questions or other activities.
- Collect the supplies listed at the beginning of each lesson, which include the components used in the lesson as well as any common household items that may be needed to complete an activity. Punch out any needed cards from the *Maps & Images* book.
- If a lesson contains a story from the *Big Book of History Stories—Year 1*, and you desire to use the audio recording, turn to the story as directed in the lesson text, find the 3-digit code on the story's title page, and enter that code into the Good and Beautiful Homeschool app when prompted to access the recording. Then begin the recording and continue following along throughout the story. A short chiming sound will indicate when to turn the page. Otherwise, begin reading the text aloud.
- The course book will direct you regarding when to use the different components of the course, including all the other books and the Time Tunnel Review Cards.



ABOUT THIS COURSE

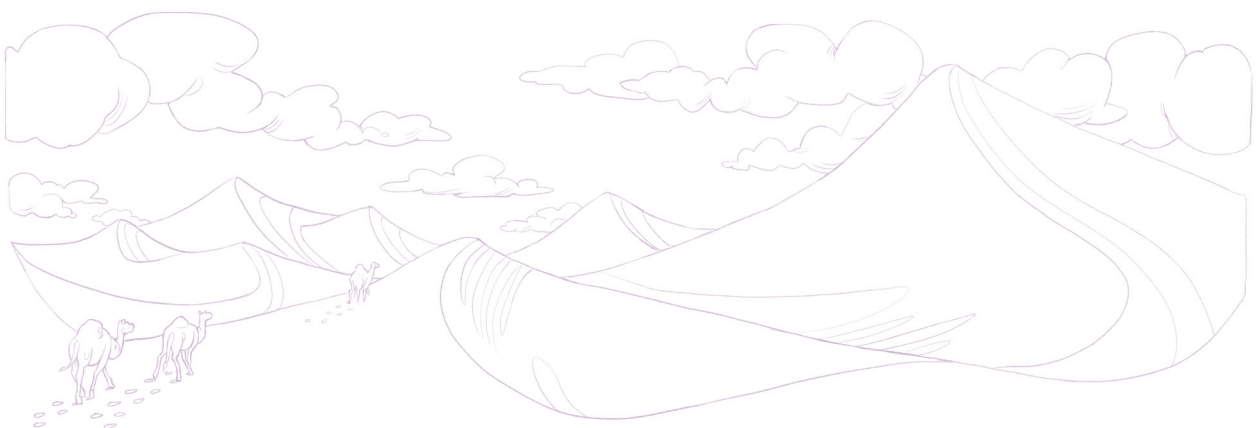
Sections to note:

- Lesson Prep: If the lesson requires any preparation beforehand, such as punching out cards from the *Maps & Images* book, it will be stated in this section.
- Items Needed: Listed here will be any of the other course components needed to complete the lesson as well as household items that may be needed for activities.
- Let's Connect: Each lesson contains one to four open-ended discussion questions designed to deepen learning, discuss moral ideas associated with history, and connect the material to the children's individual lives. Answers are not provided as they will vary from family to family.
- Time Line Events: Many events in the *History Time Line Book* do not have a sticker but can still add interest and learning opportunities when placed in context. When this icon appears in the lesson text, you may choose to have the children locate the event on their time lines and discuss its significance.
- Hard & True Facts: Some aspects of history contain sensitive, controversial, or potentially disturbing content that nonetheless can be important to learn about and discuss. The "Hard & True Facts" sections are intended to create opportunities for optional discussion with children grades 7-8 about sensitive topics and controversial events, but they can be discussed with children of all ages if you feel comfortable doing so.



Items to always have on hand:

- crayons
- colored pencils
- pencils
- a device on which to play the audio narration



⌘ SUPPLIES NEEDED ⌘

LESSON 1

- none

LESSON 2

- none

LESSON 3

- none

LESSON 4

- Bible

LESSON 5

- ID card or document, such as a driver's license or passport

LESSON 6

- 1 onion

LESSON 7

- scissors for each child
- 1 paper plate for each child
- 1 pencil for each child
- glue
- play dough

LESSON 8

- markers
- 1 toilet-paper tube for each child (optional)
- gold duct tape (optional)
- whiteboard marker (optional)
- scissors (optional)
- glue (optional)
- mosaic tiles, paper squares, jewels, or other art supplies for decorations (optional)

LESSON 9

- none

LESSON 10

- ruler capable of measuring in centimeters
- calculator (optional)

LESSON 11

- none

LESSON 12

- unleavened bread (optional)
 - 2 cups all-purpose flour, plus 2–4 tablespoons for kneading and rolling
 - 3/4 cup cold water
 - 1/2 teaspoon salt
- traditional Passover foods (such as greens, bitter herbs, charoset, roasted eggs, or roasted lamb) (optional)

LESSON 13

- clay (optional, grades 7–8)

LESSON 14

- none

LESSON 15

- none

The background is a solid purple color with a fine, diagonal hatching texture. Overlaid on this are several faint, white line-art illustrations. In the top left, there is a profile of an ancient Egyptian pharaoh wearing a tall headdress and holding a scepter. To the right of the pharaoh is a classical building with columns and a pediment. In the bottom left, there is a portrait of a man with a mustache, likely a historical figure, and below it, a scene of soldiers in uniform. In the bottom right, there is a detailed illustration of a Roman soldier in full armor, including a helmet and a shield, holding a spear. The central text is enclosed in a decorative, white, shield-like frame with a yellow border.

UNIT 1: ANCIENT HISTORY

◦ ◦ ◦

COURSE INTRODUCTION & CREATION

ITEMS NEEDED

- ☐ *Maps & Images* book
- ☐ *History Time Line Books*
- ☐ Good and Beautiful Homeschool app

TOURING HISTORY

Read to the children: In this course we will see God's hands at work in every period of time. Each of The Good and the Beautiful History courses journeys from ancient eras to modern eras. As we learn about people and events from long ago to recent times, our minds will be opened to see how history over time fits together like a puzzle. This year, we will explore four periods:

- first, ***ancient history***, in which we'll learn about great prophets from ancient times, like Abraham and Moses, and the earliest civilizations in Mesopotamia and ancient Egypt;
- second, ***the Middle Ages and the Renaissance*** in Europe, in which we'll find great rulers, unlikely military heroes, and world-changing inventors;

- third, ***the Revolutionary War*** in America, in which we'll explore the inspired leaders and astonishing events that led to the American colonies' independence and the great United States Constitution;
- and fourth, ***the Victorian Era and Cold War Era***, in which we'll see the invention of airplanes and rockets and how brave people continue to stand for liberty and freedom.

Ask the children the following question. Note: The Let's Connect questions are meant to inspire discussions between you and your child(ren). Answers are not provided, as they will vary from family to family.

LET'S CONNECT

Which of these four periods are you most excited to learn about? Why?

Read to the children: God is going to be woven throughout this course. We are going to focus on Bible stories at the beginning of this course because that is where history begins. As time goes on, you

will see other historical events that come from many different records.



"THE STORY OF HISTORY" VIDEO

Have the children watch the video "The Story of History" on the Good and Beautiful Homeschool app.

Ask the children the following question.

LET'S CONNECT

What is an item in your home that you are grateful for? How would your life be different if that item had never been invented?

IN THE BEGINNING

Read to the children: Let's start where the Bible starts. Do you remember what the very first verse of the Bible says? **Pause for answers.** The first verse of the Bible says, "In the beginning God created the heaven and the earth" (Genesis 1:1).



While you read this section, show the children the image titled "Trees and Clouds" on page 1 of the *Maps & Images* book. **Read to the children:** Look at the picture of trees and clouds on this page. Someone thought of this picture in his or her mind and then drew it. Now, imagine you put a pencil that could not break or run out of lead in a box with a piece of paper. If this box were shaken for 20 years, with a new piece of paper put in it every hour, do you think there is any chance it could accidentally draw this exact picture? **Pause for answers.** Of course not! What if the box were shaken for thousands of years—do you think there is any chance that any perfect picture of trees and clouds could accidentally be drawn? **Pause for answers.** You're right—it could not happen by accident.

So if a simple picture could not be created by accident, imagine how much harder it would be to accidentally create over 300,000 unique and

beautiful kinds of plants with roots, veins, velvety petals, symmetrical patterns, fragrances, and the ability to convert sunlight into food; a nose that detects more than one trillion different types of smells; ears that can hear the whispering of the wind; a brain that can store trillions of bytes of information; and a living soul that can feel things such as joy, peace, and love.

Who can see the stunning beauty and marvelous wonders of the universe without believing that God is the designer of this world and of humankind? Who can experience being filled with love, joy, peace, and hope without believing we were intentionally created with a purpose by a loving God and not by accident?



HISTORY TIME LINE BOOK ACTIVITY

Read to the children: Throughout the course we will place stickers on our time line to represent things we have learned. Today you get to place the first sticker, which represents the Creation.

Have the children place the time line sticker #1 on "The Creation/Adam and Eve" event in their *History Time Line Books*.



STUDENT EXPLORER ACTIVITY

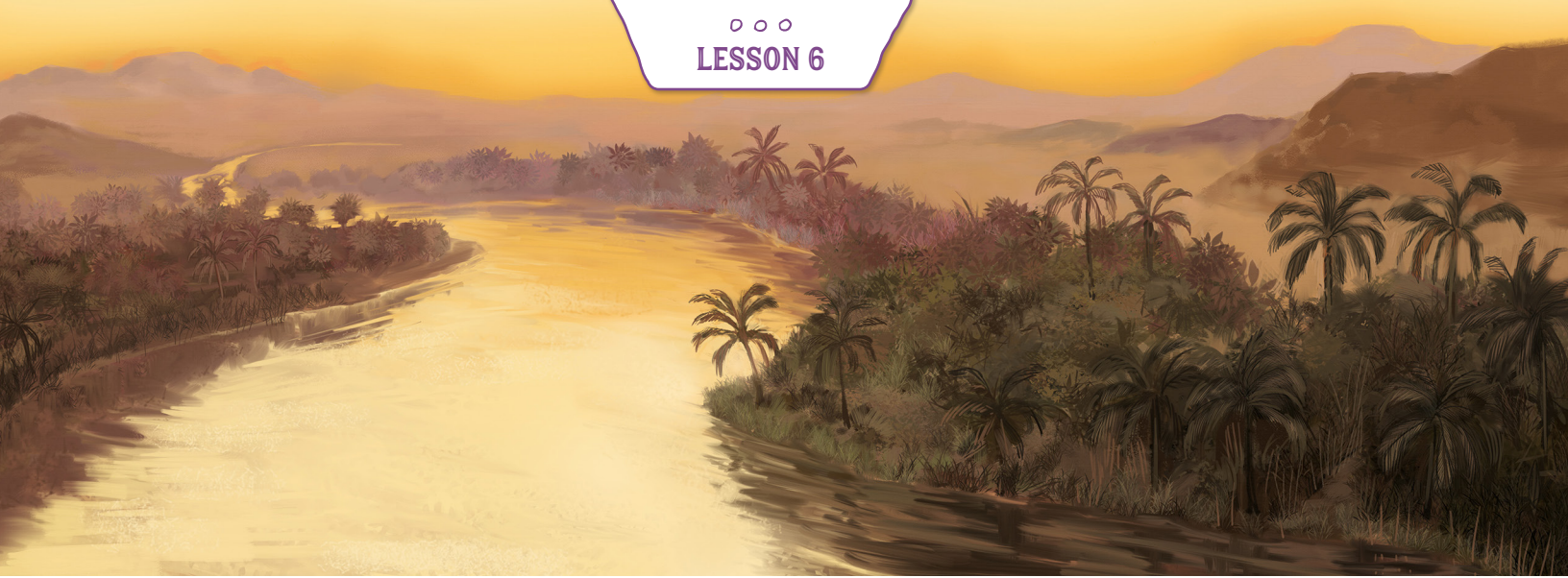
Have the children complete "The Creation" activity on page 1 (page 1 for grades 7-8) of their *Student Explorers*.

Note: Answer keys for the written activities in the *Student Explorers* can be found in PDF form on the Good and Beautiful Homeschool app or online at goodandbeautiful.com/history-resources.



LESSON 1 EXTENSION

Have students grades 7-8 complete the self-directed Lesson 1 extension titled "Biblical Works of Art" in their *Student Explorers*.



INTRODUCTION TO ANCIENT EGYPT

LESSON PREP

- ☐ Punch out the “Ancient Egyptian Daily Life” cards from pages 95–97 of the *Maps & Images* book.

ITEMS NEEDED

- ☐ *Maps & Images* book
- ☐ *History Time Line Books* (optional)
- ☐ *Big Book of History Stories—Year 1*
- ☐ Good and Beautiful Homeschool app (optional)
- ☐ 1 onion

THE NILE RIVER VALLEY

Read to the children: Picture in your mind a long, narrow valley with a beautiful river flowing through it. On one side of the valley are the Red Sea Hills; they are wild and desolate. On the other side of the valley, picture another set of barren mountains, after which the land slopes down to the Sahara Desert—the largest hot desert in the world. This was the view for the descendants of one of Noah’s sons as they traveled across the desert to find a home. Do you remember which son of Noah’s settled in

Egypt? [Ham] A bright shining river with green banks, cliffs sloping up to the gray mountains, and brilliant, undimmed sunshine over the valley greeted Ham’s descendants as they wandered into this area. This strip of land and river, the Nile River valley, was going to become home to one of the largest and most advanced civilizations of ancient times: Egypt. Egypt has a strange and wonderful and very old story. Thousands of years ago, people settled next to the Nile River. Why would they choose to live there?

Well, there is very little rain in Egypt, and without rain it is extremely hard to grow enough food for everyone. But God created a way for people to successfully settle in the Nile valley—the Nile River. The water of the Nile River comes from the mountains, where the rainy season begins around June. The rain comes down so heavily that the rivers rise and become very swollen. The rain also makes the snow in the mountains melt, and all these waters rush into the Nile River, bringing with them rich deposits of thick black mud full of nutrients. The Nile River overflows its banks, and then the water recedes, covering the land with this rich mud for many weeks. The mud creates fertile farmland around the Nile’s banks, especially in the coastal area known as the Nile delta, allowing these ancient people to grow enough food that they became very

prosperous. Parts of the Nile still rise due to the rains today, but now there is a dam that protects the cities from being flooded.

PEOPLE SETTLE DOWN

Read to the children: In every civilization the land and the climate have had a great influence on the history of the people who lived there, and this is especially true of Egypt. God planned it that way. So the people who had been hunters, gatherers, and nomads settled down to take advantage of the sunlight and fertile soil of the Nile valley and delta and became farmers.

Ask the children the following question.

LET'S CONNECT

In the time of ancient Egypt, people had to settle where they could grow food and would have plenty of water. How is that different from the way families decide where to live today?



While you read this section, show the children the map titled “Nile Delta” on page 7 of the *Maps & Images* book. Read to the children: In its earliest history, Egypt was divided into two kingdoms. The Egyptians called the southern kingdom *Ta Shemau* [shuh-MOW], or “Land of Reeds,” after the plants that grew along the Nile, and the northern kingdom *Ta Mehu* [MEH-hoo], or “Land of Papyrus,” after the papyrus plant. Today, though, we refer to the northern part as Lower Egypt and the southern part as Upper Egypt because the Nile River flows from the south to the north. Eventually the two kingdoms were combined into a unified Egypt by a ruler called King Menes [MEE-nees], who is usually credited with being the first official king of the first Egyptian dynasty. **Dynasty** means that a line of people from the same family ruled the country for a period of time. You may have also heard the word “pharaoh” being used to describe an Egyptian



c. 3100 BC:
Unified Egypt

ruler. “Pharaoh” actually means “great house” and originally was used for the place where the king lived. Eventually, the term came to mean the same thing as “king,” so most rulers of ancient Egypt were called “pharaoh.”

For the next 3,000 years, Egypt went through several cycles of prosperity and wealth followed by unrest and instability. Historians divide ancient Egypt’s history into several time periods based on what was happening within the country at the time.

THE OLD KINGDOM



Have the children open to the “Intro to Ancient Egypt” activity on page 6 (page 21 for grades 7–8) of their *Student Explorers*.

As you read the lesson text, have the children complete the top half of the activity.

Read to the children: When you think about ancient Egypt, what comes to mind? Most people would picture the great buildings called pyramids. They were built during the period between 2700 BC and 2130 BC known as the Old Kingdom, which was a golden age for Egypt, or a period of great prosperity and achievement. The biggest of the pyramids was the Great Pyramid of Giza. During the Old Kingdom period, strong kings provided stability and leadership, discouraging threats and attacks from other countries. This peace and prosperity lasted until Egypt began to run out of wealth. The kings had spent too many resources building their elaborate pyramids and other structures. Even worse, a drought came upon the land, resulting in famine. These hardships caused the collapse of a unified Egypt and the end of the Old Kingdom period.

THE MIDDLE KINGDOM

Read to the children: Along came a man named Mentuhotep II [men-too-HAW-tep], who defeated his rivals in the Upper Kingdom and then conquered the Lower Kingdom, reuniting Egypt again. The period that began with his rule around 2040 BC and lasted until around 1650 BC was called the

Middle Kingdom. Egypt befriended and traded with other countries and built more pyramids and military fortresses. Archaeologists have even found evidence that many new discoveries in medicine were made during this time. Toward the end of this period, Egypt had its first female leader—Queen Sobekneferu [suh-BECK-nef-roo]. Eventually, the government fell apart again, and a family of foreign leaders called the Hyksos [HIKE-sos] infiltrated and took over part of Egypt during what historians call the Second Intermediate Period.

THE NEW KINGDOM

Read to the children: Finally, the native Egyptian dynasty waged war against the Hyksos and threw them out of Egypt, ushering in the period known as the New Kingdom, a time of strength and wealth for the country. This time period lasted from around 1500 BC to 1075 BC, during which powerful kings and queens united Egypt, expanded its borders, and built many cities and temples. Toward the end of this period, one of the most famous pharaohs was given power at age nine: King Tutankhamen [toot-an-KA-men]. Sadly, he died at age 19. More weak leaders were to follow, and Egypt was overtaken by Persia and then, at last, by Rome.



c. 1500–1075 BC:
New Kingdom
of Egypt

Ask the children the following question.

LET'S CONNECT

If you had lived in Egypt long ago, would you rather have lived during the time period of the Old Kingdom, the Middle Kingdom, or the New Kingdom? Why?

DAILY LIFE IN ANCIENT EGYPT

Place a raw onion in front of the children. Read to the children: How would you like to have a raw onion for one of your meals? I'm guessing you wouldn't like it. But the ancient Egyptians did, even the wealthy people. In fact, onions were such a big

part of their culture that many paintings of onions have been found in ancient Egyptian pyramids and tombs. The daily lives of ancient Egyptians were so different from ours that it can be hard to imagine! What if you woke up tomorrow in ancient Egypt, with no electricity or running water? You would have to take a bath in the Nile River with everyone else from your village and bring the water needed for the day back home from the river in buckets. Getting dressed for the day would include putting on jewelry and makeup, as almost all Egyptians did—even children!

If you think life would be strange if you suddenly woke up in ancient Egypt, think of how disorienting it would be for ancient Egyptian children to wake up in your day! What would they think of wearing jeans or talking on cell phones? What would they think of movies, music, cars, airplanes, and skyscrapers? Most people in ancient Egypt were farmers, but there were also carpenters, weavers, potters, metal workers, bakers, soldiers, scribes, priests, and boat builders. And as we talked about before, there were doctors in Egypt. Let's read a story about two fictional Egyptian doctors and their daughter to learn more about what it was like to live in ancient Egypt.



BIG BOOK OF HISTORY STORIES: HEBA

All stories in the *Big Book of History Stories—Year 1* will have the option to play the story as an audio recording on the Good and Beautiful Homeschool app.

Turn to the story titled “Heba’s Helping Hands” on pages 1–13 of the *Big Book of History Stories—Year 1*. Begin playing the audio recording or read the story to the children.



MAPS & IMAGES ACTIVITY

Lay out the “Ancient Egyptian Daily Life” cards face up. As you or an older child then read the information below, have the children guess which picture each paragraph is talking about.

1. This picture shows how a well in ancient Egypt might have looked. The tool the boy is holding is called a shadoof [SHA-dooof]. Do you see how deep the well is? The boy lowers the bucket into the well and fills it up. The weight on the other side of the shadoof helps pull up the bucket, and the boy dumps the water into another container to carry the water back to his home.
2. These women are grinding grain and baking bread. Bread was probably eaten with almost every meal. Hundreds of loaves of Egyptian bread that were kept in dry, protected places have survived and have been studied by archaeologists. We know how ancient Egyptians made bread because they painted pictures of the process. It was a long and difficult job to prepare the grain and bake the bread. Today, we have machines that can grind our grain into very fine powder, but the ancient Egyptians could only grind the grain into a rough, coarse flour. Yeast was sometimes added to the bread to make it rise, but not always. They also ate flat bread. Sometimes they flavored their bread with seeds, dates, or herbs.
3. Ancient Egyptian paintings show that the children had toys and played games. They had marbles, balls, board games, and wooden figures. Boys usually had their hair shaved except for one lock of hair on the side that they wore braided.
4. This picture shows what a sun-dried mud-brick home may have looked like. The roof was used as a living space. It often had a thatched canopy on it to offer shade. The courtyard was used for grinding grain, baking, and cooking.
5. Boats constantly traveled up and down the Nile River, carrying people and goods. This was a quick means of transporting many people or goods at a time. The Nile River also provided the people with mud and the papyrus plant to build and make paper with, fish and birds to eat, and water to drink and irrigate their fields.

Ask the children the following question.

LET'S CONNECT

If you had a chance to show just one present-day item to an ancient Egyptian child, what would you choose to share with him or her? Why?



STUDENT EXPLORER ACTIVITY

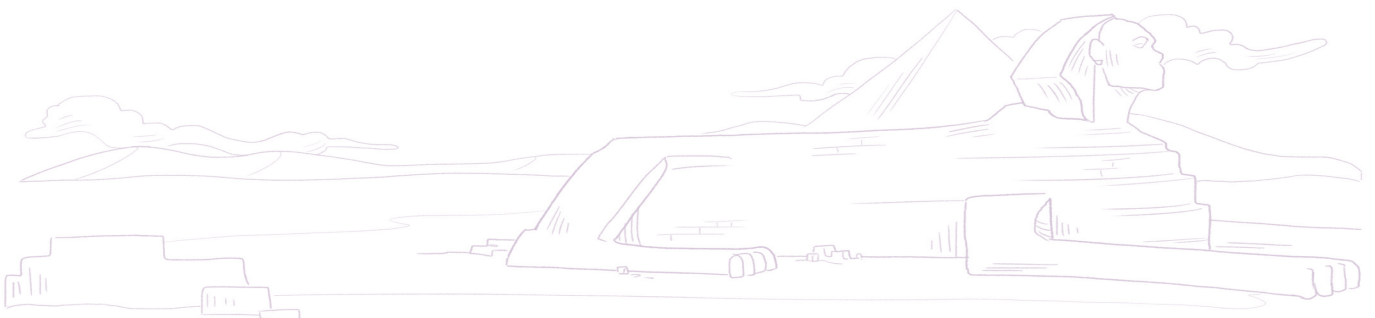
Have the children complete the bottom half of the "Intro to Ancient Egypt" activity on page 6 (page 21 for grades 7-8) of their *Student Explorers*.

Read the "Around the World" section on page 22 of this course book to the children.



LESSON 6 EXTENSION

Have students grades 7-8 complete the self-directed Lesson 6 extension titled "The Nile River" in their *Student Explorers*.





THE PASSOVER

LESSON PREP

- Optional: Prepare unleavened bread using the recipe at the end of this lesson. (You can also make it with the children after the lesson.)
- Punch out the “Passover Foods” cards from pages 107–110 of the *Maps & Images* book.

ITEMS NEEDED

- *Maps & Images* book
- traditional Passover foods (optional, see the “Passover Foods” cards above for a list)
- unleavened bread (optional, see above)

WHAT IS THE PASSOVER?

Read to the children: Each spring Jewish people gather to celebrate a very special holiday called Passover. As the trees are replenishing their leaves and flowers are once again blooming, Jews remember God’s ability to provide rebirth or new beginnings. During Passover they remember how God liberated the Israelites from 400 years of slavery in ancient Egypt. We learned about this during the last lesson when we read about the life

of Moses. Remember that Moses saw the burning bush, and God spoke to him, telling him to set the Israelites free. Many times Moses asked Pharaoh to let the Israelites go free, but Pharaoh would not agree. So God sent 10 terrible plagues to afflict the people and humble Pharaoh. Here are the first nine plagues:

- The river water turned to blood so that there was no clean water to drink (Exodus 7:14–25).
- Egypt was overrun with frogs (Exodus 8:1–15).
- Egypt was overrun with lice or gnats (Exodus 8:16–19).
- Egypt was overrun with swarms of flies (Exodus 8:20–32).
- All the Egyptians’ cattle died—but not the Israelites’ cattle (Exodus 9:1–7).
- All the people and animals were covered in boils, meaning they had painful bumps on their skin (Exodus 9:8–12).
- There was a great hailstorm, with lightning, thunder, and fire across the land (Exodus 9:13–35).

- Egypt was overrun with locusts. They covered the ground and sky, ate the crops, and got into houses (Exodus 10:1–20).
- Darkness covered the land so that no one could see for three days—but the Israelites had light in their homes (Exodus 10:21–27).

Ask the children the following question.

LET'S CONNECT

How do you think it would feel to be in Egypt during these plagues? What are some “plagues” or challenges we face in the world today? How can God protect us during these challenges?

Read to the children: This was a horrible time in which the Egyptians suffered greatly. But Pharaoh would not accept these plagues as signs from God. God hardened Pharaoh’s heart, and Pharaoh refused to let the Israelites go, so his people continued to suffer. However, the worst suffering was still to come with the 10th plague, during which every firstborn child in Egypt would die (Exodus 12:21–30). It’s from this time in history that we find the story of the first Passover.

You may have heard how God instructed the Israelites to mark their doorposts with the blood of a slaughtered lamb. If they did this, the plague would pass over their homes, and their firstborn children would be saved. And thus we use the name “Passover.” That night the firstborn in every Egyptian home died. But the Israelites were spared as God had promised. Finally, as the Egyptians mourned, Pharaoh let the Israelites go. He wanted them to go fast, for it seemed the longer the Israelites stayed in Egypt, the more Egyptians were at risk of dying. When the Israelites left Egypt, they left in such haste that their flour did not have time to be leavened and rise. Because of this, Jews today do not eat leavened wheat products during the holiday—they don’t even keep it in their homes. Instead they eat the traditional unleavened bread called *matzo* or *matzah*.

THE PASSOVER FEAST

Read to the children: Passover is one of the most celebrated Jewish holidays, but different groups of Jews observe it a little differently. Let’s learn what is generally included during the Passover holiday. The Passover period is eight days long. During the first two days and last two days, holiday candles are lit at night, holiday meals are enjoyed, and some Jews do not work. The first night might include a special *seeder*, which is a ritual dinner. During this dinner Jewish people say prayers, read the Passover story from the Old Testament, and read certain other scriptures. They eat specific foods in a certain order and recite what the foods represent.



MAPS & IMAGES ACTIVITY

Using the “Passover Foods” cards, have the children take turns choosing an image. While traditions vary across Jewish culture, the numbers on the cards represent one possible order for eating the Passover seder. You or an older child read the information on the back of each card. This will help the children learn about the different foods that are eaten during Passover and what they symbolize. You may also use real examples of the food pictured if desired.



LESSON 12 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 12 extension titled “Judeo-Christian Holidays” in their *Student Explorers*. (Note: There are no other *Student Explorer* activities for this lesson.)



UNLEAVENED BREAD

INGREDIENTS

2 cups all-purpose flour, plus 2–4
tablespoons for kneading and rolling
3/4 cup cold water
1/2 teaspoon salt

DIRECTIONS

1. Stir together flour and salt in a medium-sized bowl. Stir in water until dough comes together. If necessary, add additional water a few drops at a time to form a ball of dough.
2. Preheat medium skillet on stovetop over medium-low heat.
3. Knead on a floured surface for 5 minutes. Roll dough into a log and cut into 8 pieces. On a floured surface, roll each piece out into a 6-inch circle.
4. Fry dough circles on the hot skillet for 1–2 minutes on each side. Serve immediately for best results.



The background is a solid purple color with faint, stylized line art illustrations. In the top left, there is a profile of an ancient Egyptian pharaoh wearing a headdress and holding a staff. In the top right, a Roman soldier in full armor is shown. In the bottom left, a portrait of a man with a mustache, likely a historical figure, is visible. In the bottom right, there are illustrations of armor and a sword. The central text is enclosed in a decorative, light-colored frame with a yellow border.

UNIT 2: THE MIDDLE AGES & THE RENAISSANCE

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THE SPREAD OF CHRISTIANITY IN ENGLAND

ITEMS NEEDED

- ☐ *Maps & Images* book
- ☐ *Big Book of History Stories—Year 1*
- ☐ Good and Beautiful Homeschool app (optional)

Eastern and Western Empires. The East had old cities and was firmly established, but the West was newer and harder to manage. During the fifth century, the Roman Empire in the West would lose most of its power during what historians call the Migration Period, or the “wandering of the peoples.”

ROME FALLING, CHRISTIANITY RISING

Read to the children: In the last lesson, we briefly mentioned the Roman emperor Constantine. What makes him important in the history of Christianity? [He became a Christian. He granted Christians freedom to worship in Rome.] Christianity was already growing before Constantine, but he made it easier to spread and practice Christianity. This was part of a big change in the world. Most Romans had been **pagans**—that is, non-Christians who worshipped many gods, such as the god of the sea or the god of war. Some Romans were Christian; however, they were a small **minority**, meaning there were fewer Christians than pagans. But now Christianity was free to grow, and it would soon become a major religion.

Meanwhile, the Roman Empire was struggling to maintain its power. It had grown too big to control and thus split into two empires known as the

MIGRATION OF THE GERMANIC TRIBES

Read to the children: Outside the Roman Empire, there lived tribes of people in smaller and less organized societies. Today, these groups are known as the Germanic tribes, after Germania, the large European area they lived in. Starting in the fourth century, people of these tribes began moving into Roman areas, especially in the Western Empire. The Romans needed help protecting their land in the West, and so they allowed these tribes in and even entrusted them with positions in the military. This was the start of the Migration Period.

Over time these tribes began taking control through war or by gaining influence in the Roman culture through trade and serving in government positions. By the end of the fifth century, the Western Empire had fallen, and different tribes began claiming different parts of old Roman lands.

Ask the children the following question.

LET'S CONNECT

Some of the Germanic tribes tried to take control by gaining influence in Roman culture. Why might this route be better than choosing to go to war?



While you read this section, show the children the map titled "Migration Period" on page 26 of the *Maps & Images* book.

Point to each tribe's area as you say its name.

Read to the children: The *Ostrogoth* tribe is marked in yellow. They ruled in Italy for a time. The *Visigoth* tribe is marked in white. They controlled the area of Spain and Portugal. The *Franks* are marked in light blue. They established a strong kingdom that would eventually become part of France and Germany.

In our lesson on ancient Britain, we learned about some other important tribes that took control of Roman-ruled lands. See if you recognize these names: the Angles, marked in orange; the Saxons, marked in dark blue; and the Jutes, marked in light green. Remember that these tribes are often referred to together as Anglo-Saxons. They migrated onto the British island, and they are some of the main ancestors of the English people.

CHRISTIANITY IN BRITAIN

Read to the children: Under Roman rule Christianity had been strongly established in Britain. But when the Romans left Britain around 410, the Anglo-Saxons took control, and these tribes were not Christian. Some Christian communities survived, but most of Britain was filled with non-Christians who, like the Romans, worshipped many different gods.

Still, Christians in Rome did not forget about the land of the Anglo-Saxons. Nearly 200 years after the Roman Empire abandoned Britain, missionaries from Rome returned once again to bring the message of Christ to the island.



STUDENT EXPLORER ACTIVITY

Read to the children: The missionaries were not alone in their efforts. Let's take some time to learn about four people who played key roles in bringing Christianity to Britain: Pope Gregory, Saint Augustine of Canterbury, Queen Bertha, and King Ethelbert.

Have the children open to the "Four Key People" activity on page 24 (page 74 for grades 7–8) of their *Student Explorers*. As you read the lesson text, have them complete the activity.

Read to the children: *Pope Gregory*, also known as Gregory the Great, became the **pope**, or leader, of the Roman Catholic Church in 590. Gregory grew up in a time of great conflict, when the Eastern Roman Empire was often battling with different tribes for control of Italy and Rome. Thus Gregory saw much war, and he grew deeply interested in spreading Christianity among the pagan tribes. Several years after becoming the pope, he called on a monk named Augustine to take the gospel to Britain.

Saint Augustine of Canterbury led a company of forty monks, and they set out toward Britain, but when they got as far as Southern France, their hearts failed them. Along the way they heard stories about the Anglo-Saxons—that they were fierce and vulgar and almost certain to kill a Christian if they had the chance. The missionaries sent Augustine back to Rome to ask to be released from their task. Gregory sent Augustine back with a letter telling them, "Carry out the task you have begun under the guidance of God. . . . Be sure that, however great your task may be, the glory of your eternal reward will be still greater." With this encouragement Augustine and his company went on.

Ask the children the following question.

LET'S CONNECT

What does it mean to "shrink from your duty"? What duties do we have? What can help us fulfill them and not shrink from them?



THE AGE OF CHIVALRY

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ Maps & Images book
- ☐ Optional Craft Supplies (see end of lesson)
 - ☐ 22 craft sticks
 - ☐ 1 rubber band
 - ☐ string
 - ☐ tape
 - ☐ hot glue gun
 - ☐ pencil with eraser
 - ☐ 1 item for counterweight, such as a small rock, C battery, or golf ball
 - ☐ 1 jumbo paper clip
 - ☐ several books to make a “wall”

places, believing this showed faith and helped them repent of their sins. These journeys were called **pilgrimages**. The pilgrimage considered most important for a Christian was to the Holy Land, which includes Jerusalem, where Christ had lived and taught when He was on the earth. But followers of the religion of Islam, known as Muslims, had captured Jerusalem in the seventh century, and they kept control of it for hundreds of years thereafter. Eventually, this led to a terrible conflict.

European Christians continued their pilgrimages to the Holy Land, but certain groups of Muslims did not take kindly to this. Increasingly, Christians began to be attacked, robbed, or even murdered on their journey to Jerusalem, and as stories of such events came back to Europe, the people grew more and more upset. At the end of the 11th century, many Europeans finally became convinced that God had given them a special work to do: recover the Holy Land at any cost. This was the start of the Crusades—an armed effort by European Christians to take back control of Jerusalem.

The Crusades are discussed in depth during Year 4 of this course, but for today, we will simply consider one effect they had on Europe: the Crusades brought about the Age of Chivalry.

TIME TUNNEL REVIEW CARDS ACTIVITY

Review Time Tunnel Review Cards 1–5 with the children using a review method from the insert in the Time Tunnel Review Cards box.

THE CRUSADES

Read to the children: During the Middle Ages, Christians in Europe often took journeys to holy

CHIVALRY

Read to the children: The word *chivalry* [SHI-vahl-ree] in French literally means “one who rides on horseback.” The Age of Chivalry was the age of armored knights—skillful warriors on horses who constantly, desperately, sought a noble cause to fight for.

It was during the Crusades that knights gained fame and influence in Europe. There was a spirit of loyalty to one’s church and homeland, and great honor was given to any man who bravely fought for his religion and his country. Influenced by this spirit, the system of chivalry grew. Under the code of chivalry, boys were trained to become honorable knights.

The code of chivalry said that an honorable knight would

- obey the commandments of God,
- remain loyal to the church and his country,
- treat women and children respectfully,
- protect the poor and needy,
- defend all that is good and right, and
- always be courageous in battle.

If a boy would learn and accept such a life, he could receive the great honor of becoming a knight.

Ask the children the following question.

LET’S CONNECT

How does an honorable person behave?

BECOMING A KNIGHT

Read to the children: If a boy was to become a knight, however, he must be of noble birth. Think back to what you learned about nobles in our lesson about life in the Middle Ages. Nobles were

important men of the king who owned big pieces of land, called manors. On the manor there was usually a castle with strong walls and towers, placed either high up on a cliff or in a swamp to make it easier to defend. Within it were dungeons, dining rooms, and rooms for the noble and his family. It was often protected by a moat and a drawbridge.

Remember that the manor also had gardens, orchards, animals, and cottages. Peasants raised the animals and worked in the fields, and the noble ruled over the peasants. He also ruled over knights, who protected the manor. Sons of peasants could only be peasants, but sons of nobles could train to become knights.

A boy’s training generally began when he was only seven or eight years old, but it would not begin at home. The boy would be sent to another manor, such as the manor of his father’s lord. There, little by little, he would learn and practice the ways of chivalry.

THE PAGE



While you read the following three sections, show the children the images titled “Becoming a Knight” on pages 34 and 35 of the *Maps & Images* book. Read to the children: For a young boy learning chivalry, the first step was to serve as a *page*. The page’s duty was to wait upon the lords and ladies of the household. He might run their errands, carry messages for them, or ride with them when they went out hunting or hawking, which means using birds such as hawks and falcons to hunt for prey.

A page had to practice the ways of a knight by being polite and obedient. He had to learn to be skilled in all he did, whether playing chess, reading, singing and dancing, throwing a light spear, shooting arrows, or riding horses. He had to memorize the *catechism* [KAT-i-kiz-um], which is a set of questions and answers about Christian beliefs. And of course he had to choose a lady, not to marry, but to admire and serve, always from a distance.

BUILD A TREBUCHET LIKE A CRUSADER



The directions are divided into tasks that are best fit for grades 3-6 (in purple) and grades 7-8 (in black).

SUPPLIES

22 craft sticks
1 rubber band
string
tape
hot glue gun
pencil with eraser
1 item for counterweight, such as a small rock, C battery, or golf ball
1 jumbo paper clip
several books to make a "wall"

DIRECTIONS

1. Push two craft sticks together end to end, lay a third on top parallel to the others, and glue them together. Repeat four more times to make five total sets of three sticks.
2. Put one set of three sticks to the side to use later. Use the other four sets of three and two more individual craft sticks to glue together two large "A" frames like the ones pictured to the right. Be sure to line up the sticks so there is a 1-inch-tall V at the top of the "A" frame.
3. Stand up the "A" frames and place your pencil in the top V-shaped sections. Hold them in place for Step 4.
4. Glue two craft sticks horizontally on each side just below the pencil.

Then glue two more craft sticks horizontally on both sides about 1 inch from the bottom of each leg.

5. Grab the rubber band and the leftover set of three sticks that you glued together in Step 1. (This next part can be a little tricky.) Place the rubber band flat on the table, then lay the set of three sticks on top of the rubber band. Remove your pencil from the structure you created. Then push the pencil (eraser first) under one end of the rubber band, then over the sticks, then under the other end of the rubber band so that the pencil is held on top of the sticks. Next, twist one end of the rubber band and loop it around the eraser to the back of the pencil, as pictured to the right. Keep hold of the end and pull it along the entire back of the pencil and over the tip of the pencil at the other end. The pencil should now be tightly fixed to the craft sticks.
6. Tape the counterweight to one end of the stick, using enough tape to bind it securely.
7. Straighten one end of your jumbo paper clip and tape it horizontally to the other end of the stick, with the pointed end facing off the end of the stick. This will become your firing arm.
8. Now it's time to make your trebuchet "sling." Pull the eraser out of your pencil and tape a loop of string around it, with both ends of the string attached to opposite sides of the eraser.
9. Place your pencil back in the "V" of your trebuchet stand. Carefully cut or break one craft stick in half. Glue your two craft stick halves on the "V" above your pencil to hold it in place.
10. Set up your "wall" using a few books standing on end.

Now you are ready to fire your weapon! Place the loop of string on the straight end of your paper clip and pull the firing arm down until it is almost horizontal. (If you pull down all the way, your trebuchet might not work.) Then release it! The eraser should soar over your "wall." Experiment with the best ways to fire and have fun!



THE RENAISSANCE: MUSICIANS

LESSON PREP

If desired, find the following songs online and have them ready to play:

- ☐ “Nuper rosarum flores” by Guillaume Dufay
- ☐ “Missa l’Homme Armé: Kyrie” by Josquin des Prez
- ☐ “Missa Papae Marcelli: Kyrie” by Palestrina
- ☐ “Fantasia” by William Byrd
- ☐ “Now Is the Month of Maying” by Thomas Morley

ITEMS NEEDED

- ☐ *Maps & Images* book

RENAISSANCE REVIEW

Read to the children: In this lesson we will explore a little more about the Renaissance. Remember that the Renaissance was a time when people became very interested in science, art, literature, music, and ancient Roman and Greek ideas. You may have heard of some influential people who lived during the Renaissance, such as Galileo, Shakespeare, and Columbus.

In the last lesson, we learned about great artists—da Vinci, Michelangelo, and Raphael—who created beautiful artwork in new styles, and we learned how talented artists like them were in high demand during the Renaissance. Today, we will learn how the same was true for musicians of this time. People of the Renaissance came to love music as a form of art. Great debates arose about what music should sound like, and appreciation grew for those who mastered the art of arranging beautiful music.

A BIG DAY IN FLORENCE

Read to the children: Perhaps one of the most splendid days of the Renaissance was March 25, 1436. On this day in Florence, Italy, the great Florence Cathedral was *consecrated*, or dedicated to God.



While you read this section, show the children the image titled “Florence Cathedral” on page 44 of the *Maps & Images* book. Read to the children: Florence is known today as a great center of the Renaissance where art and science were celebrated, and the Florence Cathedral still stands as one example of this. At the consecration ceremony, some of the earliest accomplishments of the Renaissance were

on display. The cathedral itself was a scientific wonder of architecture and a work of art: great stained-glass windows, marble walls, magnificent sculptures and paintings, and the famous red dome towering over the city. On that day it was the largest church building in the world, and it is still one of the largest today.

To honor this new sacred wonder, the pope wanted a new and beautiful song to be sung. He asked Guillaume Dufay [ghee-OWM doo-FAY], a composer and singer in the pope's choir, to write a song. Accepting the task, Dufay composed what some consider one of the best pieces of music ever written. It's called "Nuper rosarum flores" [NOO-pehr ro-SAHR-um FLOR-ess], which is Latin for "The Rose Blossoms Recently."

Ask the children the following question.

LET'S CONNECT

When have you experienced special music as part of a celebration? What can music add to such events?

Read to the children: "Nuper rosarum flores" is a type of song called a *motet*. Motets are performed by choirs, big or small, with Latin words that usually have sacred meaning. Motets were a popular form of religious music during the Renaissance.

Some say Dufay's motet must have been just as carefully crafted as the cathedral itself, an artistic wonder that matched the splendor of the building. One person who was at the consecration wrote this about the music he heard that day:

"Harmonies . . . appeared quite angelic and divine. The ears of the hearers were so delighted by the wonderful sweetness of the varied voices that they seemed completely awestruck."

Optional Music Listening

Play "Nuper rosarum flores" by Guillaume Dufay.

POLYPHONY AND THE COUNCIL OF TRENT

Read to the children: Another important type of religious music was the Mass, which is a Catholic *liturgy*, or church service. The central part of the Mass is the Eucharist, which is similar to communion or the sacrament in other Christian groups. The Mass also contains many words, such as prayers and scripture. Some of these words began to be sung—rather than just spoken or recited—when Gregory the Great was pope around the year 600.

The words of the Mass were in Latin, and before the Renaissance, they were sung in *unison*, meaning the whole choir sang all together, at the same time, with the same melody or tune. But during the Renaissance, new composers began experimenting with something called *polyphony*. This meant some parts of the choir sang one melody, and some sang another melody. This was a complex type of song that was beautiful to listen to, but it was harder to understand the words.

Optional Music Listening

Play "Missa l'Homme Armé: Kyrie" by Josquin des Prez.

Read to the children: From 1545 to 1563, Catholic leaders called several sessions of the Council of Trent, a meeting to discuss how to protect the church from various problems of the time. According to many leaders, one of the main problems within the church was music, specifically polyphony. Some leaders felt that polyphony should not be used in the Mass. The sacred words needed to be understood, and the music should not be a distraction.

But some composers believed polyphony could still work in the Mass if it was done right. One man known as Palestrina wrote a famous Mass that still

used polyphony but also used *imitation*. One part of the choir started, then the next part would follow, repeating the same melody, kind of like we do with the song "Row, Row, Row Your Boat."

This type of polyphony allowed the words to be heard more clearly, and so the church allowed it to continue. You can hear polyphony in many other Masses written during this time.

Optional Music Listening

Play "Missa Papae Marcelli: Kyrie" by Palestrina.

Ask the children the following question.

LET'S CONNECT

How can music influence us for good?
What are some songs that have influenced you?

SECULAR MUSIC: THE CONSORT

Read to the children: Religious music was not the only music of the Renaissance; there was also much *secular* music, which did not have religious messages. Listeners were more interested than ever in entertaining music, and many composers were experimenting with ways to make music moving or interesting.



While you read this section, show the children the image titled "Consort Instruments" on page 45 of the *Maps & Images* book. Read to the children: One popular type of secular Renaissance music was the *consort*, which was a group of musicians that played various instruments together, without any singing. Common instruments in Renaissance consorts were wind instruments like flutes, recorders, and fifes, which are small flutes, and stringed instruments like lutes; viols, which are similar to violins; and citterns, which are somewhat like guitars.

One famous consort composer of the Renaissance was William Byrd.

Optional Music Listening

Play "Fantasia" by William Byrd.

SECULAR MUSIC: THE MADRIGAL



While you read this section, show the children the image titled "Madrigal" on page 46 of the *Maps & Images* book.

Read to the children: Even without instruments composers were finding new ways to make entertaining music using only singers' voices. One of the popular and enduring forms of this was the *madrigal*, a type of song sung by three to six people, who each have their own part to sing, meaning there is plenty of polyphony. Madrigals were sung in the common languages of the people rather than in Latin, and the words often told a story.

Madrigals first became popular in Italy, but soon the English caught on. Thomas Morley was one of the most famous English madrigalists, known for his upbeat and airy songs. He wrote a textbook, called *A Plaine and Easie Introduction to Practicall Musicke*, part of which explained how to tell stories through music.

Optional Music Listening

Play "Now Is the Month of Maying" by Thomas Morley.

Ask the children the following question.

LET'S CONNECT

If you were a musician in the Renaissance, which music would you most like to perform: a motet, a Mass, a consort, or a madrigal? Why?

THE SCIENTIFIC REVOLUTION

Read to the children: We've learned how people of the Renaissance were seeking new ways to express themselves through art and music. Besides expressing themselves, many people of this time also wanted to understand the world better. This led to an important time of discovery known as the Scientific Revolution, and we will dive into that time in the next lesson.

Read the "Around the World" section below to the children.



LESSON 28 EXTENSION

Have students grades 7-8 complete the self-directed Lesson 28 extension titled "Musical Instruments of the Renaissance" in their *Student Explorers*. (Note: There are no other *Student Explorer* activities for this lesson.)

AROUND THE WORLD

o o o

Europe was not the only area undergoing a musical transformation during this time. The peoples of Africa had been sharing their many different musical traditions with each other for centuries as migrating groups carried their musical instruments with them into new areas. Africa has many unique musical styles (scholars estimate that there are over 3,000 distinct tribes in Africa today!), but generally speaking, traditional African music often uses polyphony and polyrhythms, with multiple melodies and rhythms being played simultaneously on drums and flutes or sung in choirs. Many songs also include call-and-response, in which the musicians take turns with each other or the audience in playing or singing.

Unfortunately, during the Renaissance, as European interest in African resources grew, so did the African slave trade. Over the years many, many Africans were enslaved and transported to other countries, bringing their musical culture with them. The people already living in places like Brazil, Haiti, and the American colonies often adopted the instruments and songs of these enslaved Africans. The slaves' own descendants preserved their traditions too, many of which survive today in their original forms (both in Africa and elsewhere) as well as in Western musical genres like the blues, jazz, and rock and roll.

The background is a solid purple color with faint, stylized line art illustrations. In the top left, there is a large illustration of a Native American man in traditional dress, holding a spear. To his right is a depiction of a classical building with columns. In the bottom left, there is a portrait of a man with a mustache, likely a historical figure. In the bottom right, there is an illustration of a soldier in Revolutionary War attire, holding a rifle. The central text is enclosed in a decorative, scalloped-edged frame with a yellow border.

UNIT 3:
THE FRENCH & INDIAN
WAR THROUGH THE
REVOLUTIONARY WAR

...



YOUNG GEORGE WASHINGTON

ITEMS NEEDED

- ☐ scissors for each child
- ☐ glue

PEOPLE JUST LIKE YOU

Read to the children: So far this year, you've learned about many leaders around the world. Some were strong leaders with good character, and some were poor leaders who were selfish, greedy, or cruel. As you've read their stories, you may have begun to think about the qualities and the type of character that make a leader good or bad.

In the last lesson, you learned about French people who settled in Canada. In this unit you will learn about the history of early North America and the leaders who helped found what would become the United States. These leaders were not regal pharaohs or valiant kings but ordinary people who were farmers, lawyers, and merchants. Like Abraham in the Bible, they did not have royal inheritances or noble backgrounds, but as you will learn, many of them had the bravery, humility, and wisdom needed to build a strong and free country.

Leading up to the 18th century, many different groups colonized North America. Several of them began or eventually came under British control, and these colonies would one day become the United States of America. George Washington, America's first president, lived in the colonies in the 1700s, but he is still well known and respected by many people worldwide. He helped build a political system that would inspire many other countries in their pursuits of freedom. But before we can study his accomplishments, we need to study his childhood and find out how such a significant life began.

FINDING TRUSTED SOURCES

Read to the children: When we learn a fact about any person or event from history, it's important to understand how we know this fact. We must ask ourselves: What is the **source** of this information? In history a source is the spoken or written account from which we learn a fact. For example, if your brother tells you a story about George Washington, your brother's story is your source for that information. There are two types of sources you should know: primary sources and secondary sources.

Primary sources are accounts told or written by people who actually saw an event happen or met and talked with a person. For example, imagine we read what John Adams wrote in his journal about what George Washington looked like. John Adams's journal is a primary source because he actually saw and knew Washington. To put it simply, just remember that a primary source comes from someone who was there.

Secondary sources, on the other hand, are told or written by people who were not there. These people didn't see the event or never met the person in question, so they use information they heard or read about to write their accounts. So your brother's story about Washington is a secondary source. He never saw Washington face-to-face, but he can tell you things he has heard about Washington.

Reliable primary sources are usually the best sources for learning about history. Unfortunately, the longer ago in history an event or person was, the harder it can be to find primary sources about them. People who were there are no longer alive, and written primary sources can be damaged or lost over time. So even though primary sources are usually better, we often need to use secondary sources to learn about history, such as videos, online articles, or this course book!

Ask the children the following question.

LET'S CONNECT

Why do you think a primary source is often better than a secondary source for learning about history?

Read to the children: Primary versus secondary isn't the only factor to consider when you're deciding whether to trust a source. As time goes on, it's harder to remember things that happened long ago. For example, imagine you told me a story about something that happened to you last year. Then you told me a story about something that happened to you yesterday. Think about which story would be easier for you to remember. It's probably the one

from yesterday. Details from a year ago might be fuzzy, and there's even a chance you may remember things incorrectly. A source that was written down close to the time of the event it describes is usually more reliable than one that was written much later, even if the later one is a primary source.

It's important to analyze sources for accuracy, because less reliable sources can present information incorrectly. They may twist the truth, take things out of context, or completely get facts wrong—whether by accident or on purpose. Even primary sources can sometimes do this! Here are three simple questions to ask when analyzing sources: (1) Where did they get their information? (2) When were they recorded? (3) If they are secondary sources, do they share any primary sources to support what they say?

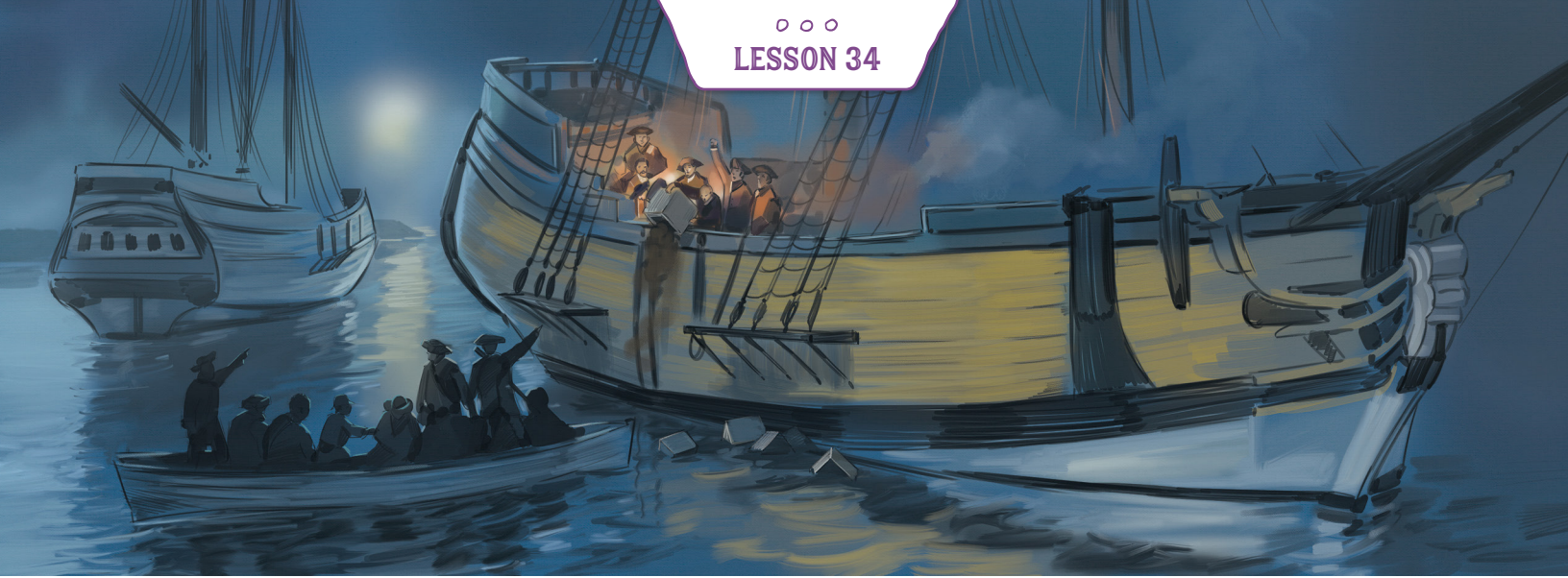
Remember, primary sources recorded close to the time of the event are usually the best sources for learning about history. Secondary sources can also be great sources if they use primary sources to guide their ideas. As you continue learning about history, pay attention to what sources are mentioned and what kinds of information they present.

GEORGE'S CHILDHOOD

Have the children open to the "Washington Puzzle" activity on page 41 (page 127 for grades 7–8) of their *Student Explorers* and cut out the image cards. Then have the children take turns reading the text below that matches the number on each card while the other children fill in the blanks on page 39 (page 126 for grades 7–8) of their *Student Explorers*. Children grades 3–6 may use the word bank for assistance. Finally, have the children glue the cards in place to complete the picture.



1. In 1732 George Washington was born in Virginia. Despite being settled, this part of North America was not a united nation at this time—it was only 13 separate colonies on the eastern coast, which were ruled and governed by Great Britain. Virginia was the largest of these colonies, with rich soil and beautiful forests. There were



THE SONS OF LIBERTY & THE BOSTON TEA PARTY

LESSON PREP

- ☐ Punch out the “Art as Propaganda” cards from pages 121–122 of the *Maps & Images* book.

ITEMS NEEDED

- ☐ *History Time Line Books*
- ☐ *Maps & Images* book

THE SONS OF LIBERTY

Read to the children: In the 1760s and 1770s, the headline “No Taxation Without Representation” filled American newspapers. We talked about a similar phrase during the last lesson. Remember that “taxation without representation is tyranny” means the colonists believed that a government in which they could not elect representatives should not be allowed to create laws or taxes for them. The colonists were being ruled by tyranny, and they would not stand for it. Most of them had come to this land to find freedom to worship God and exercise the rights they believed He had given them, and the feelings of liberty and justice burned deep within them.

Some of the most passionate colonists began to form themselves into groups called “The Sons of Liberty.” These men came from all walks of life, but they were all united in their desire to stand up against tyranny. Some of the more famous members were Paul Revere, Benedict Arnold, John Hancock, Patrick Henry, Samuel Adams, and John Adams (who would later become the second president of the United States).



AD 1797–1801:
John Adams's
Presidency

The Sons of Liberty held meetings—some public, some secret—to share ideas and plan protests. They made speeches, wrote letters, and marched through town with banners, consistently and loudly proclaiming their belief that the colonists should resist their tyrant king.

Ask the children the following question.

LET'S CONNECT

How do you think speeches and writing letters helped the Sons of Liberty in their cause? If you were part of the Sons of Liberty, would you rather give a speech or write a letter? Why?

THE BOSTON TEA PARTY

Read to the children: Meanwhile, King George only made matters worse. He gave in and **repealed**, or canceled, most of the new taxes. But he insisted that there should still be a tax on tea.

For the colonists, especially the Sons of Liberty, this remaining tax was still a big problem. No government should have the right to tax them—at all—without representation in the government. To them one tax was as bad as a dozen. It was not a question of money but a question of right and wrong.

So they refused to pay the tax on tea—or to buy tea from Britain at all! Instead they smuggled in tea from Holland, made their own lesser-quality teas, or simply went without. This was a big deal because, up to that point, drinking tea had been an important part of colonial culture. Now ships laden with British tea came to port, but no one would buy it, so it rotted and grew mold.

In Boston, however, the people were determined to do even more. When three ships full of boxes of tea came into the Boston harbor, the people refused to let the ships unload. “Take your tea back to England,” they said to the captain, but he could not do that, for the governor of Boston would not allow the ship to leave until its cargo was unloaded. Thus, because the captain and colonists could not come to an agreement, the ships were stuck in the harbor. Meanwhile, the people held large meetings to discuss how they might get rid of the tea.

A group of young men, probably including some Sons of Liberty, wanted to act quickly, and so they came up with their own solution. In December 1773 they disguised themselves as Native Americans. Then they went down to the ships and, while letting out wild war cries, seized the tea chests, burst them open with hatchets, and poured the tea into the harbor.

This event is now called the Boston Tea Party. During this “party” the men emptied nearly 350 chests, leaving the harbor black with tea. There were British ships in the harbor, but none tried to stop them.

THE BEGINNINGS OF A REVOLUTION

Read to the children: The Boston Massacre and the Boston Tea Party were two important events that paved the way for the American Revolutionary War. Soon after the Boston Tea Party, King George passed the four laws that the colonists called the Intolerable Acts. Remember that the Intolerable Acts limited trade, elections, and fair trials and allowed quartering of soldiers. Colonists were outraged by these laws.

King George was trying to assert his power, but the colonists kept resisting. The colonists were beginning to see that the king would not listen, and that if they wanted liberty, they would have to fight for it. The only way forward was to become an independent country, which would require a full-on revolutionary war.



HISTORY TIME LINE BOOK ACTIVITY

Read to the children: Our last work of art was created after the Boston Tea Party and helped solidify the colonists’ resolve to fight. **You or a child read the back of the last card. Have the children lay out the cards in the order they happened. [1, 2, 3]** Then review one fact regarding the event portrayed in each.

Ask the children the following question.

LET’S CONNECT

How did these works of art and the emotions connected to them contribute to the start of the Revolutionary War?

Have the children place the time line sticker #13 on the “AD 1775–1783: The Revolutionary War” event in their *History Time Line Books*.

If desired, read and discuss the “Hard & True Facts” section on the following page with the older children.



LESSON 34 EXTENSION

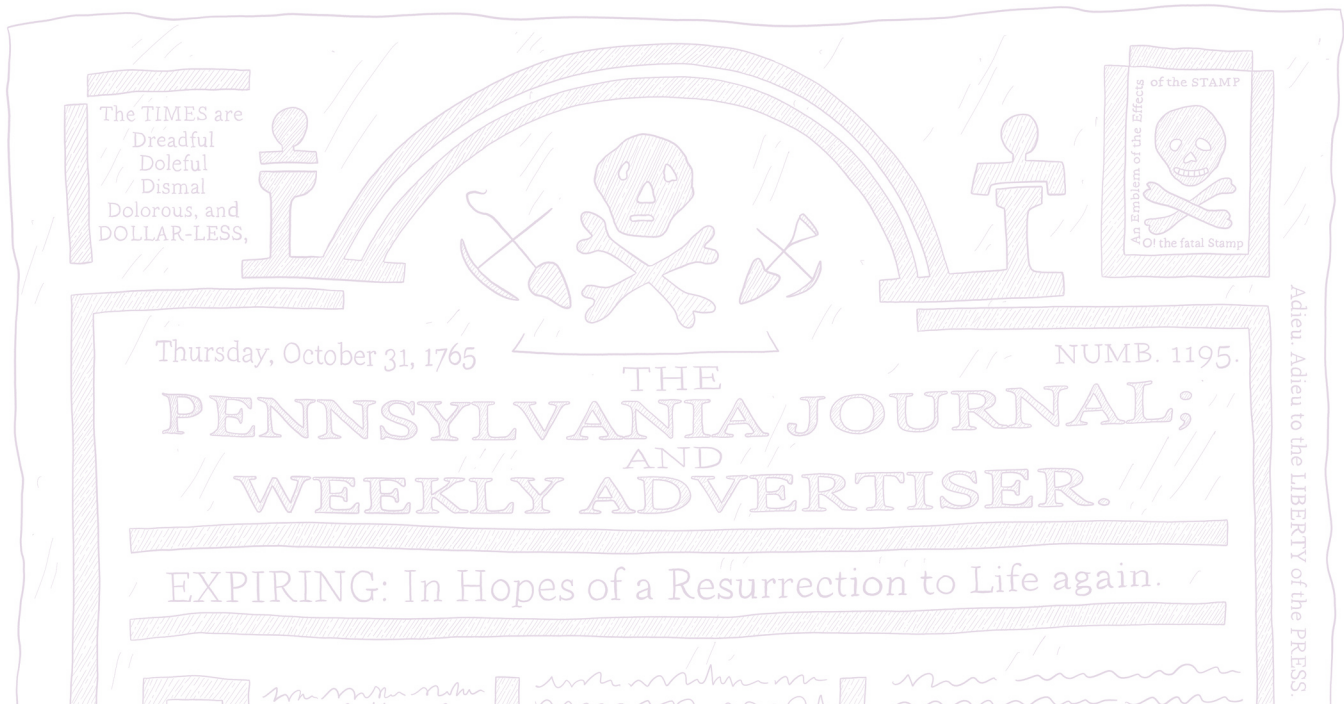
are no other *Student Explorer* activities for this lesson.)

Have students grades 7–8 complete the self-directed Lesson 34 extension titled “The Boston Massacre” in their *Student Explorers*. (Note: There

HARD & TRUE FACTS

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It’s important to note that not all American colonists had the same views. Historians estimate that one out of every five colonists was a **Loyalist**, meaning someone who was loyal to King George III and Great Britain. Loyalists did not want independence for the colonies. One famous Loyalist was William Franklin, Benjamin Franklin’s son. While he didn’t like what King George was doing, he felt that a revolution would be dangerous. He said to the government, “You have now pointed out . . . two roads, one evidently leading to peace, happiness, and a restoration of the public tranquility—the other inevitably conducting you to anarchy, misery, and all the horrors of a civil war.” And he was right about the horrors of war. Many Loyalists, including William Franklin, were treated cruelly and brutally by Sons of Liberty and other colonists, and many people on all sides suffered during the ensuing war. So while we celebrate the ideas and freedoms that came during the Revolution, we should remember that choosing to fight was no easy or light decision, and many experienced hardship because of it.





DEBORAH SAMPSON & JAMES ARMISTEAD LAFAYETTE

ITEMS NEEDED

- ☐ *Maps & Images* book
- ☐ *Big Book of History Stories—Year 1*
- ☐ Good and Beautiful Homeschool app (optional)

LOST FIGURES

Read to the children: Like most countries, the colonies were very different socially than the United States are now. Unfortunately, at the time of the Revolutionary War, the only people who were paid well and allowed to make important decisions were White men. Women generally weren't permitted to do more than work within the home, though some also raised money for good causes and provided simple medical care to those in need, and despite the population being roughly one-fifth African American, most African Americans were enslaved with little to no rights of their own.

The stories of these women and African Americans are, sadly, often lost to history. But there were some women, immigrants, and enslaved people whose accomplishments are remembered by history despite the restrictions of the time. Today, let's take

a look at two of these figures and their contributions to the Revolutionary War.

Ask the children the following question.

LET'S CONNECT

Why is it so important to talk about the lesser-known figures of history? Can you name at least one of these people you have learned about already?

DEBORAH SAMPSON



While you read this section, show the children the image titled "Deborah Sampson" on page 63 of the *Maps & Images* book. Read to the children: Most girls in colonial North America spent their entire childhoods at home, preparing to be housewives by doing chores and spending time with their mothers. Despite being unable to work outside of the home, they still learned valuable skills, such as cooking, tending to animals, and needlework. In Massachusetts, however, a little girl named Deborah Sampson didn't have such an upbringing.

After her father abandoned their family, Deborah's mother could no longer support all her children by herself, so five-year-old Deborah and her siblings were sent to live with various relatives. These relatives could only afford to raise Deborah for another five years, and then Deborah was sent away yet again, this time to work as a servant for a farmer's family. Life as a servant wasn't easy, but the family she worked for provided food and clothing in exchange for her work, and when she turned 18, Deborah was finally free to start a life for herself.

Deborah decided to pursue a career in teaching, helping with the local school's summer sessions and working the winter months as a weaver. However, her peaceful life was overshadowed by the raging Revolutionary War. Deborah was greatly moved by the cause of independence. She wanted to aid in the fight for America's freedom, but the Continental Army did not accept women into their ranks.

Deborah refused to be discouraged. In 1782 she disguised herself in men's clothing and gave herself the alias Robert Shurtleff. This worked, and she was able to enlist in the Fourth Massachusetts Regiment. While stationed in New York, she was accepted into the Light Infantry Troops, a group with risky missions and strict physical requirements. To be chosen, a soldier had to be at least 1.65 meters (5 feet and 5 inches) tall and possess enough stamina to march long distances at quick speeds. Deborah kept up with these powerful troops easily and performed many dangerous scouting missions for the army.

Deborah's fellow soldiers were completely fooled by her disguise. Some commented on "Robert's" feminine appearance, even giving her the nickname "Molly," but no one truly suspected that she was a woman. Deborah worked hard to avoid suspicion; she treated all of her injuries herself and even dislodged a bullet from her thigh to avoid being uncovered by a doctor. She kept this up for almost two years!

While serving in Philadelphia, Deborah fell violently ill and eventually lost consciousness. After she was rushed to a hospital, her secret was at last

discovered by the doctors there. She was honorably discharged, or let go, from the army in 1783 and given sincere appreciation for her service.

Ask the children the following question.

LET'S CONNECT

Do you approve of what Deborah did? Why or why not?



BIG BOOK OF HISTORY STORIES: A SECRET HERO OF THE AMERICAN REVOLUTION

Read to the children: Our next story focuses on a man who was born into slavery yet would eventually become one of the Continental Army's most talented spies.

Turn to the story titled "A Secret Hero of the American Revolution" on pages 167–174 of the *Big Book of History Stories—Year 1*. Begin playing the audio recording or read the story to the children.

Ask the children the following question.

LET'S CONNECT

How might the Revolution have been different without James's contribution? What can we learn from his story?



STUDENT EXPLORER ACTIVITY

Have the children complete the "Lafayette Maze" activity on page 63 (page 194 for grades 7–8) of their *Student Explorers*.



LESSON 47 EXTENSION

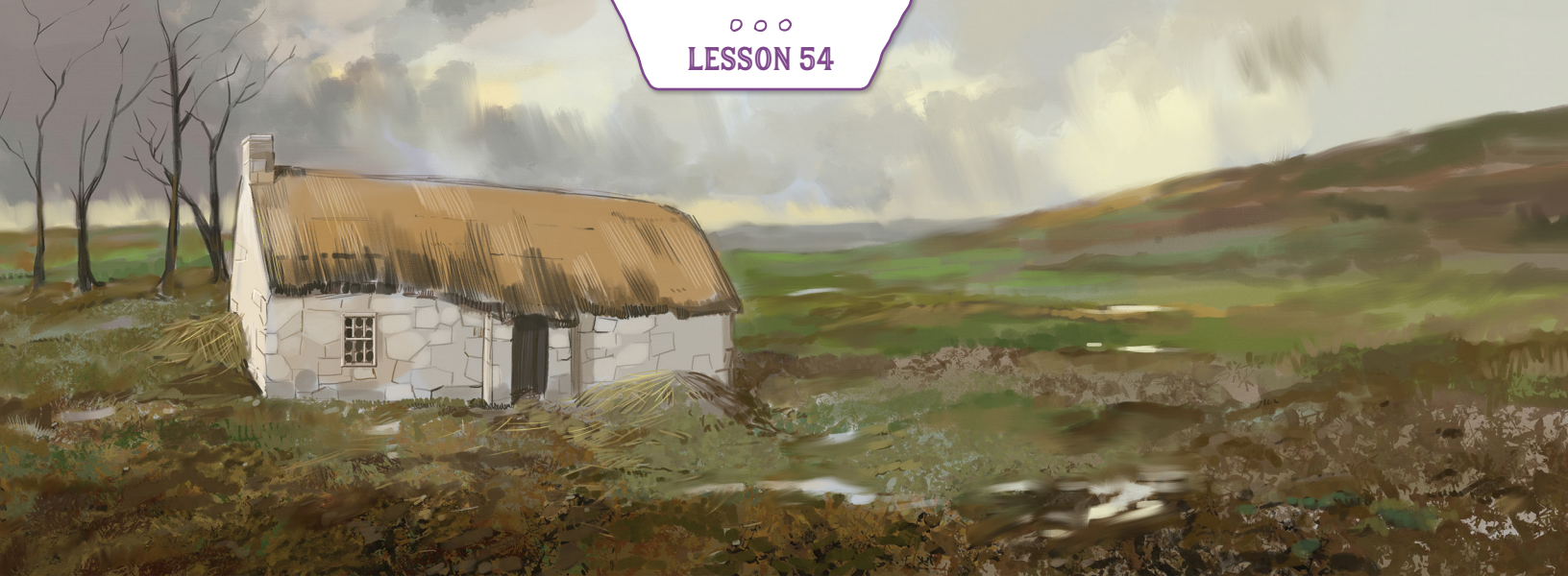
Have students grades 7–8 complete the self-directed Lesson 47 extension titled "The Swamp Fox" in their *Student Explorers*.

The background is a solid purple color with a fine, diagonal hatched texture. Overlaid on this are several faint, white line-art illustrations. In the top left, there is a profile of an ancient Egyptian pharaoh wearing a tall headdress and holding a staff. In the top right, a Roman soldier in full armor is shown from the waist up, holding a spear. In the bottom left, there is a portrait of a man with a mustache, likely a historical figure. In the bottom right, there is a detailed illustration of a soldier in World War I-era gear, including a helmet and gas mask. The central text is enclosed in a decorative, white, ornate frame with a yellow border.

UNIT 4:

**THE VICTORIAN ERA,
THE HISTORY OF FLIGHT &
THE COLD WAR**

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THE IRISH POTATO FAMINE

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ *History Time Line Books*
- ☐ *Big Book of History Stories—Year 1*
- ☐ Good and Beautiful Homeschool app (optional)

extremely wealthy people. Most Irish families could only rent tiny plots and struggled to survive. These families' diets consisted almost entirely of potatoes, which take very little space to grow and are very nutritious, making them the perfect crop to grow on the small properties that most families lived on.

However, depending so much on a single crop became a deadly problem beginning in 1845, when a **blight**, or plant disease, spread across Ireland and infected the precious potatoes. Quickly, the potato crops became unusable, and the people growing them could no longer afford to produce or purchase enough food for their families. Many people starved because of this, while many others died of disease or were sent to workhouses. It was a very difficult time.

TIME TUNNEL REVIEW CARDS ACTIVITY

Review Time Tunnel Review Cards 1-17 with the children using a review method from the insert in the Time Tunnel Review Cards box.

THE GREAT HUNGER

Read to the children: Missionary work played a big role in spreading Christianity throughout the world. Another factor that contributed to this spread was the movement of a large number of Catholic people to the United States in the 1800s. This movement happened in large part because of an important event that is known today as the *Irish Potato Famine*, or the Great Famine.

Ireland is a fertile, beautiful land, but in the mid-1800s, most of that land was owned by a few

BIG BOOK OF HISTORY STORIES: BIDDY AND THE IRISH POTATO BLIGHT

Read to the children: Let's read the story of one fictional family who endured the Irish Potato Famine.

Turn to the story titled "Biddy and the Irish Potato Blight" on pages 197-209 of the *Big Book of History Stories—Year 1*. Begin playing the audio recording or read the story to the children.

If desired, read and discuss the “Hard & True Facts” section below with the older children.



HISTORY TIME LINE BOOK ACTIVITY

Have the children place the time line sticker #17 on the “AD 1845–1852: The Irish Potato Famine” event in their *History Time Line Books* and then tell you in their own words the story that relates to the sticker being placed. Encourage them to use details and descriptions of their own. (You may use the glossary in the back of the *History Time Line Book* or otherwise give assistance as needed.)

A TIME OF GREAT CHANGE

Read to the children: The Irish Potato Famine had a huge effect on Ireland. Over one million people died of starvation or famine-related disease, and around two million others *emigrated*, or moved, to other countries. The United States was particularly

attractive to Irish people seeking a better life, and their cultural customs and primarily Catholic faith became strong influences in American society. Thankfully, the Irish Potato Famine finally came to an end in 1852 as healthy crops began to grow again.

Ask the children the following question.

LET'S CONNECT

How can we ensure that we not only see the needs of others, but we have the compassion to act to fill those needs?



LESSON 54 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 54 extension titled “The Corn Laws” in their *Student Explorers*. (Note: There are no other *Student Explorer* activities for this lesson.)

HARD & TRUE FACTS

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Biddy’s attitude is a wonderful example of how people can live a life full of gratitude and hope. Unfortunately, the Great Famine was not a hopeful time for most. On top of hunger and worry, many Irish people had hard feelings toward their government leaders because of how the famine was handled. A shocking amount of food was exported from Ireland during the worst years of the famine, all while hundreds of thousands of Irish people died from starvation. This was because of laws passed by the British government that raised food prices past what the Irish could afford. Sadly, it’s possible the government could have prevented a lot of the starvation that occurred in Ireland had it acted differently. Thankfully, many people from other countries donated funds to help combat the effects of the blight, and the British government did offer some aid.

Political leaders can have an enormous effect on the people they govern. How can you help your national or local leaders know what is important to you?



NURSING DURING THE CRIMEAN WAR

LESSON PREP

- Punch out the “Nightingale and Seacole Facts” cards from pages 137–146 of the *Maps & Images* book.

ITEMS NEEDED

- *Maps & Images* book
- *Big Book of History Stories—Year 1*
- Good and Beautiful Homeschool app (optional)

BRITAIN ENTERS THE CRIMEAN WAR

Read to the children: The second half of the 1800s was an eventful time for Great Britain. The Industrial Revolution was in full swing, and many countries were exchanging technology and culture. However, not all international interactions were peaceful. One conflict arose in 1853 between Russia and the Ottoman Empire, located in modern-day Turkey. Britain and France joined the war on the side of the Turks, and within a year, their combined forces besieged a Russian fort on the Crimean [cry-MEE-un] Peninsula, also called simply Crimea. The rest

of the war took place there, so today this conflict is called the Crimean War.

British newspaper reporters in Crimea wrote back about how wounded soldiers were being treated so badly that more men were dying from diseases than from getting hurt in the war. The British people were heartsick to hear this. But the soldiers’ situation soon got better because of a British woman named Florence Nightingale.

THE LADY WITH THE LAMP

Read to the children: At the time of the Crimean War, nursing was very different than it is today. Sick people were usually cared for at home by family members and neighbors instead of going to a doctor’s office or hospital. And while some people did work as nurses, nursing as a profession was generally looked down upon. Despite this, Nightingale strongly felt the need to help people, so she studied nursing anyway. Nightingale quickly became a very good nurse and leader, and her skills were noticed. The British Secretary of War wrote to her, asking if she would go help the soldiers fighting in the war. Nightingale immediately agreed and soon headed to a hospital in Scutari [skoo-TAR-ee], Turkey, taking more than 30 other nurses with her.

When Nightingale arrived in Scutari, she got to work at once. She made sure that the hospital was scrubbed clean, that soldiers had good food, and that bandages and clothing were cleaned and changed regularly. These and other changes made things much better for all the soldiers who fought in the war. Nightingale's nightly patrols of the hospital also earned her the nickname "the Lady with the Lamp." And though she became ill herself during the war and never fully recovered, she continued to fight against disease and incorrect medical practices after the war. She was widely considered a hero when she returned to Britain, and her policies and writings about medicine affected the rest of history by improving hospital practices and nursing.



BIG BOOK OF HISTORY STORIES: SPRING HILL: A STORY OF MARY SEACOLE IN CRIMEA

Read to the children: Florence Nightingale and her nurses weren't the only women doing good in Crimea. Having grown up in British-occupied Jamaica, Mary Seacole had come to love British soldiers, and she loyally wanted to help them. She had been told she could not go to Crimea as a nurse, but Seacole decided to help in her own way. She went as a hotel owner, but her knowledge of common illnesses also proved to be a great help and comfort to the British army and its allies. Let's read more about this courageous woman and the influence she had on those she served.

Turn to the story titled "Spring Hill: A Story of Mary Seacole in Crimea" on pages 211–226 of the *Big Book of History Stories—Year 1*. Begin playing the audio recording or read the story to the children.

Ask the children the following question.

LET'S CONNECT

Mary Seacole saw a way she could help the people she loved, and she didn't hesitate to help them. Is there someone in our family or community who could use our help?



MAPS & IMAGES ACTIVITY

Read to the children: Florence Nightingale and Mary Seacole greatly helped the soldiers they served during the Crimean War as well as many other people. Let's take a look at some similarities and differences between these two remarkable women.

Lay the "Nightingale and Seacole Facts" cards out in front of the children. Place the cards labeled "Florence Nightingale," "Mary Seacole," and "Both" side by side on the table, and then put the numbered cards nearby with the text facing up.

Read to the children: Each of these cards has a fact that is true for either Florence Nightingale, Mary Seacole, or both women. We will read each fact together, and then decide where to place each card. To begin, choose the three cards that are labeled #1. Decide if each fact belongs under "Florence Nightingale," "Mary Seacole," or "Both," and then place each card in the correct column. Then choose the three cards labeled #2 and continue until all the cards have been placed. (**Hint: Each set of three has one card for each category. If needed, refer to the answer key on the back of each card.**)

TWO INCREDIBLE WOMEN

Read to the children: The world was certainly blessed by the actions of both Florence Nightingale and Mary Seacole, and the soldiers in Crimea were better off because of them. The Crimean War was a dark time, as all wars are, but Nightingale and Seacole were sources of light and hope. Both women took great care to help others and set wonderful examples of Christlike service and love.

Ask the children the following question.

LET'S CONNECT

How could you follow Christ's example of love and sacrifice today?

Read the “Around the World” section below to the children.

Exhibition of 1851” in their *Student Explorers*. (Note: There are no other *Student Explorer* activities for this lesson.)



LESSON 55 EXTENSION

Have students grades 7–8 complete the self-directed Lesson 55 extension titled “The Great

AROUND THE WORLD

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Florence Nightingale was far from the only person to advance medicine during this time. The 1800s were a wild frenzy of discovery; many highly skilled scientists and medical workers were researching essential questions and recording their findings. Because so many people were studying similar topics, it’s difficult to say who exactly made some important discoveries first, but we can highlight a few individuals.

- c. AD 1816–1819: French doctor René Laënnec [RE–nay LIE–neck] invented one of the first **stethoscopes**, a hollow wooden tube that could be placed against a patient’s chest to listen to the heart and lungs. A special plug inside the tube helped transmit sounds more clearly from the patient’s chest to the doctor’s ear, and the whole tool could easily be taken apart to fit in a doctor’s bag.
- AD 1846: American dental surgeon William Thomas Green Morton did not invent **anesthesia**, which refers to drugs and other substances used to reduce pain during surgery, but he was the first to give a successful public demonstration of it during a live surgery. This led to anesthesia gaining wide support across the medical community, making many surgical procedures much more likely to succeed.
- AD 1854–1895: French chemist Louis Pasteur [LOO–ee pass–TUR] conducted a series of experiments proving that microscopic organisms were the cause of infections and **fermentation**, or the process that, among other things, turns milk into yogurt and cheese. His work was so influential that we use a word based on his name, **pasteurizing**, to describe the process of heating milk and other food products to kill harmful bacteria.
- AD 1886: Cuban **epidemiologist** Carlos J. Finlay was a scientist who studied **yellow fever**, a highly contagious and deadly disease that sometimes turns the skin yellow. He published evidence that yellow fever is transmitted by infected mosquitos biting humans. Although his research was ignored at first, it eventually led to medical procedures that significantly reduced the deaths of workers building the Panama Canal.



THE HISTORY OF FLIGHT

ITEMS NEEDED

- ☐ *Maps & Images book*
- ☐ *History Time Line Books*

SHOULDERS OF GIANTS

Read to the children: Sir Isaac Newton, a famous scientist, once said, “If I have seen further, it is by standing on the shoulders of giants.” Of course, he didn’t mean he literally stood on the shoulders of giants. He was expressing that his accomplishments were made possible by learning from the observations and discoveries of those who came before him.

A similar idea is expressed by the old saying “Little by little, a little becomes a lot.” Great breakthroughs rarely come all at once but are rather the culmination of several small victories. Think about Noah and his ark. Did he build his ark in one day? No, he had to have patience, perseverance, and faith in God. Little by little, he was successful.

The history of flight is also an excellent example of this. In 1903 Orville and Wilbur Wright successfully flew the first airplane with a person on board. This first flight is often framed as the breakthrough

that made modern flight possible, but it wasn’t the first flight of an airplane, or even of a person! In this lesson we’ll see that the Wright brothers’ accomplishments were only made possible because they stood on the shoulders of giants.

Ask the children the following question.

LET’S CONNECT

Do you think it is necessary to know about the work of those who came before us? Why or why not?

EARLY DEVELOPMENTS

Read to the children: Imagine that you live in a time before aircraft. You look up and notice a bird soaring through the air. Many people in ancient times wondered at birds’ flight—and wanted that ability. Though many tried to design a way for humans to fly, almost all of them simply tried to replicate the beating of a bird’s wings. If you have seen an airplane or helicopter in the sky, then you know that this approach did not produce the flying machines we have today.



THE FALL OF COMMUNISM

ITEMS NEEDED

- ☐ Time Tunnel Review Cards
- ☐ Maps & Images book
- ☐ History Time Line Books
- ☐ Big Book of History Stories –Year 1
- ☐ Good and Beautiful Homeschool app (optional)
- ☐ 1 dice for each child

THE BERLIN WALL



While you read this section, once again show the children the map titled “East and West Berlin” on page 76 of the *Maps & Images* book. Read to the children: In our first lesson on the Cold War, we learned that after World War II, Berlin was divided between four major powers: the United States, the Soviet Union, Great Britain, and France. We learned how East Berlin was controlled by the communist Soviet Union and had much worse living conditions than West Berlin. Many people found ways to escape the Soviet side and go to the American side.

In response the Soviets set up the Berlin Blockade. What was the Berlin Blockade? [The Soviet

Union blocked the roads into Berlin and began confiscating all the food and supplies that came in.]



Show the children the image titled “Berlin Wall” on page 82 of the *Maps & Images* book. Read to the children: This was not

all they did. In 1961 they built a long concrete wall through the city that blocked the East from the West. Now people could not easily escape East Berlin. The wall was 155 kilometers (96 miles) long and included hundreds of watchtowers, guard dogs, floodlights, and trip-wire machine guns. Armed soldiers patrolled the wall at all times. The Berlin Wall became an ugly symbol of communist rule.

The Berlin Wall divided the city for nearly 30 years. Still, people would not give up their desire for freedom. In those 30 years, more than 5,000 people managed to escape over or under the wall. Sadly, at least 100 people died while trying to escape.

OTHERS ESCAPE



While you read this section, once again show the children the map titled “NATO & the Warsaw Pact” on page 75 of the *Maps & Images* book. Read to the children: Outside of Berlin others also found ways to escape communist

rule. During the years of the “Iron Curtain,” tens of thousands of people escaped from Warsaw Pact nations and went to the West. Many got permission to go on tourist trips to Italy, Sweden, or Austria and simply never came back. Others hiked through mountainous passages where there were fewer border patrols. One Hungarian man built an ultralight glider in his shed in the back of his house and launched it at night, flying over the border in thick darkness. When he crashed, he did not know where he was. Only when he was found by some Austrian hikers the next morning did he realize he had made it to freedom. All across Eastern Europe, people yearned to have the liberty they knew people had in the West.

THE FALL OF THE WALL AND COMMUNISM

Read to the children: In 1985 a man named Mikhail Gorbachev [mee-KHYL GOR-buh-chawf] became the leader of the Soviet Union. Gorbachev thought about things differently than previous leaders. He believed that the Soviets could not continue to keep themselves separate from the rest of the world. He talked about dealing with the West more openly. Gorbachev and US president Ronald Reagan were very friendly with each other, which was much different than in times past.



AD 1981–1989:
Ronald Reagan's
Presidency

Ask the children the following question.

LET'S CONNECT

What good can come from communicating and working together with other people?
How is this better than isolation, even when people are different than you?

Read to the children: Soon it was clear that the Warsaw Pact was unraveling. Here are a few examples:

- In Poland the dockworkers went on strike, eventually forcing the government to allow free

elections. The people elected a noncommunist to lead them.

- In Hungary the longtime ruler of the communist party died, and new parties gained power. They allowed free travel between Hungary and Austria, and soon the country held its first free elections in 50 years.
- In Czechoslovakia a poet named Vaclav Havel [VAWT-slav HAW-vl] was elected as president. For decades Havel had written poems in an effort to keep the hope of freedom alive for his people. Havel was honored to be the first free president of Czechoslovakia.

But it was in Germany that the most visible symbol of the Cold War was destroyed. In 1989 Gorbachev said it was clear to him that change was needed, and he made a big decision. The East Germans announced that throughout the country, and even in Berlin, people would be free to go where they pleased.

Within hours of this announcement, the Berlin Wall, nearly 30 years old, was being torn down by Germans on each side. People swung hammers at the despised wall, chipping away at the concrete, and then heavy machinery came to finish the job. The wall had fallen, and so too had communist rule in Eastern Europe.

In 1991 Gorbachev was replaced by Boris Yeltsin, the first popularly elected president in Russia's history. The Soviet Union had officially fallen apart with Gorbachev's resignation, and Yeltsin focused on removing communist policies and allowing the people and the economy more freedom. This meant that Russia, and all of Europe, was officially free from communist governments, though communist political parties did remain.



HISTORY TIME LINE BOOK ACTIVITY

Have the children place the time line sticker #20 on the “AD 1989: Fall of the Berlin Wall” event in their *History Time Line Books*.