



HISTORY

YEAR 1

Student Explorer

⌘ GRADES 3-6 ⌘

TABLE OF CONTENTS

Lesson 1	1	Lesson 31	39
Lesson 2	2	Lesson 32	44
Lesson 3	3	Lesson 33	45
Lesson 4	4	Lesson 35	47
Lesson 5	5	Lesson 36	49
Lesson 6	6	Lesson 37	50
Lesson 7	7	Lesson 38	52
Lesson 8	13	Lesson 39	53
Lesson 9	14	Lesson 40	54
Lesson 10	16	Lesson 41	55
Lesson 11	18	Lesson 42	57
Lesson 13	19	Lesson 44	59
Lesson 14	21	Lesson 46	60
Lesson 16	22	Lesson 47	63
Lesson 18	24	Lesson 48	64
Lesson 19	25	Lesson 49	65
Lesson 20	26	Lesson 50	66
Lesson 21	27	Lesson 51	68
Lesson 22	28	Lesson 52	69
Lesson 23	29	Lesson 53	70
Lesson 24	30	Lesson 56	71
Lesson 25	31	Lesson 57	72
Lesson 26	32	Lesson 58	73
Lesson 27	33	Lesson 59	77
Lesson 29	34	Lesson 60	78
Lesson 30	35		

INSTRUCTIONS

This *Student Explorer* accompanies *The Good and the Beautiful History: Year 1* course. It contains all the activity pages that are needed to complete the course. Each student will need a copy of the *Student Explorer*.

Have each student spend enough time to create high-quality work as the activities are completed. Students may enjoy looking back on their past discoveries after they have finished.

≡§ BUILD A SUNDIAL §≡

LESSON
7

Follow the steps below to make your own sundial and track time with the sun.

- 1 Cut out the sundial on the next page.
- 2 Put your cut-out sundial on an upside-down paper plate.
- 3 Glue it in place in the center.
- 4 Poke a pencil through the small center hole, and then remove the pencil.
- 5 Roll a sphere out of play dough and place it over the hole you just formed.
- 6 Poke the pencil through the play dough and the original hole you created.
- 7 Take your plate outside and rotate the clock to show approximately the current time. (Hint: The number 12 should be pointing north.)
- 8 Use the space below to record your findings.



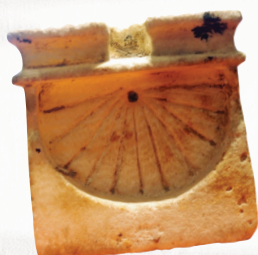
What does your sundial look like right after you finish making it and setting it up?

Actual Time:

Drawing of Sundial:

What does your sundial look like when you are done with the lesson?

OPTIONAL: Choose another time to check the progress of your sundial.



Check out what a real Egyptian sundial looked like.

MOSES MAZE

Complete the maze. As you reach each numbered wave, circle the answer to the question and follow the arrow for that answer. If you choose the wrong answer, it will lead you to a dead end. Backtrack to the last wave and choose the other answer.

① How was Moses saved as a baby?

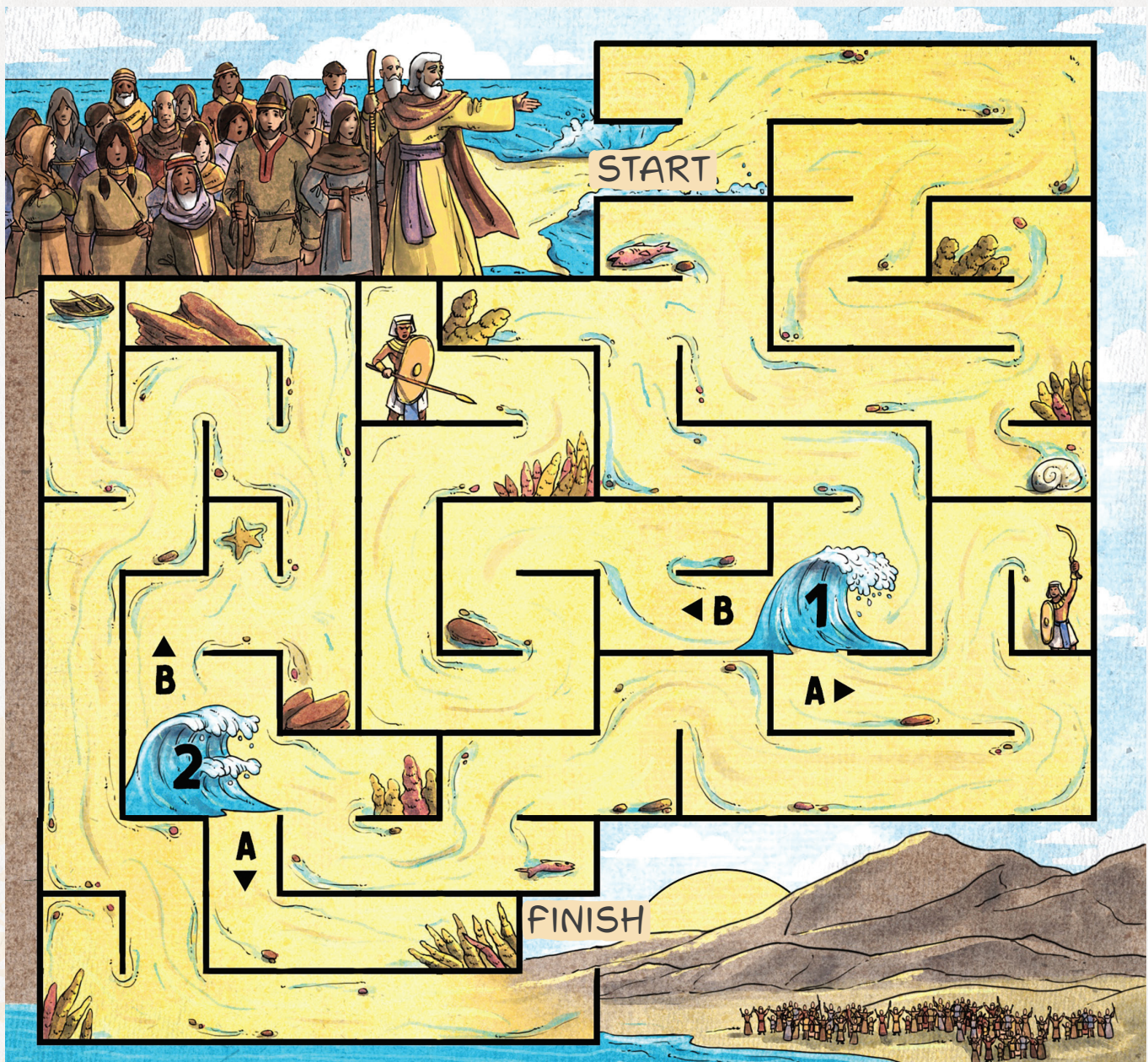
A. His mother sent him in the river in a little ark.

B. He was born the son of a pharaoh and was protected from all laws.

② Why did God part the Red Sea?

A. He parted the sea because the people did not want to walk around it.

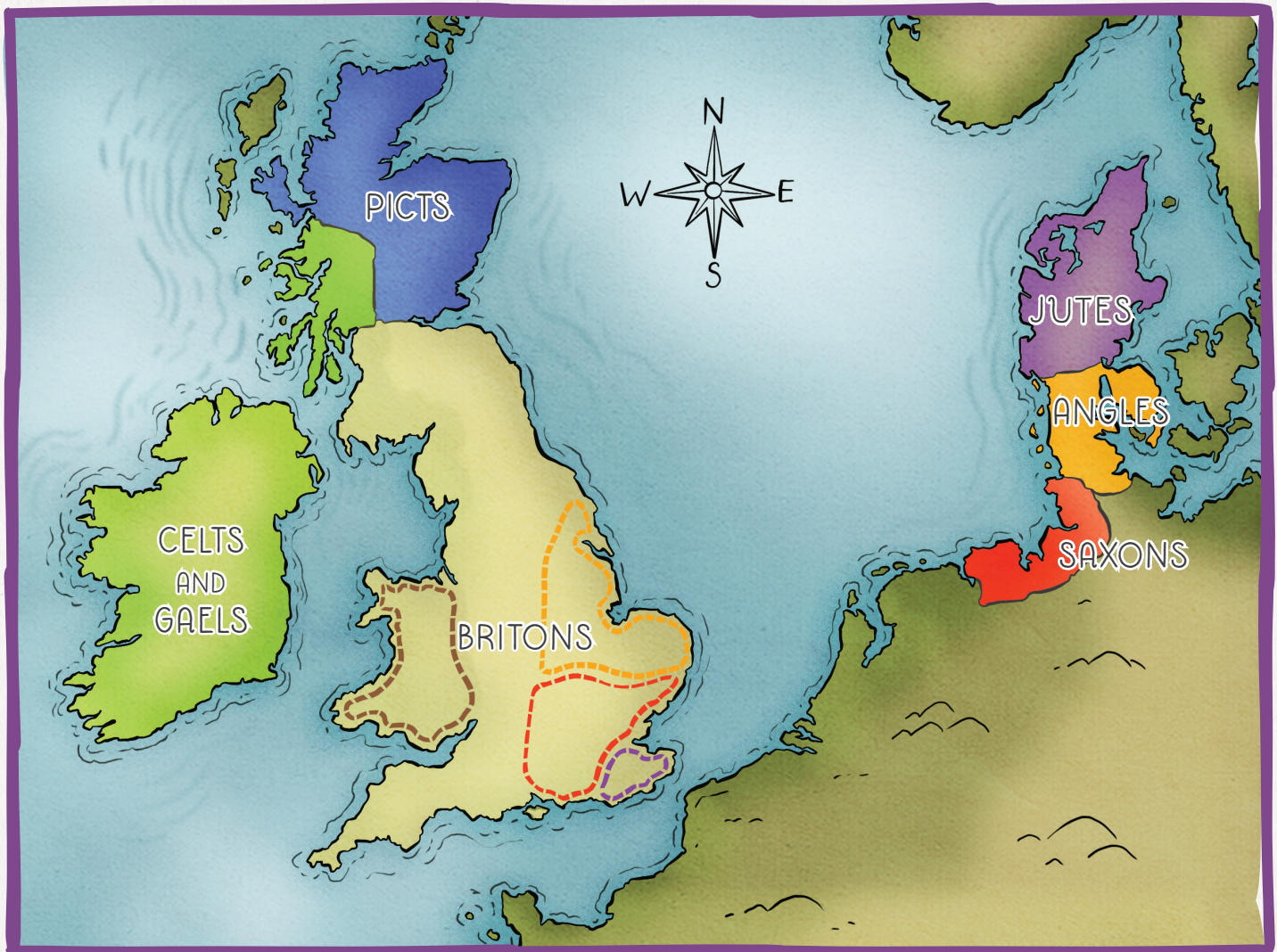
B. He parted the sea because the people needed to escape the pharaoh's army.



BRITISH MIGRATION

LESSON
16

Follow the instructions in the course book to explore this map.
(Hint: When you need to draw where different groups settled, use the colors of the dashed lines to help you figure it out.)



ILLUMINATED LETTER

LESSON.
19

Use the images titled "Illuminated Letters" on page 27 of the *Maps & Images* book as an example to create your own illuminated letter in the space below.



=§ COAT OF ARMS §=

LESSON
23

In the Middle Ages, a warrior's armor covered most of the body. This made it hard to tell if another warrior was a friend or enemy. As a solution to this problem, each knight painted a coat of arms on his shield so it was big enough to be seen from a distance. The coat of arms contained pictures that were unique to a knight, a family, or a group of people as well as more common symbols. Use logic and reasoning to draw a line from each symbol below to its meaning. One is already done for you.



prosperity, abundance, and sacrifice

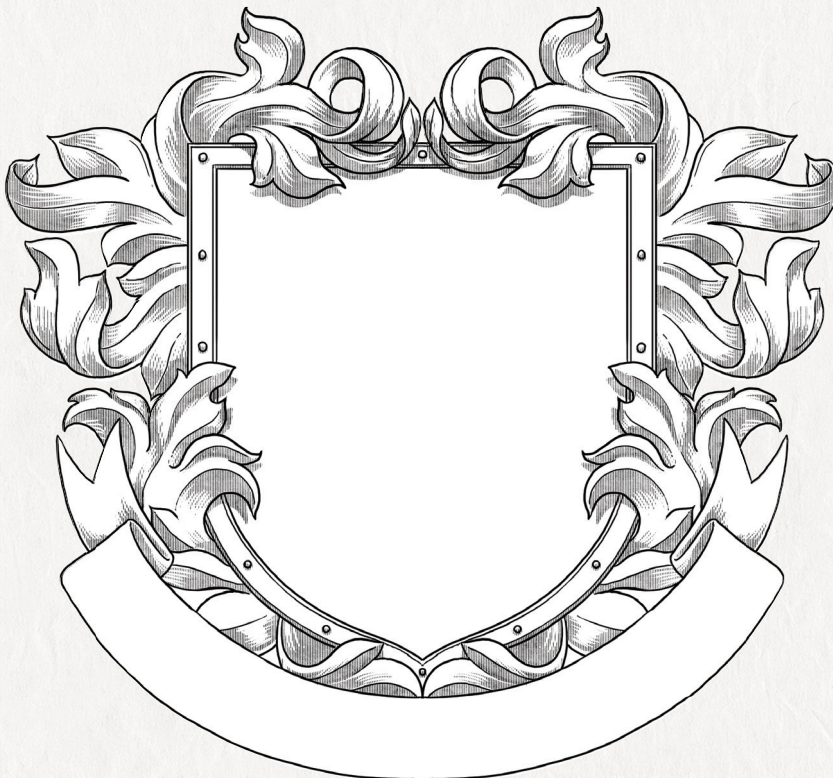
wisdom, learning, and divine knowledge

light, knowledge, and faith

courage, strength, and nobility

hope, stability, and steadfastness

Often included on the ribbon of a coat of arms was a motto written in Latin. Read the mottos below in Latin and their translations in English. Circle your favorite. Then write or draw your favorite symbol and motto on the coat of arms below.



"Fortis et fidelis" – Brave and faithful

"Semper paratus" – Always prepared

"Deus vult" – God wills it

"Labor omnia vincit" – Hard work conquers all

"Veritas vincit" – Truth conquers

"Fide et fortitudine" – By faith and fortitude

JOAN OF ARC MAP

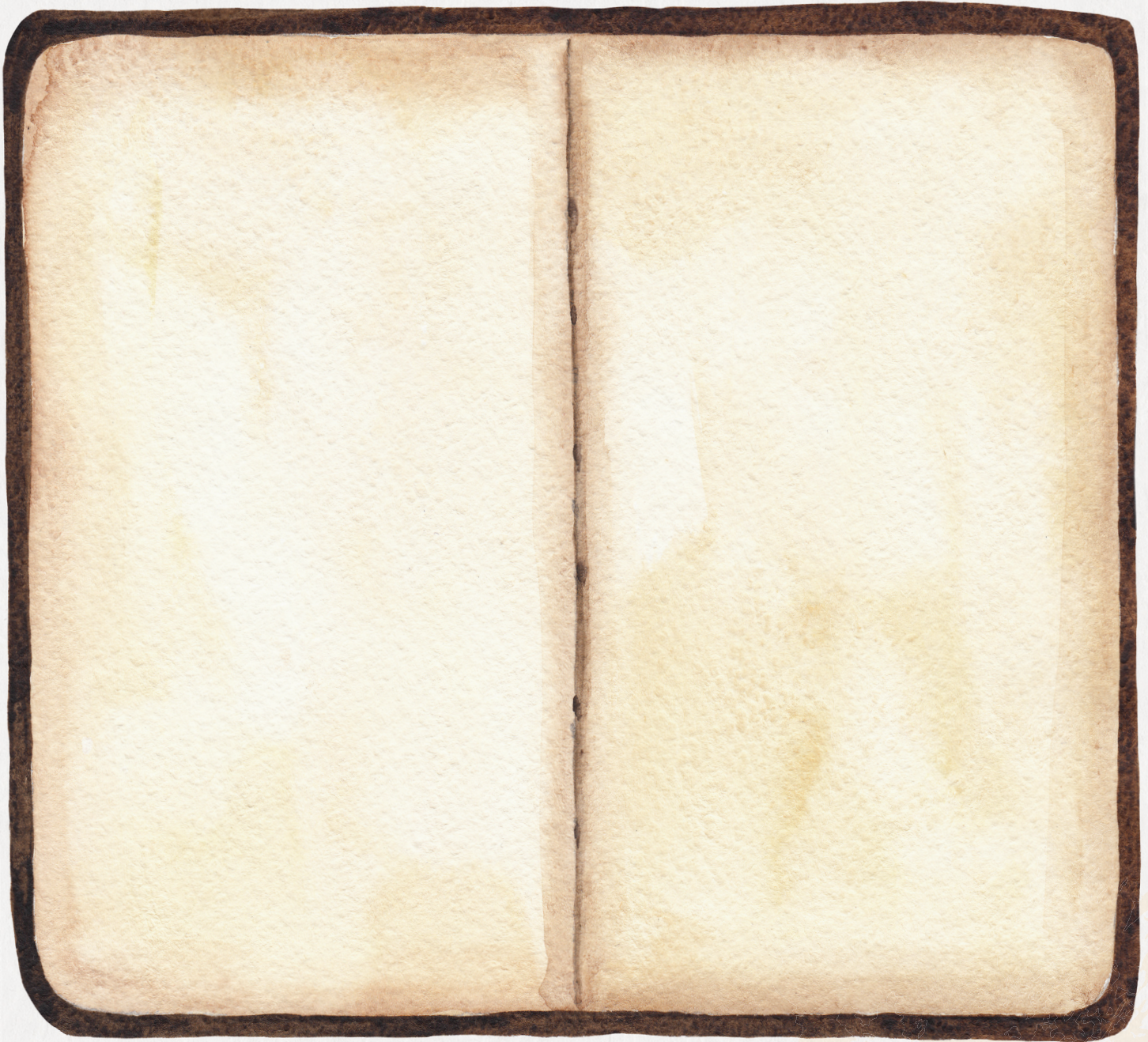
Follow the instructions in the course book to draw the path of Joan of Arc.



ARTIST OBSERVATIONS

LESSON
27

Just like Leonardo da Vinci, you can be an artist who observes and asks questions to learn about the world around you. Take your *Student Explorer* outside (or near a window) and use this page as your own notebook to fill with observations. Draw the plants, birds, insects, weather patterns, or anything else that interests you. Leonardo filled over 13,000 pages, but take your time to fill just two.



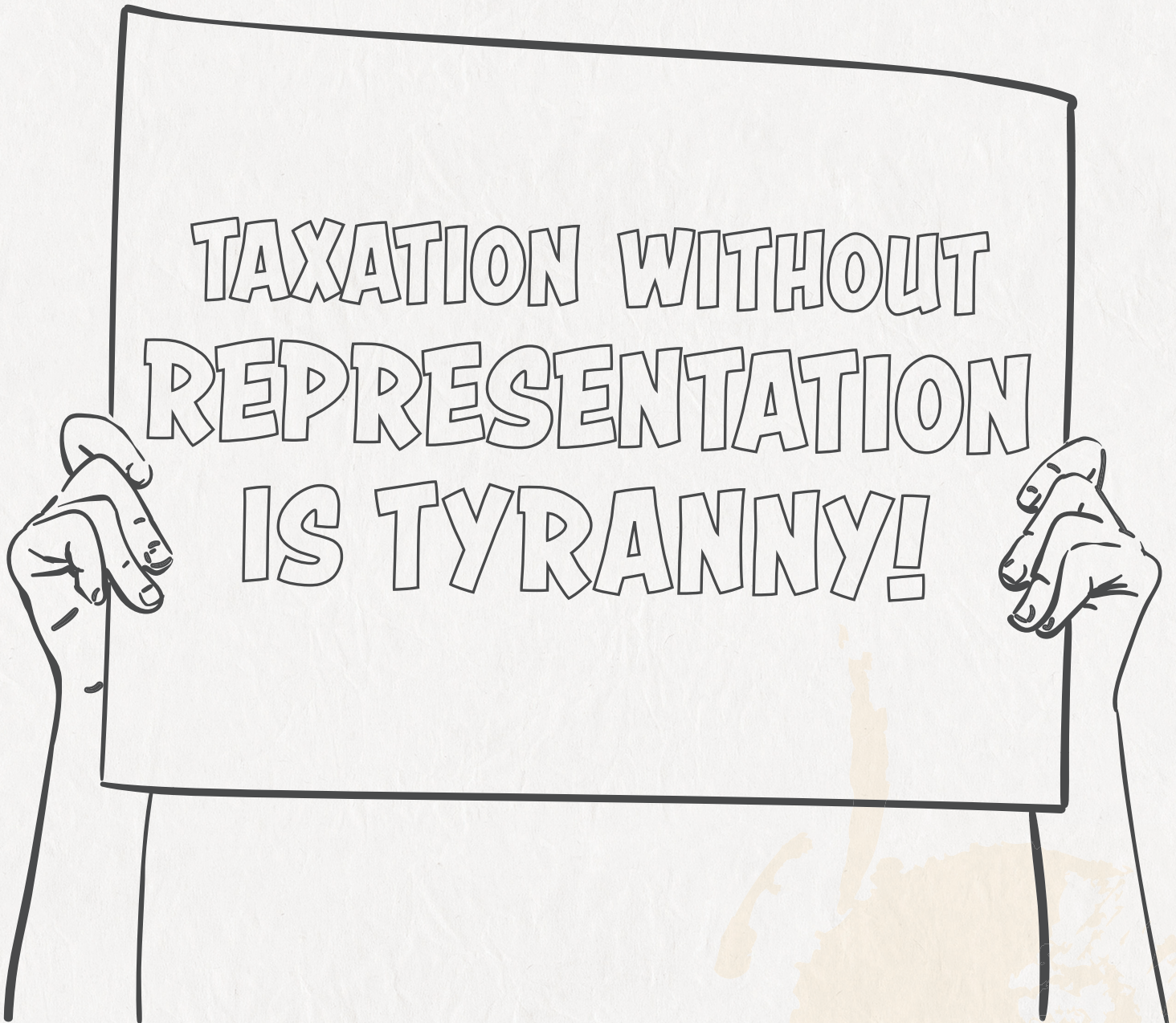
WASHINGTON PUZZLE

LESSON
31

Follow the instructions in the course book to complete the activity.

Glue Card 1 here.	In _____ George Washington was born in Virginia. America was not yet a unified nation, but made of 13 _____, ruled by _____. George's family owned a large _____ in Virginia.	Glue Card 2 here.	The plantation where George spent most of his childhood was called _____. George's mother, _____, raised her children to be hardworking. When he was 17, he worked as a land _____. George grew to love the wilderness of America and was in favor of _____.
	Glue Card 3 here.		George was especially close with his oldest half-brother, _____, who became a soldier. Lawrence wanted George to join the _____, but Mary said no. George dreamed of one day becoming a _____ and fighting bravely for a just cause. Instead Lawrence helped George meet _____ and influential people.

→ Color the letters on the sign below and, if desired, decorate the sign.



=§ PATRIOT OR LOYALIST §=

LESSON
36

During the revolution not all members of a family shared the same opinions. We are going to role-play a family dinner of mixed Patriots and Loyalists, but first you have to find out which side you are on. For each pair of opinions below, read both opinions, and then flip a coin. If you get a heads, check the box next to the Patriot opinion. If you get a tails, check the box next to the Loyalist opinion. Whichever side has more checked boxes will be the side you get to portray for the next part of the activity. Do not tell your family members your results.

PATRIOT

- ☐ You feel like the colonies are no longer part of Britain and want to break away from Britain.
- ☐ You do not have a lot of money and feel like these taxes are too high. You are strongly opposed to taxation without representation.
- ☐ You want to join the Continental Army and help create your vision of an independent country.
- ☐ You are inspired by newly formed societal ideas of freedom and pursuit of happiness. Staying with Britain will not bring change.
- ☐ You believe that Britain has too much power and that the people in the colonies should be able to elect their own representatives.

or

or

or

or

or

LOYALIST

- ☐ You are deeply loyal to your home country and would never want to break away from Britain.
- ☐ You have strong ties to Britain in your business, and staying connected to it is beneficial. The taxes are not important.
- ☐ You fear the chaos that might come from forming an army. It sounds like a foolish and dangerous pursuit.
- ☐ You believe in trying to make things work and believe that negotiation with Britain will eventually bring peace.
- ☐ You believe that Britain offers stability and order. The colonies are a safer and more orderly place because of Britain's leadership.

All of the opinions you checked are ones that real, well-intentioned people probably held at the time. Many people agreed with opinions from both sides of the argument but chose to lean one way or the other. Act out the following scenario. Pretend you and your family are sitting down to dinner. It has been a while since you have been together, and you are not sure which side each family member is on. Ask each other questions to find out how others feel about the topics above, and try to figure out where everyone stands without directly asking if they are Patriots or Loyalists. Remember to be calm and kind while you talk. After discussing for a while, see if you can correctly guess each family member's position. Then discuss what you learned from this activity.

OLIVE TREE ART

LESSON
37

Olive trees have been used as a symbol of peace throughout history and are used in many famous paintings. Study the work of Vincent van Gogh in the painting to the right. He was known for his bold brushstrokes and bright colors. See if you can mimic his style on the image of the olive tree below.



"Olive Grove" by Vincent van Gogh (1853–1890),
November 1889–December 1889

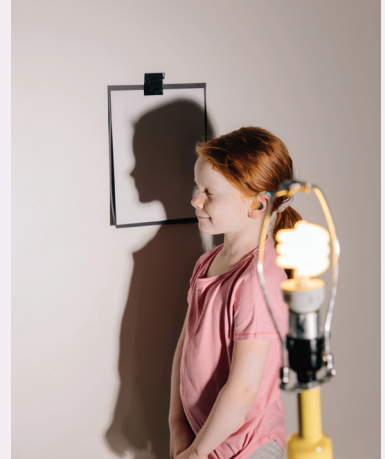


During the Victorian Era, photos and painted portraits were expensive, so a common alternative was to make a silhouette. Silhouettes are black-and-white drawings of the profile of someone's face. The process to make one is fairly simple. We are going to make one today.

Note: The supplies listed below are for one silhouette. This activity may require additional help.

SUPPLIES:

- flashlight or lamp
- 1 sheet of black paper
- 1 sheet of white paper
- tape
- scissors
- glue
- another person to act as subject, such as a parent, sibling, or friend



INSTRUCTIONS:

Place the black sheet of paper behind the white sheet of paper and tape both of them to the wall at the same height as the person acting as your subject.

Have your subject stand fairly close to the paper, leaving enough room for you to reach the paper.

Arrange the light on a chair, a table, or the floor so that the shadow of your subject's profile fits in the center of the paper.

Inform your subject that they must stand as still as a statue, and then trace the outline of your subject's shadow on the paper.

Remove your papers from the wall and cut out the silhouette on the line you traced. Make sure to cut through both the black and the white papers.

Discard the white paper and keep the black silhouette.

Finally, glue the black silhouette to the white space on the next page. Enjoy your homemade silhouette portrait!

=§ LIELE & MUSIC §=

As you have just learned, for many enslaved African Americans, songs were an important way to share their history, their culture, and—in cases like Liele's—the knowledge of Jesus Christ. Unfortunately, the first hymn collection for African Americans was not published until 1801, in part because most slaves could not read or write, and it is difficult to know which, if any, surviving lyrics composed by them may have been sung at the time of George Liele. Below are two hymns that are known to have existed during Liele's lifetime. Copy each underlined letter on the lines below to answer the question about George Liele.

God, Our Help in Ages Past

Isaac Watts (composed c. 1708)

Before the hills in order stood,
Or earth received her frame,
From everlasting thou art God,
To endless years the same.

When I Survey the Wondrous Cross

Isaac Watts (composed c. 1707)

See, from his head, his hands, his feet,
sorrow and love flow mingled down.
Did e'er such love and sorrow meet,
or thorns compose so rich a crown?

What was a special gift that George Liele used to help others?

What is a special gift that you have or want to develop?

≈§ ROLL DOWN THE WALL §≈

ooo

Roll a die to break down the Berlin Wall. Answer the question for whatever number you roll by circling the correct option. Keep rolling until you answer all the questions and break down the wall. If desired, play with a parent or sibling and see who breaks down the wall first.



What was the Berlin Wall a symbol of?

a. communism

b. independence



What did the Berlin Blockade do?

a. block the roads

b. block the planes



During which war was the Berlin Wall constructed?

a. World War II

b. The Cold War



About how long did the Berlin Wall exist?

a. 50 years

b. 30 years



How many people managed to escape over or under the wall?

a. 5,000

b. 500



Which side of Berlin was under Soviet control?

a. east

b. west



SKU 101.4