



# HISTORY

YEAR 1

*Student Explorer*

⌘ GRADES 3-6 ⌘

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## 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.

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# THE CREATION

LESSON

1

Read the scripture to the right (directly from the Bible if desired). Illustrate each day of creation.

“In the beginning God created the heaven and the earth” (Genesis 1:1).

DAY 1

Day

Night

DAY 2

Sky (no sun, moon, or stars yet) and Seas

Answers will vary.

DAY 3

Land and Plants

DAY 4

Sun, Moon, and Stars

DAY 5

Birds and Fish

DAY 6

Animals and Man & Woman

DAY 7

“He rested on the seventh day from all . . . which he had made” (Genesis 2:3).



# WHAT CAN WE LEARN?

Fill in the blanks to complete the statements about what we can learn from people in the Bible.

Like Adam and Eve, we can overcome hardship and give thanks to God.



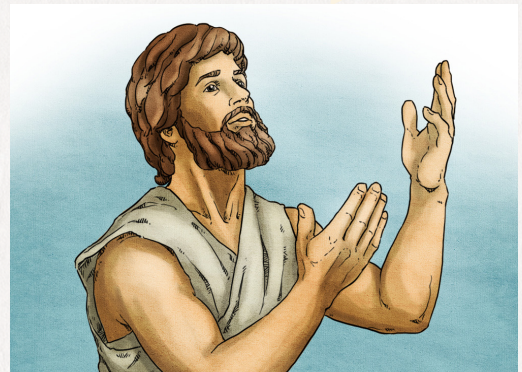
We can learn from the story of Cain and Abel to love one another instead of giving in to feelings of anger.



From Abel, we can learn to follow God's commandments in the way God has asked.



Like Enoch, we can choose to follow God even if people around us are not.





# ⌘ BIBLICAL WORD SEARCH ⌘

LESSON  
2

The word bank below shows the names of some of Adam's descendants in order until the time of Noah. The Bible says these people lived a very long time! Find each of these names in the word search below.

Adam → Seth → Enos → Cainan → Mahalaleel  
 ↓  
 Noah ← Lamech ← Methuselah ← Enoch ← Jared

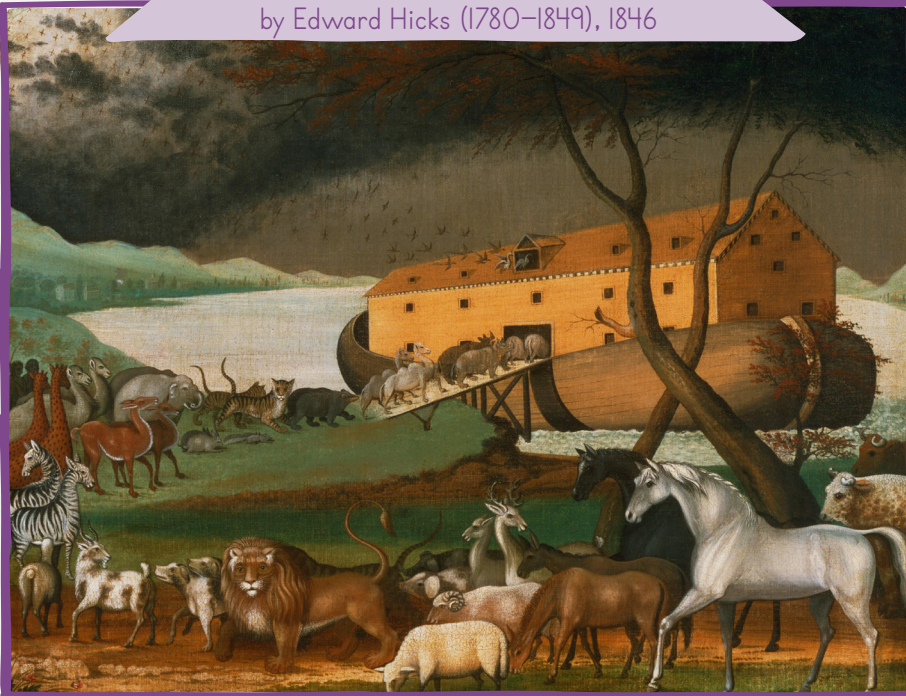
A	J	K	R	G	M	J	D	T	Y	A	T	H	M	S	X	P	W
M	A	H	R	M	A	A	E	E	J	F	P	B	F	E	E	R	S
W	R	M	H	R	E	V	H	A	F	E	Q	D	H	U	Z	T	L
W	E	E	I	A	A	T	Y	A	R	L	V	L	V	R	L	Z	H
T	D	V	N	D	K	D	H	N	L	A	Z	N	A	M	Y	C	E
U	J	R	H	O	O	D	A	U	Y	A	I	Q	Q	M	X	J	N
T	E	M	N	T	C	N	D	M	S	L	L	D	V	F	E	E	W
R	T	N	Y	X	Z	H	B	L	Y	E	L	E	F	H	B	C	C
O	B	E	O	T	Q	G	Q	Z	Q	X	L	H	E	T	G	F	H
Y	H	O	U	S	H	X	I	C	A	I	N	A	N	L	H	B	R
T	S	C	I	M	N	O	A	H	B	U	M	V	H	B	X	Q	U
H	J	Y	G	L	G	K	O	S	Z	M	O	C	N	B	C	D	S



# NOAH'S ARK

Study the two paintings of Noah's Ark. Circle anything in the white box that the paintings have in common. Cross out any differences.

"Noah's Ark"  
by Edward Hicks (1780-1849), 1846



animals heading to the ark

~~people in the painting~~

animals getting along

~~ark is the focus~~

animals are the focus

~~enhanced details~~

birds in the skies

~~smaller animals in front~~

wide variety of animals

"The Entry of the Animals into Noah's Ark"  
by Jan Brueghel the Elder (1568-1625), 1613



Do you notice the enhanced detail in the second painting? The painter observed many of these animals in person, and the experience improved his ability to paint them in such exquisite detail.

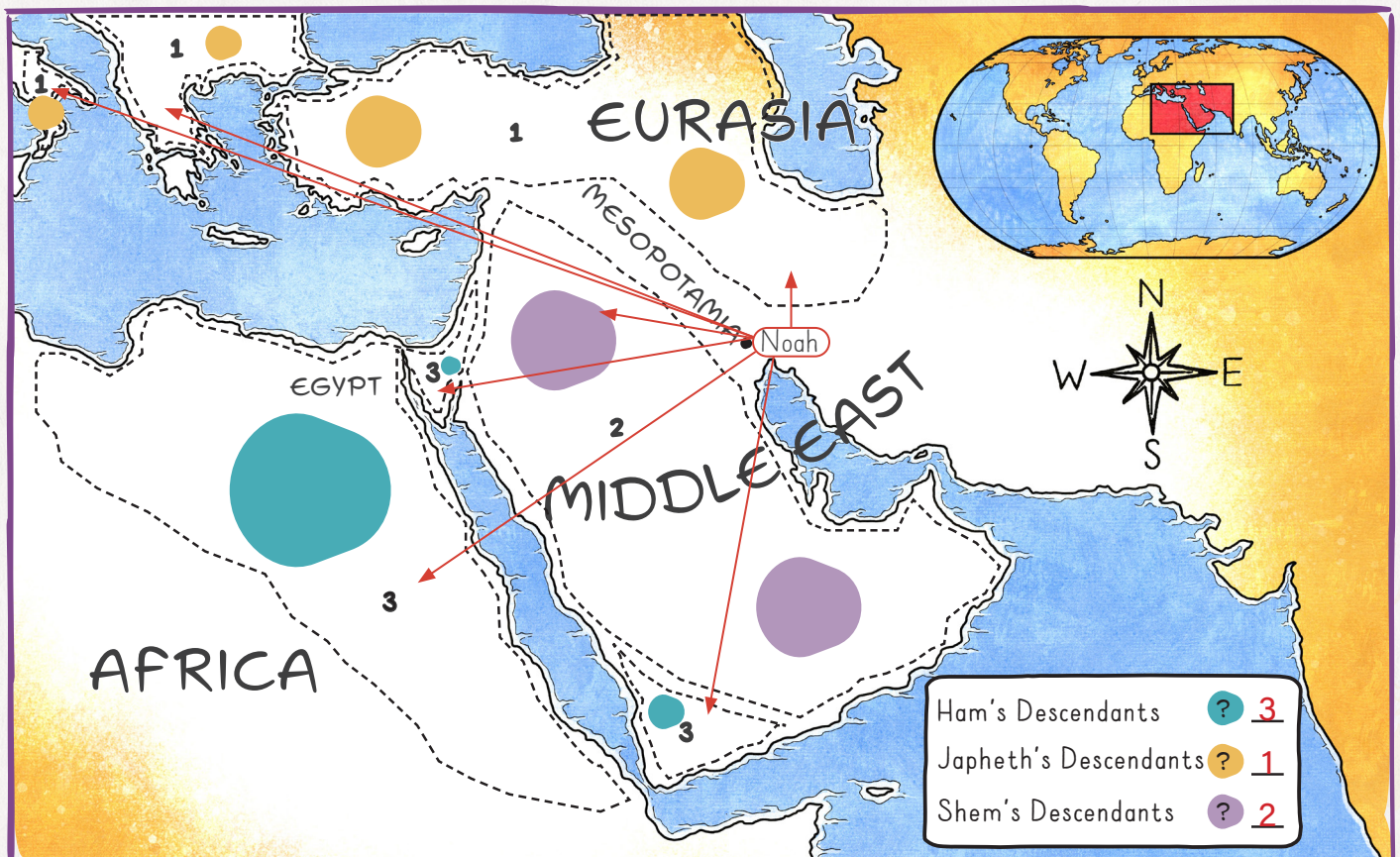


# NOAH'S DESCENDANTS

LESSON  
3

As we learned in the lesson, the descendants of Noah scattered across the land. Follow the steps below to complete the map showing where each group settled.

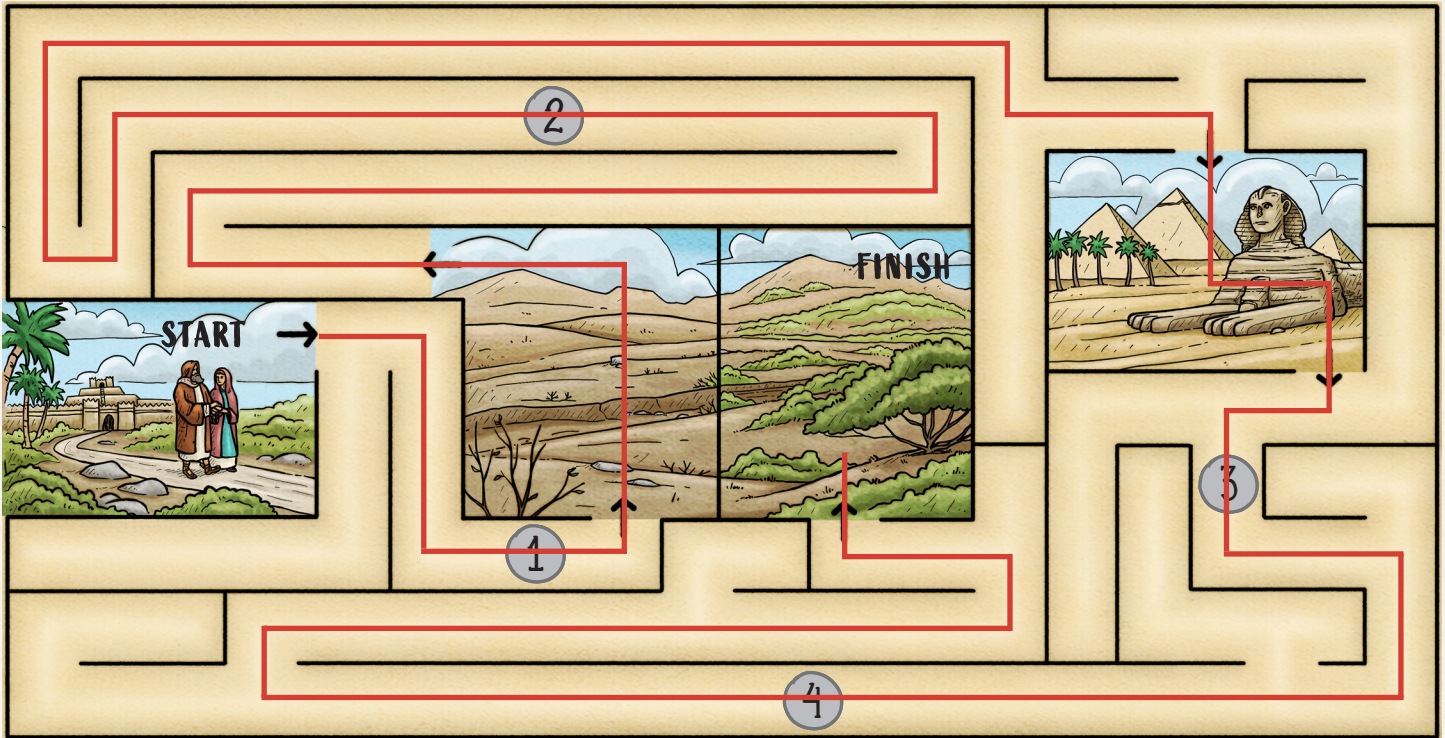
1. Find and circle Noah on the map.
2. Draw an arrow from Noah north and northwest into each dashed section with a number 1.
3. Color these sections yellow and write "1" in the correct area of the key to figure out who settled there.
4. Go back to Noah and draw an arrow directly to the west into the dashed section with a number 2.
5. Color this section purple and write "2" in the correct area of the key to figure out who settled there.
6. Go back to Noah and draw three arrows farther to the south and west into each dashed section with a 3.
7. Color these sections blue and write "3" in the correct area of the key to figure out who settled there.





# ABRAHAM MAZE

Complete the maze below. When you reach a number in the maze, answer the corresponding question in the box at the bottom of the page before continuing.

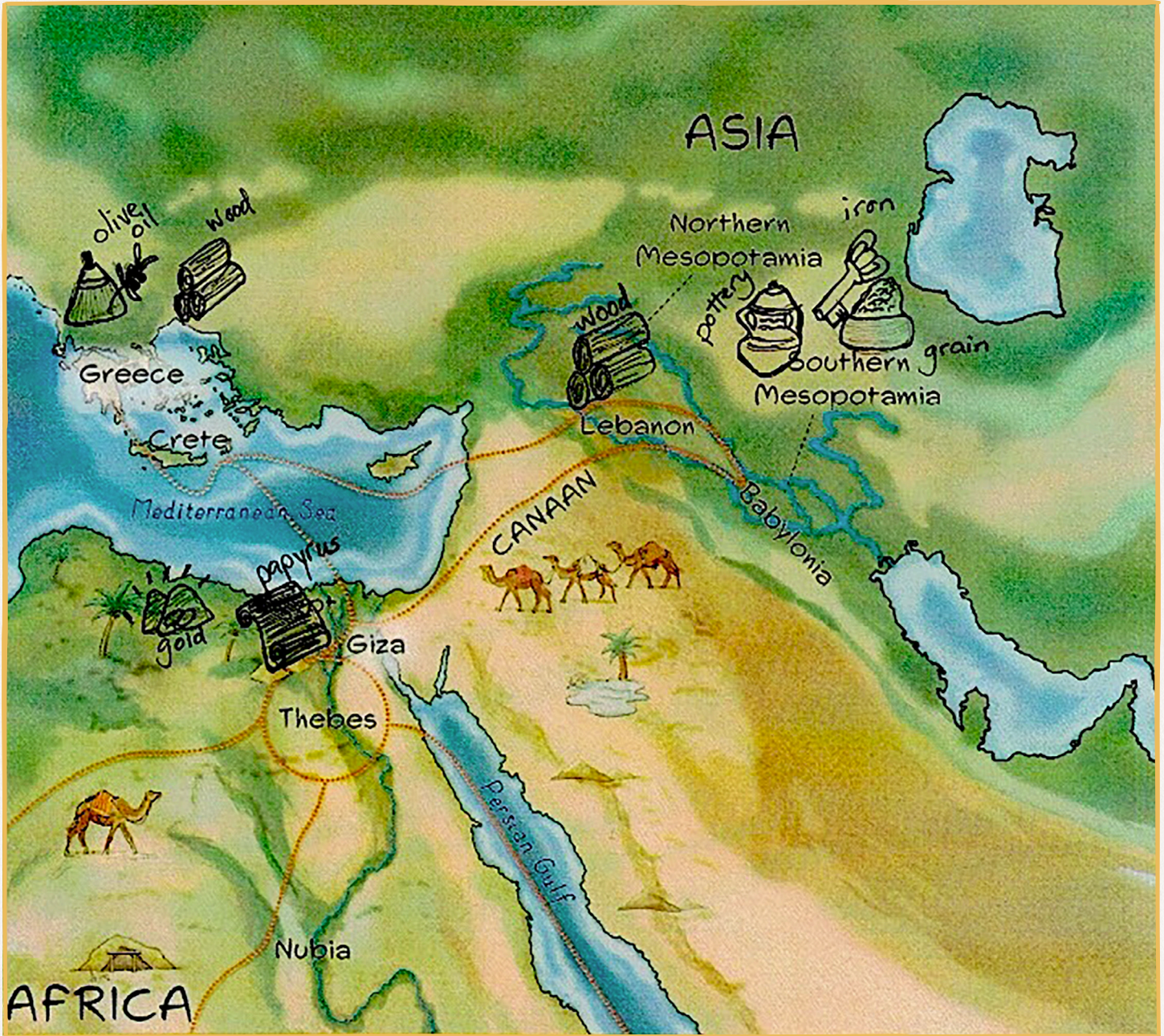


- 1 Which city was Abraham born in?  
 Ur                      Jerusalem                      Haran
- 2 Why did Abraham leave his home?  
 God commanded him to leave.    He was unhappy with the people.
- 3 What did the pharaoh give Abraham when he left Egypt?  
 animals and riches                      books about astronomy
- 4 Where did Abraham's descendants eventually settle?  
 Canaan                      Egypt                      Asia



# TRADE IN EGYPT

As you listen to the information in the course book, use the key on the bottom of the page to draw the goods in the location they came from.



= wood



= olive oil



= pottery



= gold



= iron



= papyrus



= grain



# INTRO TO ANCIENT EGYPT

Historians divide ancient Egyptian civilization into three major time periods known as the Old Kingdom, the Middle Kingdom, and the New Kingdom. Draw a line from each event to its correct time period on the time line below.



Hyksos hold power in Egypt.  
c. 1650 BC



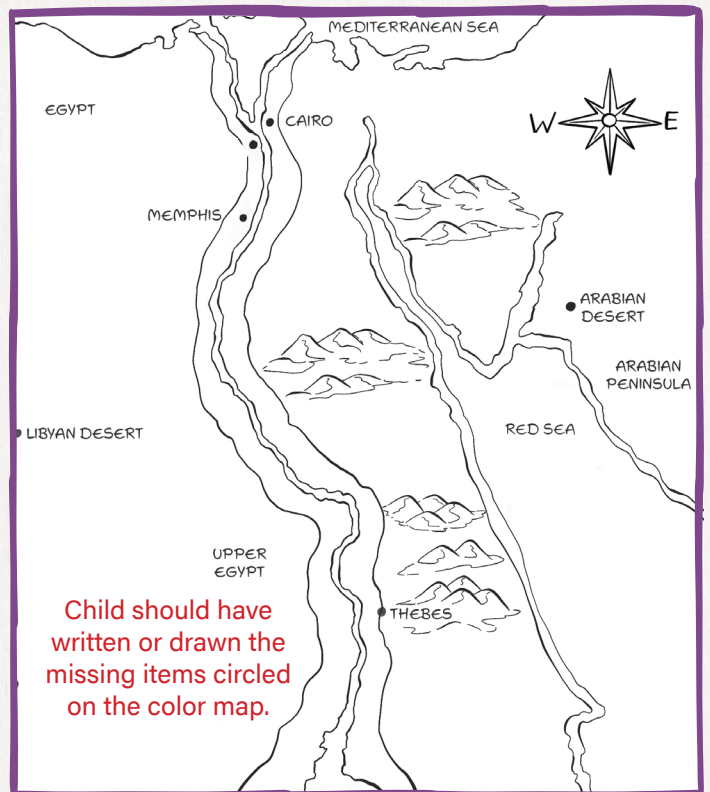
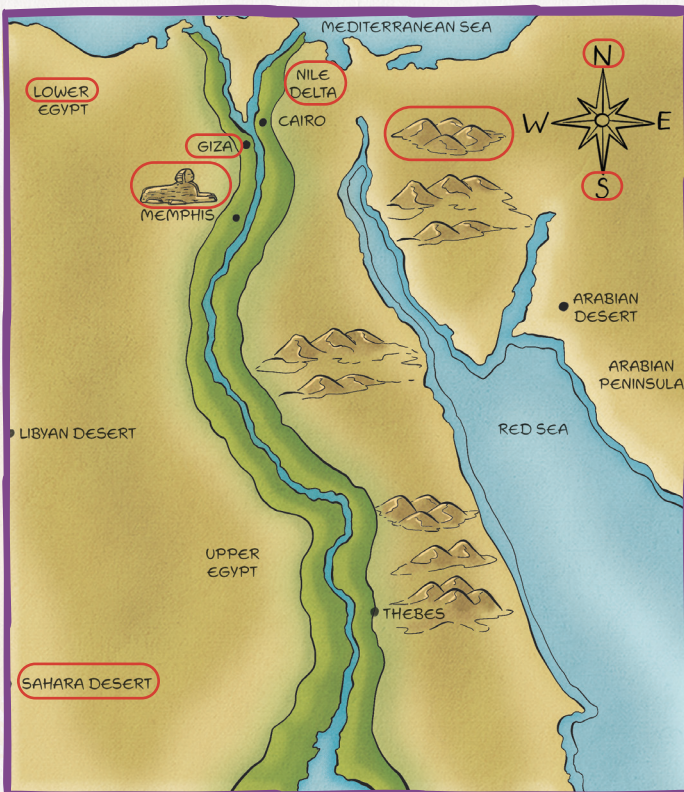
Great Pyramid of Giza is completed.  
c. 2550 BC



Tutankhamen dies.  
c. 1323 BC



Spot the differences in the two maps of ancient Egypt. On the color map, circle any features not included on the black-and-white map. Then write and draw in the missing information on the black-and-white map and, if desired, color it.





# ≡ § BUILD A SUNDIAL § ≡

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:

Answers will vary.

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.

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→ Cut out this sundial to use with the activity on the previous page.



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Egyptian pharaohs and queens had a way to make their names stand out. They wrote their names inside an oval frame called a cartouche [car-TOOSH] like the one below. Using the hieroglyphs chart, write one or more of the words below (or a word of your choice!) in the cartouche to the right.

sandy

fish

dawn



Answers will vary.

## ANCIENT EGYPTIAN ALPHABET

A	i	y	j	a	w	b
p	f	m	n	r	h	H
x	Kh	z	s	Sh	q	k
g	t	Th	d	Tch		

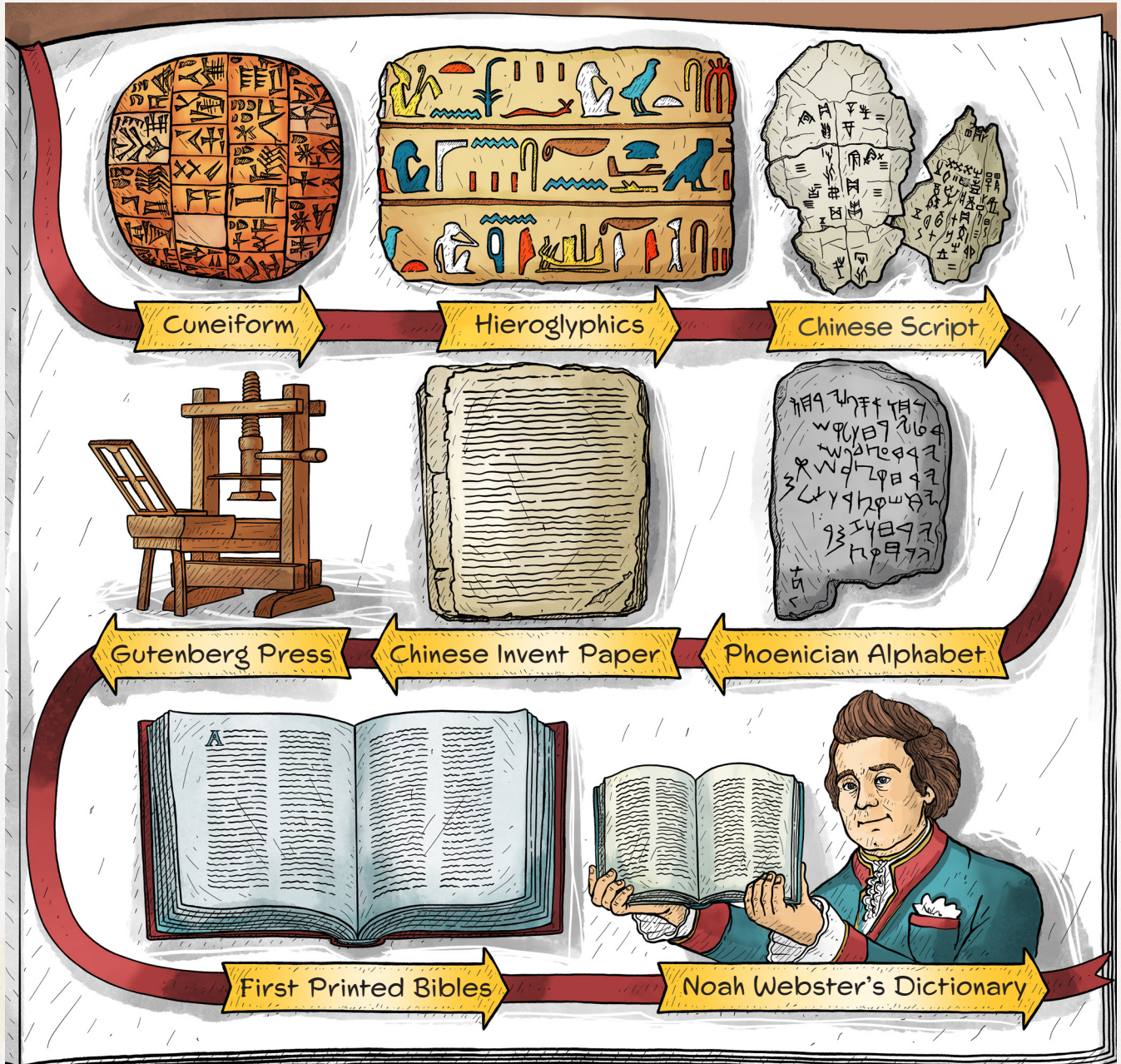
### FUN FACT

The English alphabet and Egyptian hieroglyphs do not perfectly match up. Although the Egyptian language was spoken with vowel sounds, most vowels were not written but could be inferred from the surrounding consonants.



# TIME LINE TIME

Follow the path below as you find each event in your *History Time Line Book*.

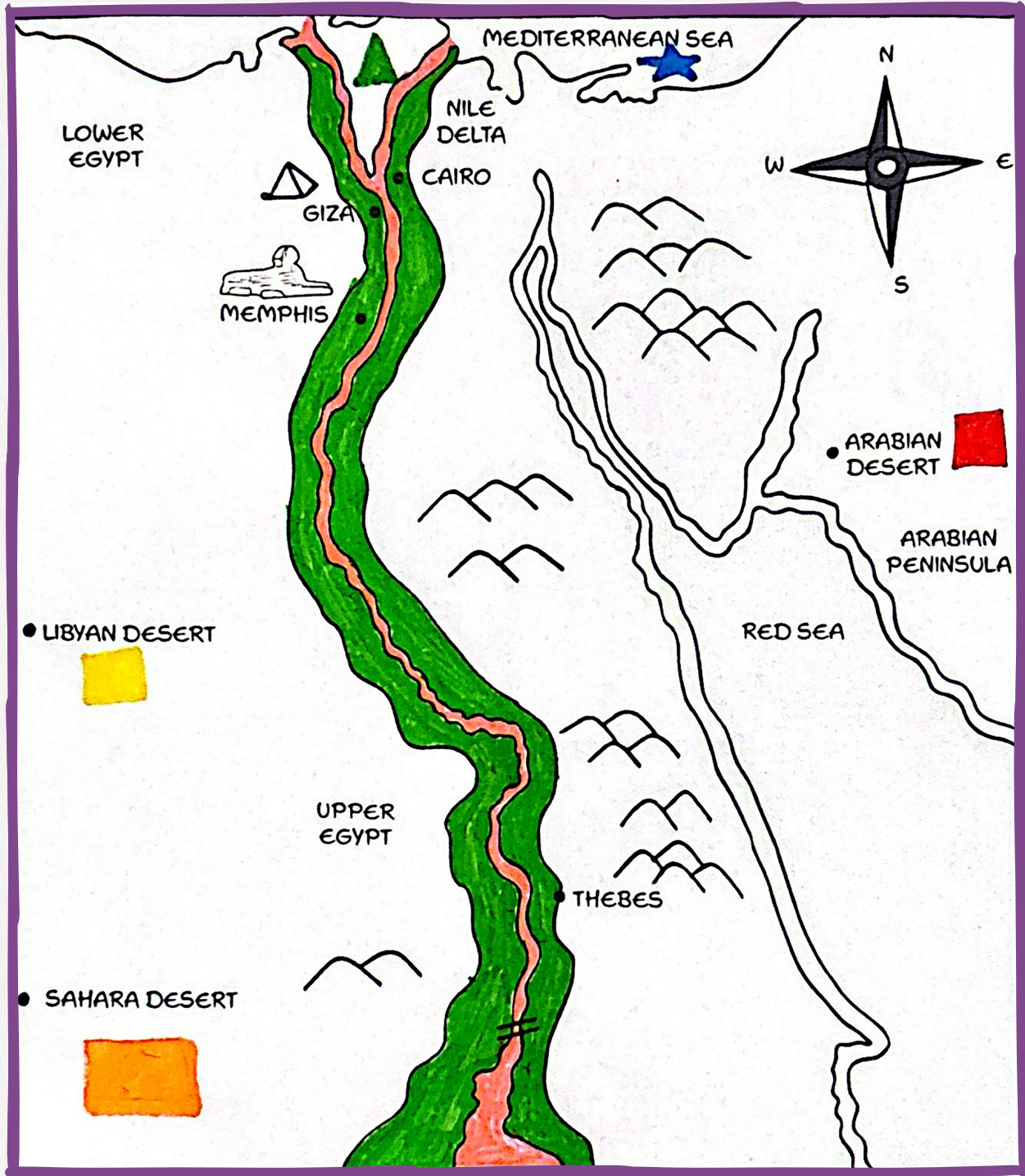




# ANCIENT EGYPT

LESSON  
8

Follow the instructions in the course book to color this image.





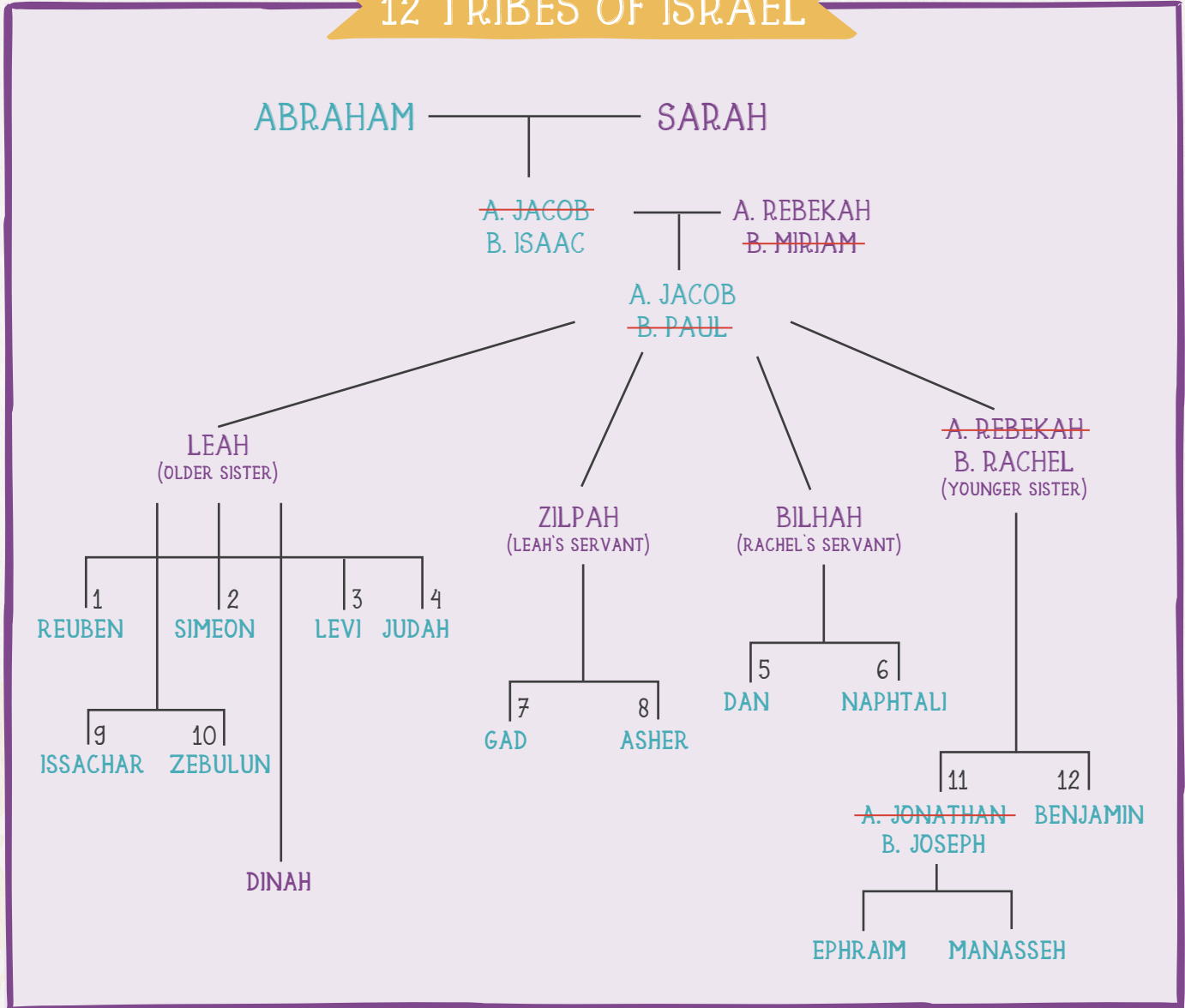
# ABRAHAM'S GENEALOGY

As you or your parent reads the information about Abraham's genealogy below, find the people with two name options listed on the chart below and cross out the incorrect option.

You may remember the story of Abraham that we learned about a few lessons ago. He had to wait a long time for the wonderful blessings God had promised him, including the birth of his son Isaac. As Isaac grew older, he also had great trust in the Lord and Abraham's servant, whom Abraham sent on a journey to find a wife for Isaac. That wife was named Rebekah. Together they had twin sons, but

only Jacob inherited the blessings of Abraham. Jacob worked for seven years to marry Rachel but was tricked and married her older sister Leah instead. He then worked another seven years to marry Rachel. It was through Rachel's line that Joseph was born. We will learn more about his story today. Joseph and his brothers represent the 12 tribes of Israel.

## 12 TRIBES OF ISRAEL





# JOSEPH'S JOURNEY

LESSON  
9

Finish the story of Joseph by drawing lines to match the text to the pictures, and then place a number in each circle to put the story in order. Note: One of the boxes is empty, so draw a picture for the matching part of the story.



3



1



4



2



5



Child should have drawn a picture.

1

After Joseph's brothers became jealous of the beautiful coat their father had given Joseph, they ripped his coat and sold him into slavery in Egypt. An officer of Pharaoh named Potiphar bought Joseph, and Joseph served in Potiphar's house.

2

While serving in Potiphar's house, Joseph was accused of a sin he did not commit and was thrown into prison.

3

But the Lord was still with Joseph in prison, and one day, Pharaoh called Joseph out of prison and asked him to interpret a dream.

4

Joseph told Pharaoh that his dream meant there would be seven years of plentiful harvests followed by seven years of famine, in which food would not grow well and the people would go hungry.

5

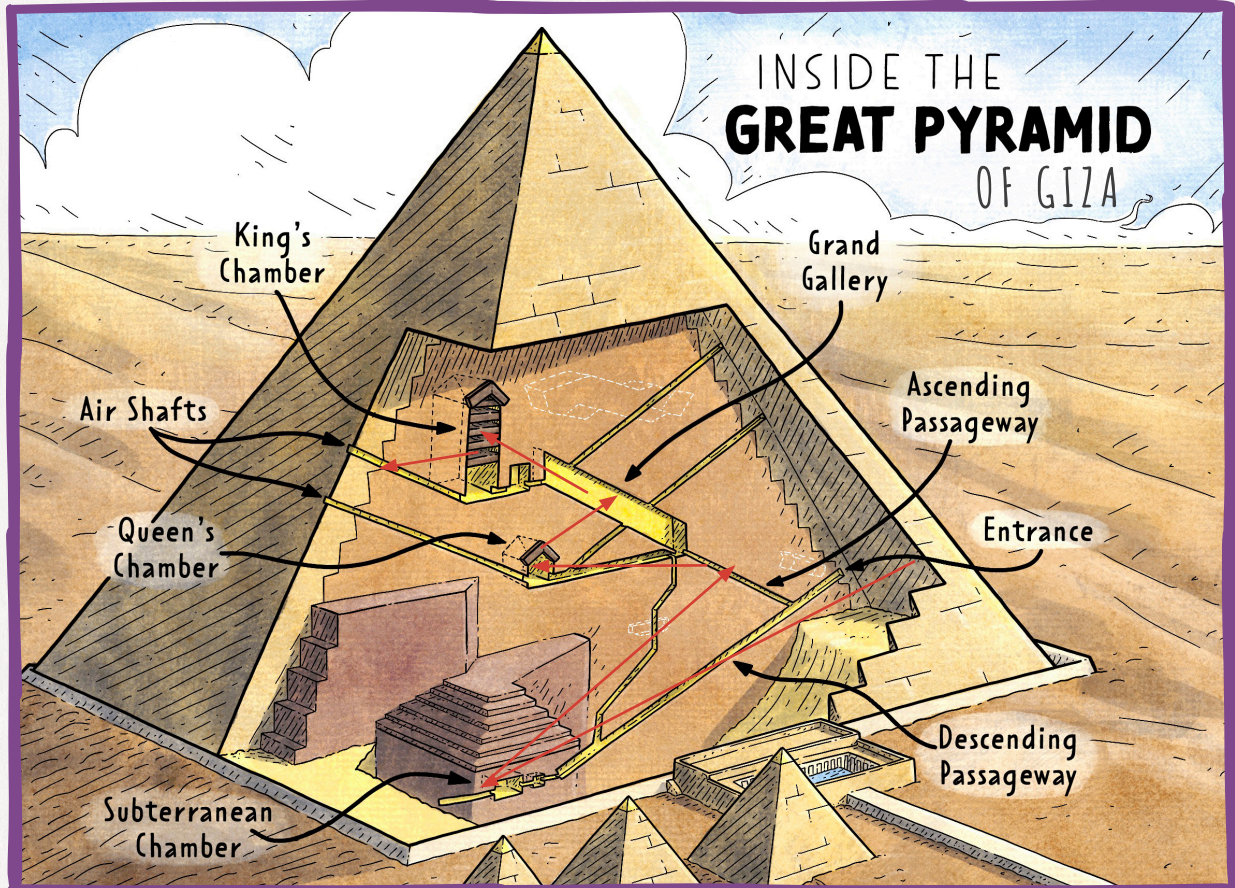
Joseph helped prepare the people, and food was stored up to sustain them through the famine. People came from all across the land to buy corn from Joseph.

6

Joseph's brothers came to Egypt to buy corn. When Joseph saw them, he told them who he was, and they fell down at his feet seeking forgiveness. Joseph forgave them and was reunited with his family.



As you read each description below, trace the path you would follow if you were visiting each of the described locations in order.



### 1. Entrance

The Great Pyramid of Giza once had a heavy swivel door at the entrance and could easily be pushed open from the inside. On the outside it was very hard to find because it fit perfectly.

### 2. Descending Passageway

This passageway leads to the subterranean chamber near the bottom of the pyramid.

### 3. Subterranean Chamber

Many archaeologists believe that this was intended to be the original burial place for Khufu, but this chamber was never finished. It is thought that the king changed his mind and wanted to be buried higher up, in the King's Chamber.

### 4. Ascending Passageway

This passageway leads up toward the Queen's Chamber and the massive hallway called the Grand Gallery that leads to the King's Chamber.

### 5. Queen's Chamber

Despite its name, the Queen's Chamber is not where the queen was buried, as Khufu's queen, Hetepheres [he-te-FARE-eez], was found buried in a separate tomb east of the pyramid. Rather, it is believed that this was originally meant to be the King's Chamber, before a larger one was constructed higher up.

### 6. Grand Gallery

This hallway is very tall and narrow. Scholars have suggested that pulleys and counterweights may have been placed here to lift stones to the upper levels of the pyramid.

### 7. King's Chamber

When archaeologists reached the King's Chamber, they found an empty red sarcophagus and little else. Some believe that the original contents, including the king's body, were stolen by thieves.

### 8. Air Shafts

The air shafts helped to bring fresh air to the inside of the pyramid.



# MEASURE EGYPT


LESSON  
10

Follow the instructions in the course book to explore this map.



from Thebes to the Nile delta:  
**750 kilometers**

from Giza to Amarna:  
**300 kilometers**

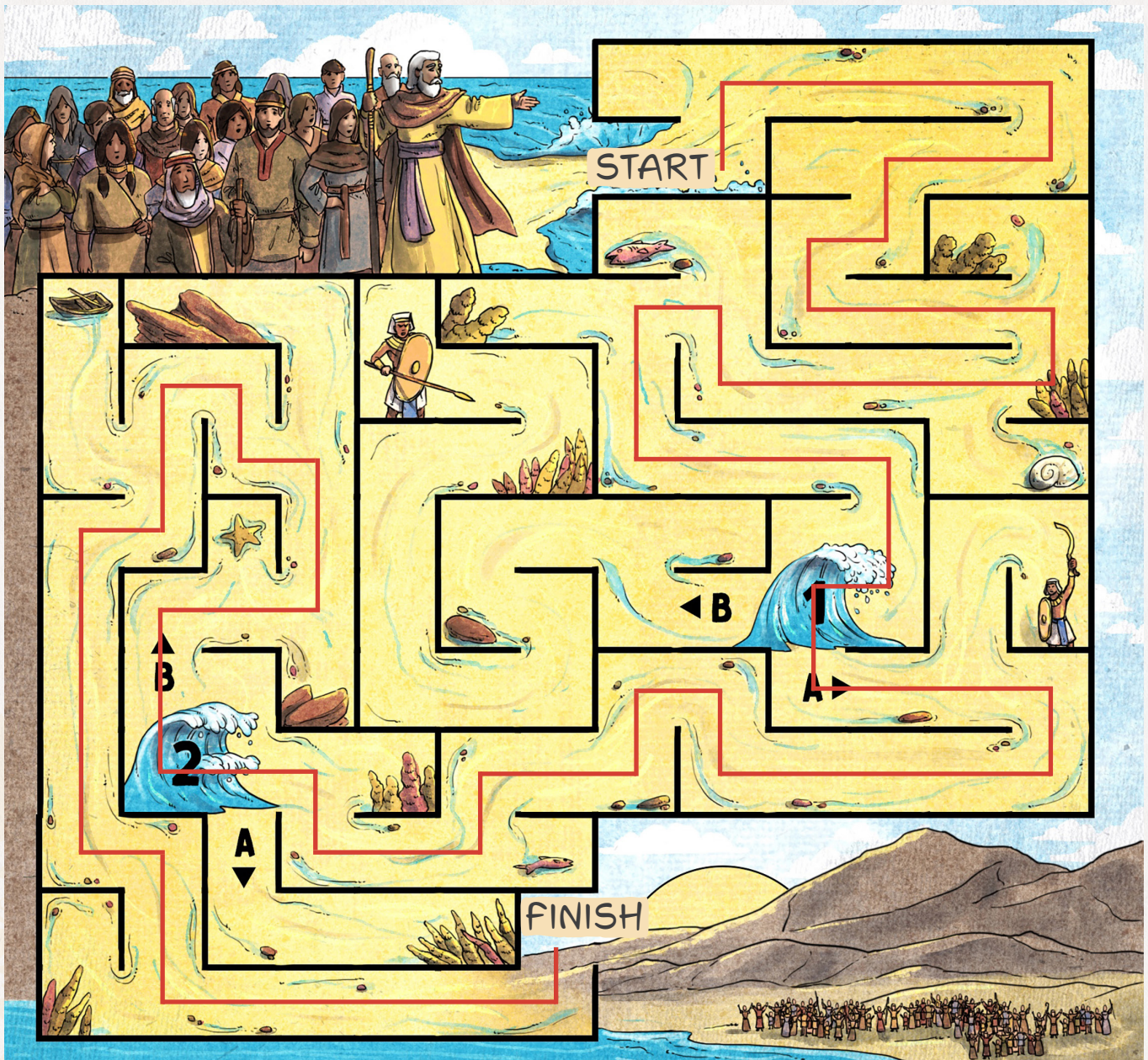
 = 1 centimeter = 50 kilometers



# MOSES MAZE

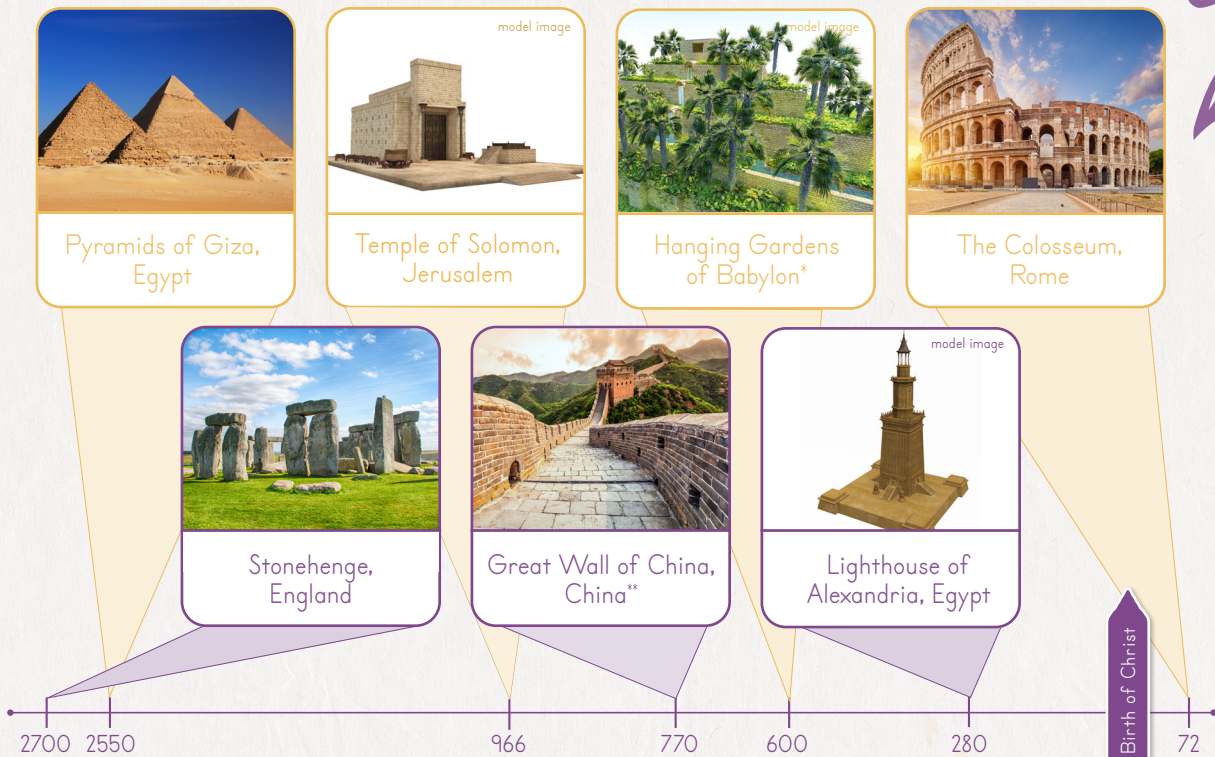
Complete the maze. As you reach each numbered wave, circle the answer to the question and follow the arrow for that answer. If you choose the wrong answer, it will lead you to a dead end. Backtrack to the last wave and choose the other answer.

- 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.





Incredible structures that were built with special talent and skill are sometimes given the title "Wonders of the World." Of the many structures that have been given this label by various people through the centuries, the Pyramids of Giza are one of only a few ancient wonders still remaining. Some others are Stonehenge, the Colosseum, and the Great Wall of China. Look at the time line below that shows these and other amazing structures built before and around the birth of Jesus Christ, and then answer the questions at the bottom of the page.



\*While Babylon is the most well-known location for the Hanging Gardens, scholars are still divided on where they were truly located or whether they even existed at all.

\*\*The Great Wall of China began as scattered earthen structures in the 700s BC and was slowly improved and connected over almost 2,000 years. The majority of what remains today (pictured above) was built between AD 1368 and AD 1644.

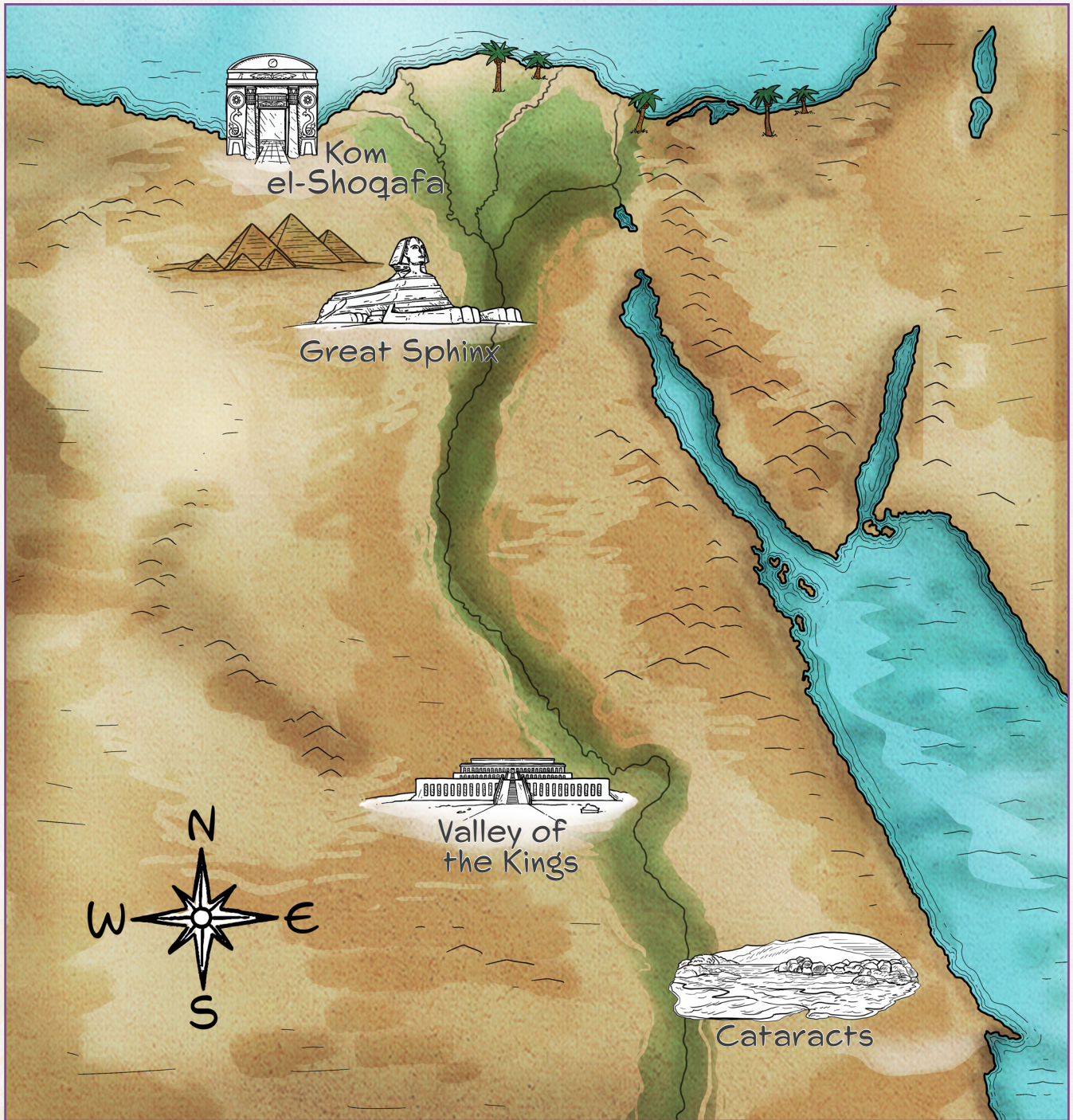
## QUESTIONS

- Which other structure was created about the same time as the Pyramids of Giza?  
Great Wall of China      Stonehenge
- Which two Wonders of the World were built in Egypt?  
Pyramids of Giza      The Colosseum      Lighthouse of Alexandria
- Which structure was built closest to the time of Christ?  
Hanging Gardens of Babylon      The Colosseum



Follow the instructions in the course book to color the missing parts of this map.

Children can use any color for each location.





Fill in the crossword puzzle with the missing words from the clues below. Then follow the instructions to color the matching location on the map. (Hint: Use the word bank if needed!)

## WHERE IN EGYPT?

### ACROSS:

- 2 Alexander was crowned \_\_\_\_\_ when he reached Memphis. Find Memphis on your map and color the dot **orange**.
- 4 Alexander established the city of \_\_\_\_\_. Find this city on your map and color *only half* the dot **pink**.
- 5 Ramses II built a fascinating temple known as Abu \_\_\_\_\_. Find the temple on your map and color the dot **light blue**.
- 6 The Valley of the \_\_\_\_\_ near Thebes is where pharaohs and queens were buried in tombs cut into rock. The Temple of Queen Hatshepsut is found here. Find the valley on your map and color the dot **purple**.

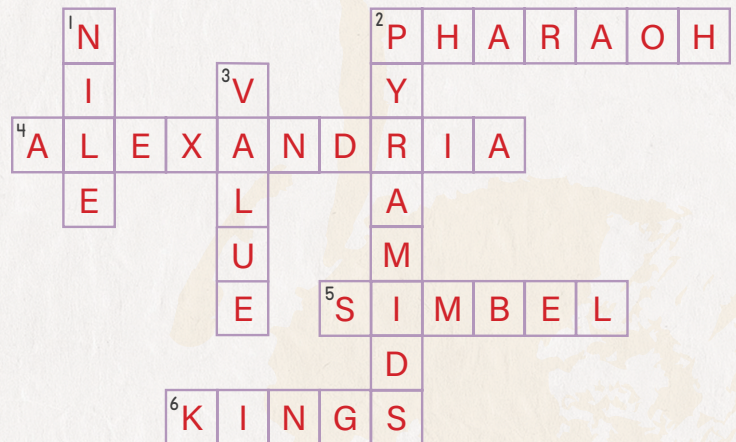
### DOWN:

- 1 Each year the banks of the \_\_\_\_\_ River flood. Find and trace this river on your map in **dark blue** until Memphis.
- 2 The \_\_\_\_\_ of Giza were considered a Wonder of the World. Find Giza on your map and color the dot **red**.
- 3 Alexander believed that learning was of great \_\_\_\_\_, so he and his successors built the Library of Alexandria. Find Alexandria on the map and color the other half of the dot **green**.



## WORD BANK

value	Simbel	Alexandria
Pyramids	Nile	pharaoh
	Kings	





Both illustrations below depict what ancient British huts may have looked like. Circle the one you would rather live in. Then draw lines to connect each trait in the box below to the matching picture. If a trait describes both pictures, draw a rectangle around it instead.

Child should have circled the hut they would prefer to live in.



These huts were made with a distinct solid base. Permanent walls were made of woven branches and a mud mixture called daub. The huts were sturdy and lasted a long time. Thick plant matter on the roof kept out water, and there was a place for a fire in the center to warm the hut.

These huts had a lighter frame and a more thatched appearance. They were slightly smaller but could be constructed more easily. Should the need arise, these huts could be moved to another location. They were sturdy enough to keep out water and had a fire in the center as well.

permanent walls

thatched roof

keeps out water

lighter frame

sturdy

can be moved

place for fire

branches and daub

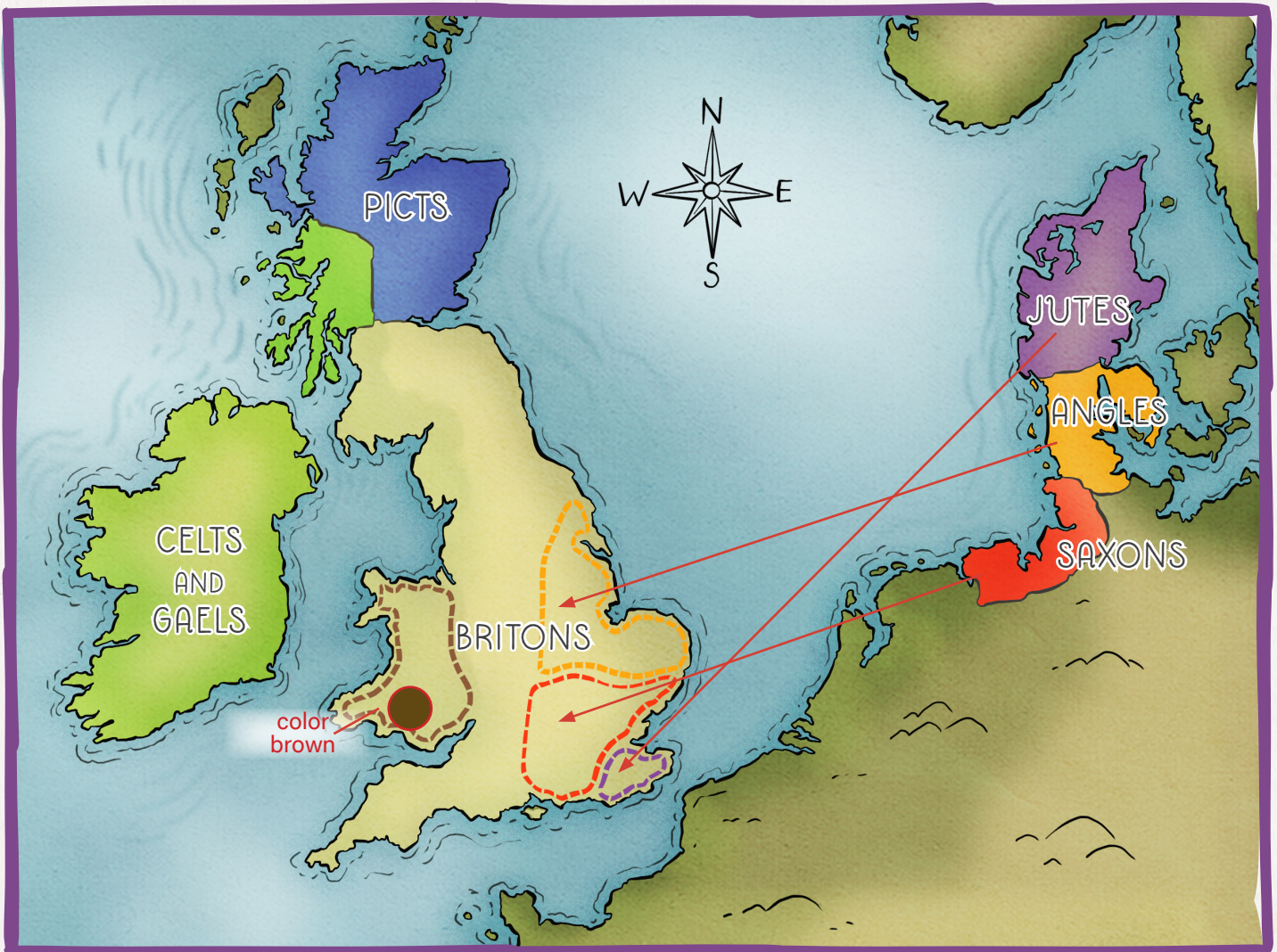
plant-matter roof



# 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.)





# FOUR KEY PEOPLE

Draw a line from each key person to his or her matching description.



**SAINT AUGUSTINE OF CANTERBURY**



**QUEEN BERTHA**



**KING ETHELBERT**



**POPE GREGORY**

This pope spread Christianity.

This missionary wanted to give up but did not.

This faithful woman helped convert her husband.

This king converted to Christianity and helped it spread.

Circle the ways you can make a difference using your beliefs.

telling others they are wrong

standing up for others

giving service

showing love by being kind

screaming your opinion

helping the sick

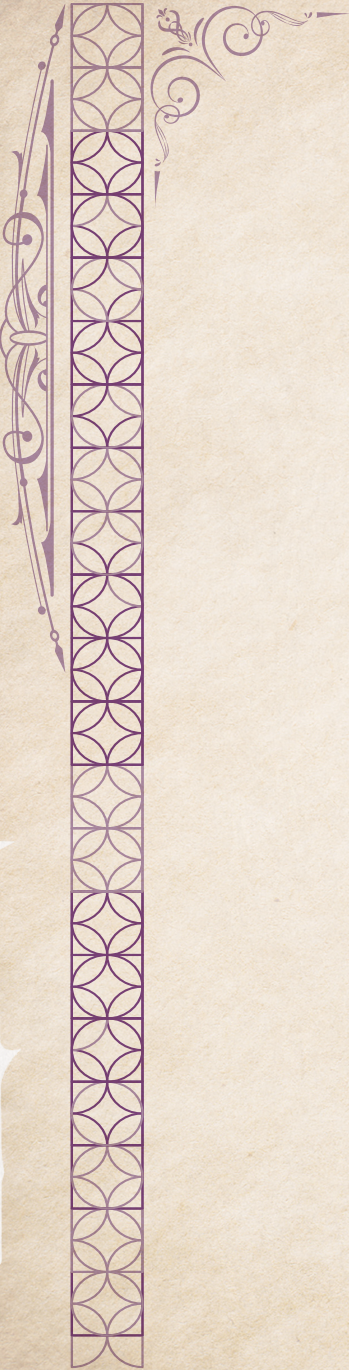


# ILLUMINATED LETTER

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.

Answers will vary.





# WILLIAM & ALFRED

Let us review some facts about William the Conqueror and Alfred the Great. Draw a line from each description to the correct part of the Venn diagram it describes. Then use the box at the bottom of the page to circle a few good leadership traits that you have or want to work on developing now.

king of England

loved hunting

used force and cruelty

burned cakes

loved learning

strong and capable leader

could not read or write

started a curfew

fought in many battles

believed in Christ

made candles like clocks

demanded the throne

WILLIAM

BOTH

ALFRED

Circled answers will vary.

## WORD BANK

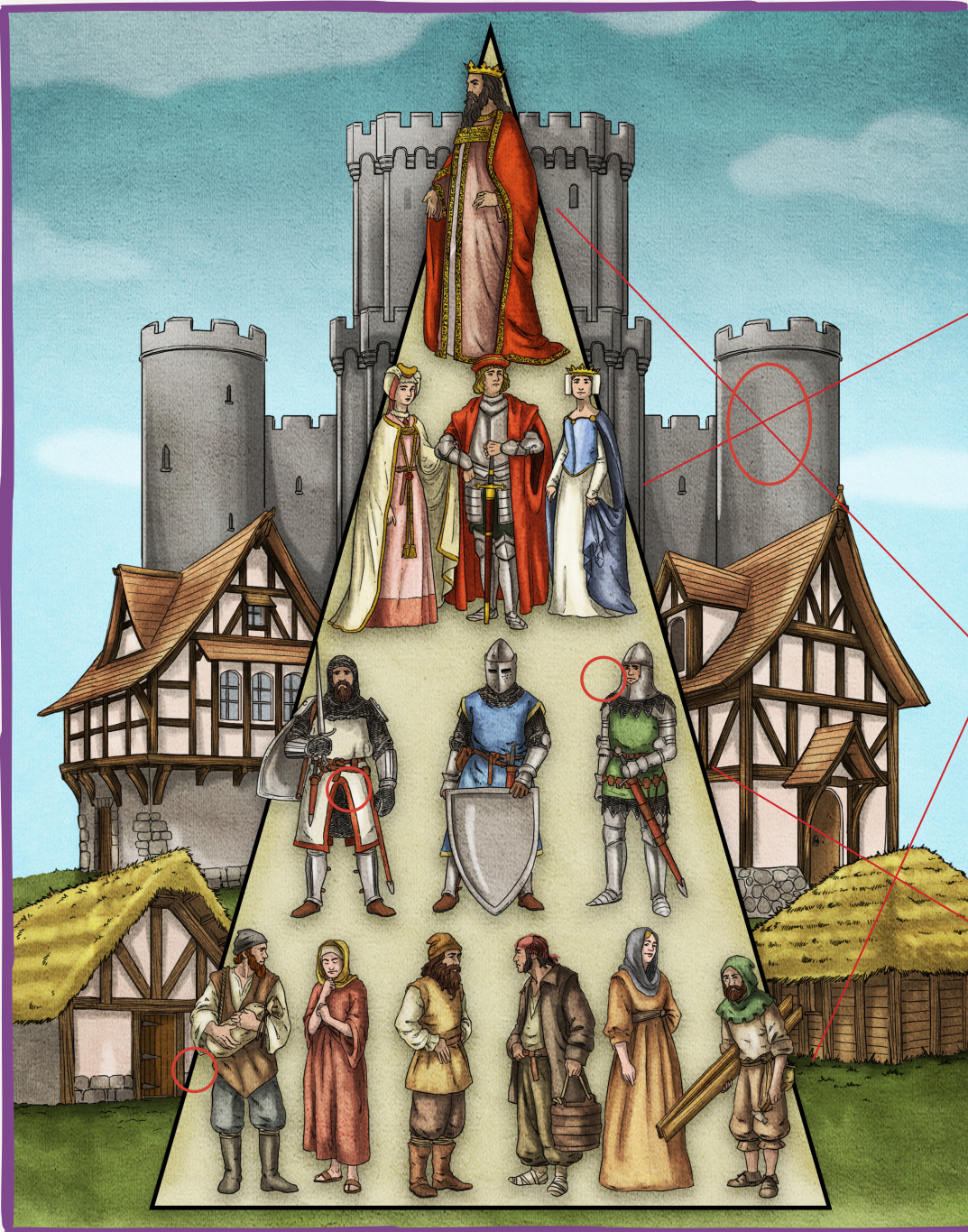
- |                |              |              |                 |
|----------------|--------------|--------------|-----------------|
| honesty        | positivity   | self-starter | creativity      |
| accountability | courage      | hardworking  | problem solving |
| generosity     | humor        | empathy      | teamwork        |
| kindness       | decisiveness | motivational | caring          |



# FEUDALISM PYRAMID

Use the "Feudalism Pyramid" image on page 29 of the *Maps & Images* book as a reference while completing this activity. Draw a line from the levels on the right to the correct place on the pyramid below. There are also four missing elements in this image. Look closely at the image in the *Maps & Images* book and compare it to the image below. Find and circle all four differences on this page.

Note: There are more than 4 differences between the two images.



NOBLES

PEASANTS

KING

KNIGHTS



# STORY OF RIGHTS

Freedom and equal rights have not always been protected. Throughout history people have had to fight for the right to be treated equally and fairly, and the battle continues today. As you or your parent reads the information below, trace your finger along the time line to see just a few examples of how people around the world have fought for their rights. Stop at any date with an asterisk (\*) next to it and find it in your *History Time Line Book*. When you reach the end, draw or write one or two ideas of your own about how you can help protect your own and other people's rights today.

**1215\*** When the unjust English king John pushed his people too far, they forced him to sign a document called the Magna Carta, which said the king must follow laws too. This helped protect the rights of the people.

**1620\*** When England would not allow people to practice their religion, many groups sailed away to North America to have religious freedom.

**1913** When women were not allowed to vote in the United States, over 5,000 women marched in a parade in 1913 to make their voices heard and gained the right to vote in 1920.

**1791** After nearly 300 years of slavery under Spanish and French rule, the people of Haiti rebelled and eventually won their freedom.

**1920\***

**1924\*** When they worried about unfair treatment of children, people gathered in Geneva, Switzerland, and made a document called "Geneva Declaration of the Rights of the Child."

**1963\*** When Black people in the US were treated unfairly, Martin Luther King Jr. spoke about a future when skin color would not matter and everyone could be kind to each other. (Find US Civil Rights Movement from 1954 to 1968 on the time line.)

Answers will vary.

Answers will vary.



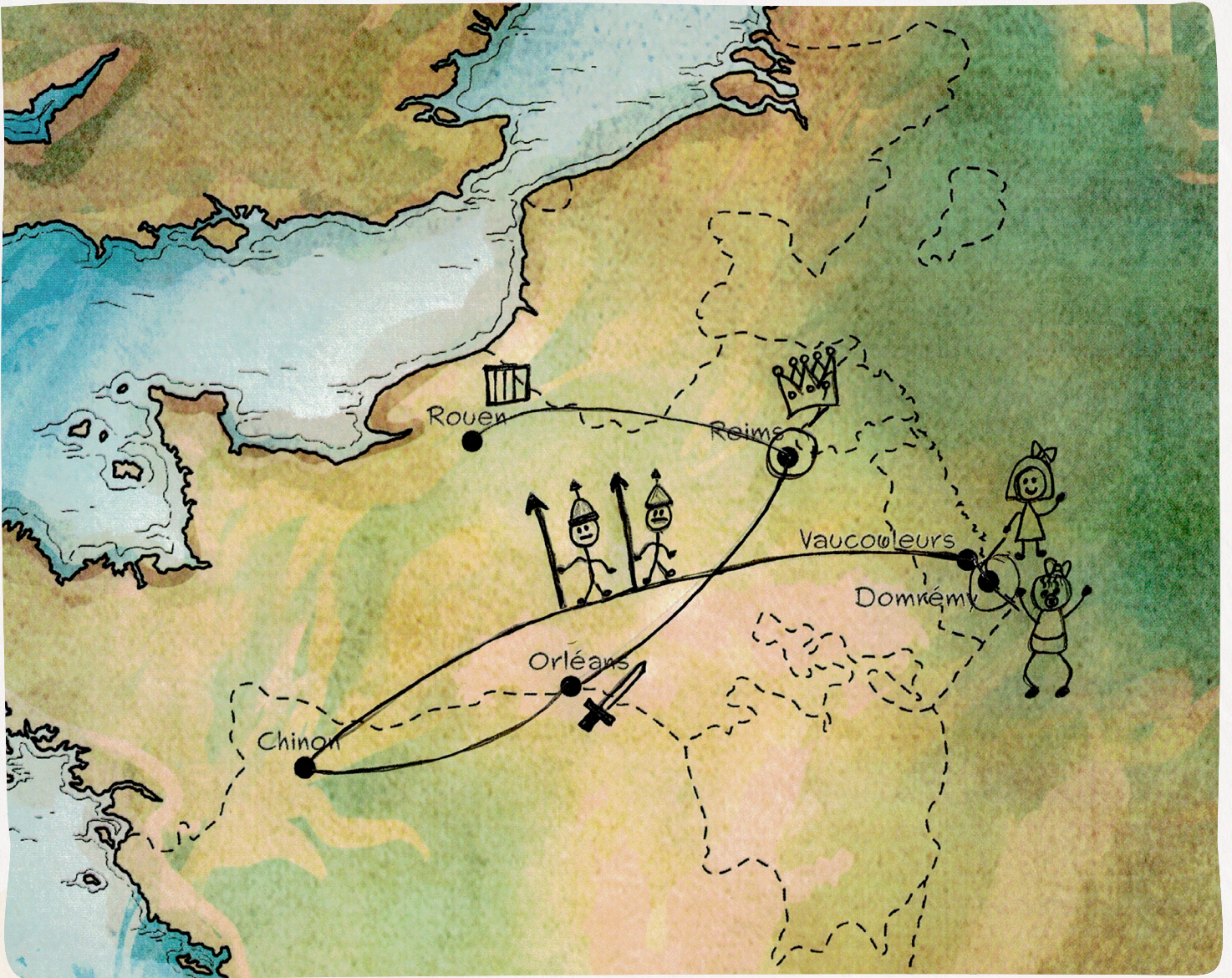
In the Middle Ages, a warrior's armor covered most of the body. This made it hard to tell if another warrior was a friend or enemy. As a solution to this problem, each knight painted a coat of arms on his shield so it was big enough to be seen from a distance. The coat of arms contained pictures that were unique to a knight, a family, or a group of people as well as more common symbols. Today, you can create your own on the blank shield below. Choose images that represent you in some way. You can also use the pictures around the border and the "Coats of Arms" images on page 36 of the *Maps & Images* book as references while completing this activity.





# JOAN OF ARC MAP

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



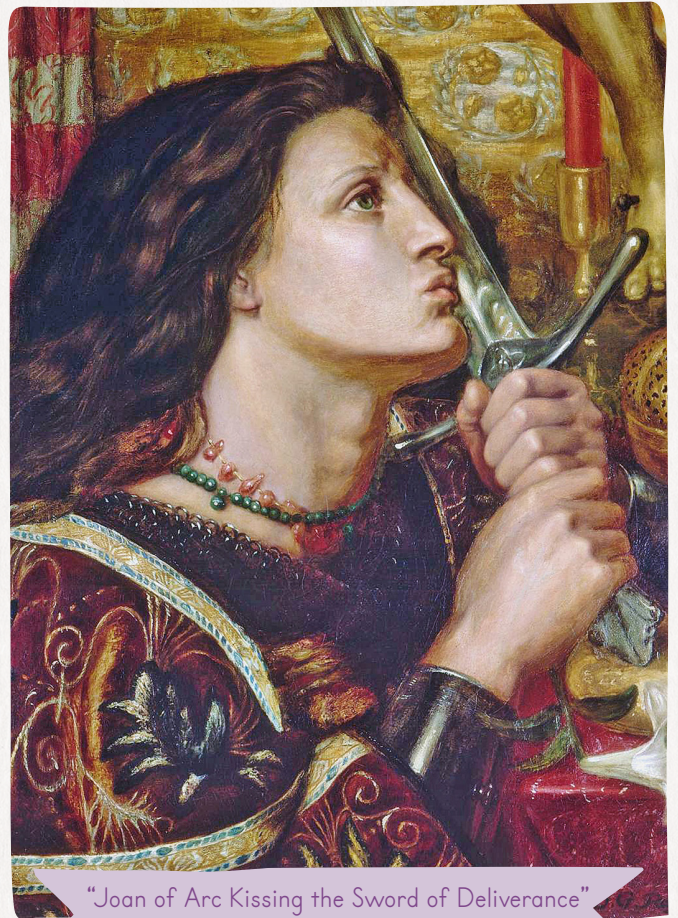


The two paintings below were created by artists who were part of a mid-19th-century group called the Pre-Raphaelite Brotherhood. The group loved to draw inspiration from medieval themes, so Joan of Arc was a perfect subject. The group believed that art should be detailed and realistic, have bold colors, and bring out strong emotions. Evoking emotion and connection was more important than any formal artistic rules. Study the paintings. Draw a star next to your favorite. Then, in the space below, circle the phrases that describe how these two paintings reflect the ideas of the Pre-Raphaelite Brotherhood.

Child should have drawn a star next to one of the paintings.



"Joan of Arc"  
by John Everett Millais (1829-1896), 1865



"Joan of Arc Kissing the Sword of Deliverance"  
by Dante Gabriel Rossetti (1828-1882), 1863

use bold colors

evoke emotion

only use simple shapes

include only landscapes

use detail

focus on current times

focus on medieval times

look realistic

use dull colors



# BLACK DEATH ROLL

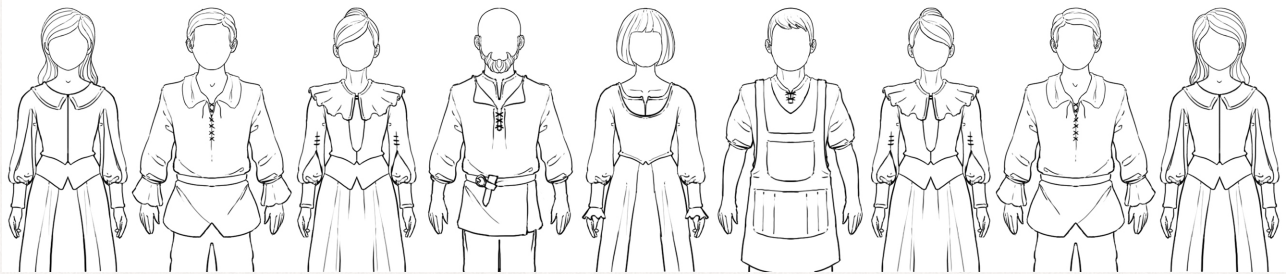
In the lesson you learned that at least a third of people in Europe died from the plague. Let us take a closer glance at what that might have looked like. Split the image of the city below into three parts. Color one section of the city red. This section represents the part of the population that would have died.

Child should have colored one section.



All the deaths would not have happened to just one section of the city though. The people throughout the city had a one-in-three chance of dying. Let us simulate what this might have looked like with the nine drawings of people below. Pick one person below by circling them. We are going to see if the character you pick would have survived the Black Death. Roll the dice for each character. If you roll a one or two, the person dies of the disease. Color them red. If you roll any other number, the person survives, and you can leave them uncolored.

This is called probability. Roll the dice for each person. You might end up with no deaths at all, but the probability predicts that three out of nine (or one-third) will die.



How many of your characters died? Circle your answer below.

0 1 2 3 4 5 6 7 8 9

Answers will vary.

Did your character survive? Circle your answer below.

yes no

Answers will vary.

If desired, repeat the simulation multiple times and see what happens. Rolling dice to determine probability is random, and losing a loved one to the Black Death must have felt frighteningly random to the people of the time as well. They did not know who would or would not survive. Today, we know that death came to those who were exposed to the bacteria causing the disease and whose bodies could not fight it off.



# 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.

Answers will vary.



# IMPACTFUL INVENTIONS

Imagine the inventions pictured below were never created. What kind of impact would that have had? Draw a line from each invention to a possible consequence if the item were not invented.



We would not understand how the planets of the solar system orbit the sun without this invention.



Without this tool we would only have crude estimates of temperature—not precise enough to measure a fever.



Without this tool we would have to navigate by following the stars, landmarks, or even birds and waves.



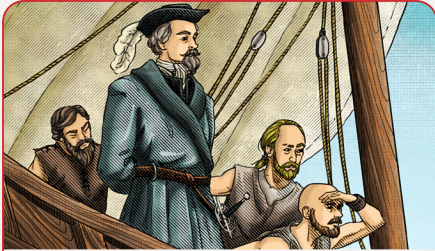
Scientists would understand less about tiny cells and the way our bodies work. Many current medicines would not exist.



# WHAT HAPPENED NEXT?

LESSON  
30

Cut out the pictures (including the text!) on page 39. As you listen to the lesson, glue the cut-out pictures on this page in the correct order. What happened first?



AD 1534-1542: Jacques Cartier explores New France but does not start any successful settlements.



AD 1605: After much struggle Samuel de Champlain successfully forms the first French colony—Port Royal.



AD 1608-1609: A cold, harsh winter leaves only nine men alive in the Quebec settlement.



c. AD 1624-1701: Native Americans begin fighting in tribal wars over hunting territory to meet the rising demand for fashionable furs in Europe.



AD 1627: Cardinal Richelieu starts the Company of New France, but it struggles greatly.



AD 1663-1673: Louis XIV pays for 800 'daughters of the king' to travel to New France to boost the population.



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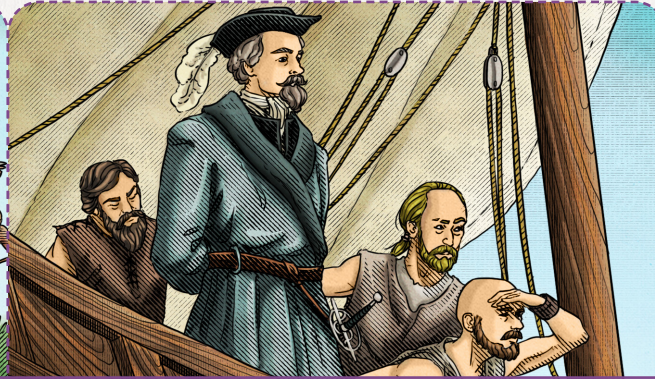


# WHAT HAPPENED NEXT?

LESSON  
30



c. AD 1624–1701: Native Americans begin fighting in tribal wars over hunting territory to meet the rising demand for fashionable furs in Europe.



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# WASHINGTON PUZZLE

LESSON  
31

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

Glue Card 1 here.

In 1732 George Washington was born in Virginia.

America was not yet a unified nation, but made of 13 colonies, ruled by Great Britain.

George's family owned a large plantation in Virginia.

Glue Card 2 here.

The plantation where George spent most of his childhood was called Ferry Farm.

George's mother, Mary, raised her children to be hardworking.

When he was 17, he worked as a land surveyor.

George grew to love the wilderness of America and was in favor of westward expansion.

Glue Card 3 here.

George was especially close with his oldest half-brother, Lawrence, who became a soldier.

Lawrence wanted George to join the Royal Navy, but Mary said no.

George dreamed of one day becoming a soldier and fighting bravely for a just cause.

Instead Lawrence helped George meet very rich and influential people.

Glue Card 4 here.

George was very intelligent, talented in mathematics and geography.

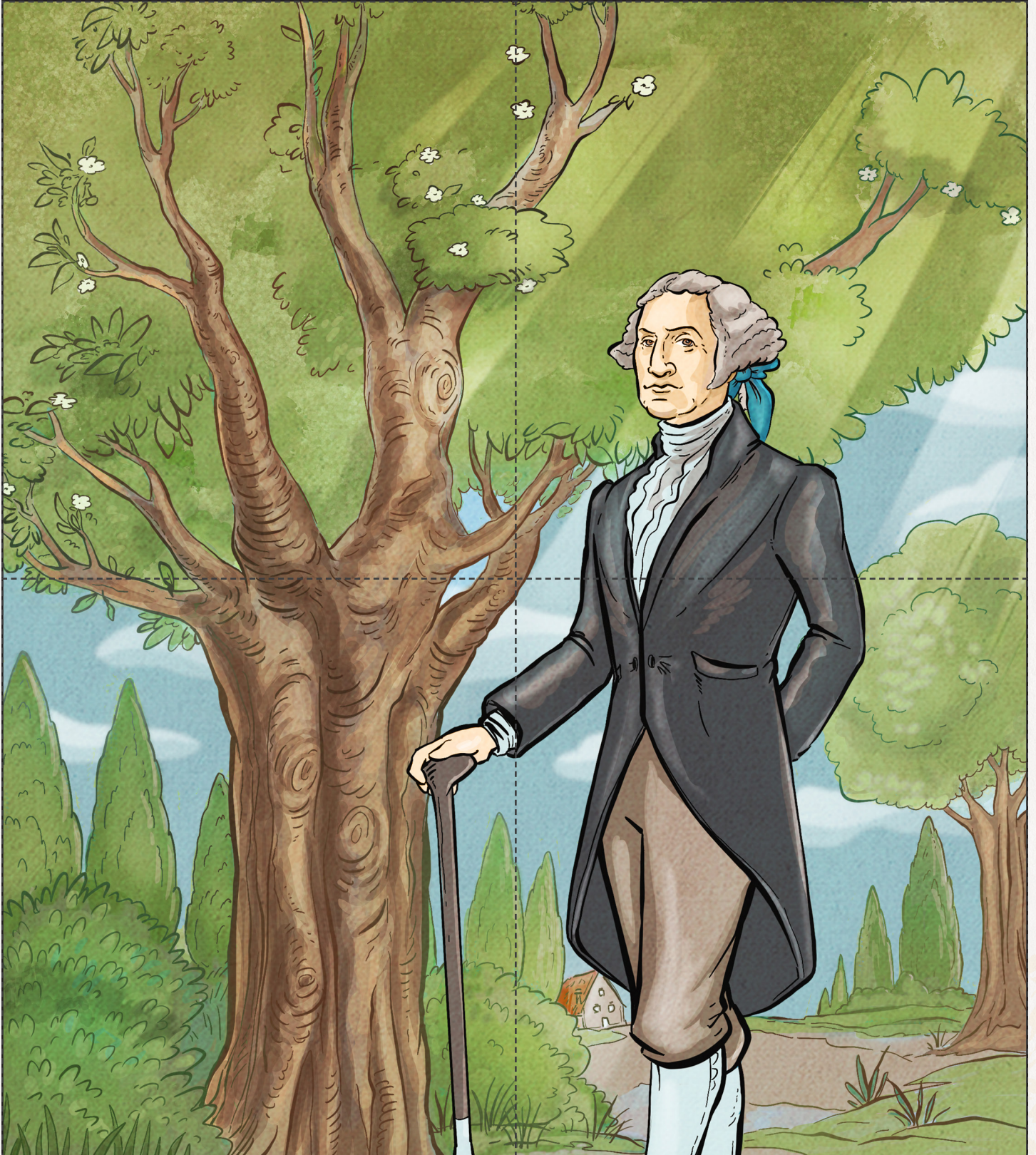
He did not get to go to formal school or college because he worked so much.

For the rest of his life, George took any opportunity to read and learn more about the world.



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# WORD BANK

**Card 1** colonies  
Great Britain  
plantation  
1732

**Card 2** westward expansion  
Ferry Farm  
surveyor  
Mary

**Card 3** Royal Navy  
very rich  
Lawrence  
soldier

**Card 4** college  
intelligent  
read  
geography

2

Glue this tab face down.

1

Glue this tab face down.

4

Glue this tab face down.

3

Glue this tab face down.



# FOUNDING FATHERS

LESSON  
31

Match each Founding Father in the image below with the correct fact about him by writing his initials in the bubble.

JJ

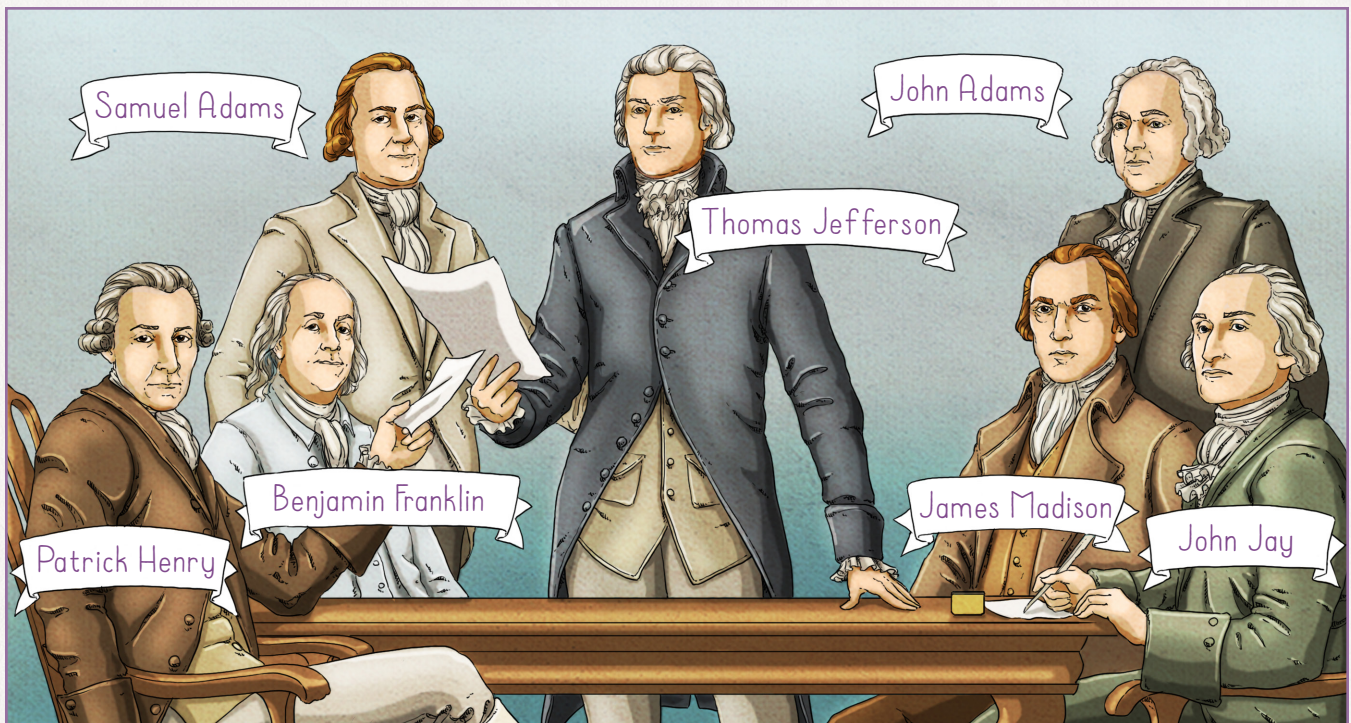
This man helped negotiate the Treaty of Paris.

PH

This man said, "Give me liberty or give me death!"

JA

This man helped Washington get elected as the commander of the Continental Army.



JM

This man helped bring about the United States Constitution.

TJ

This man was the main author of the Declaration of Independence.

BF

This man persuaded the French to help the colonists.

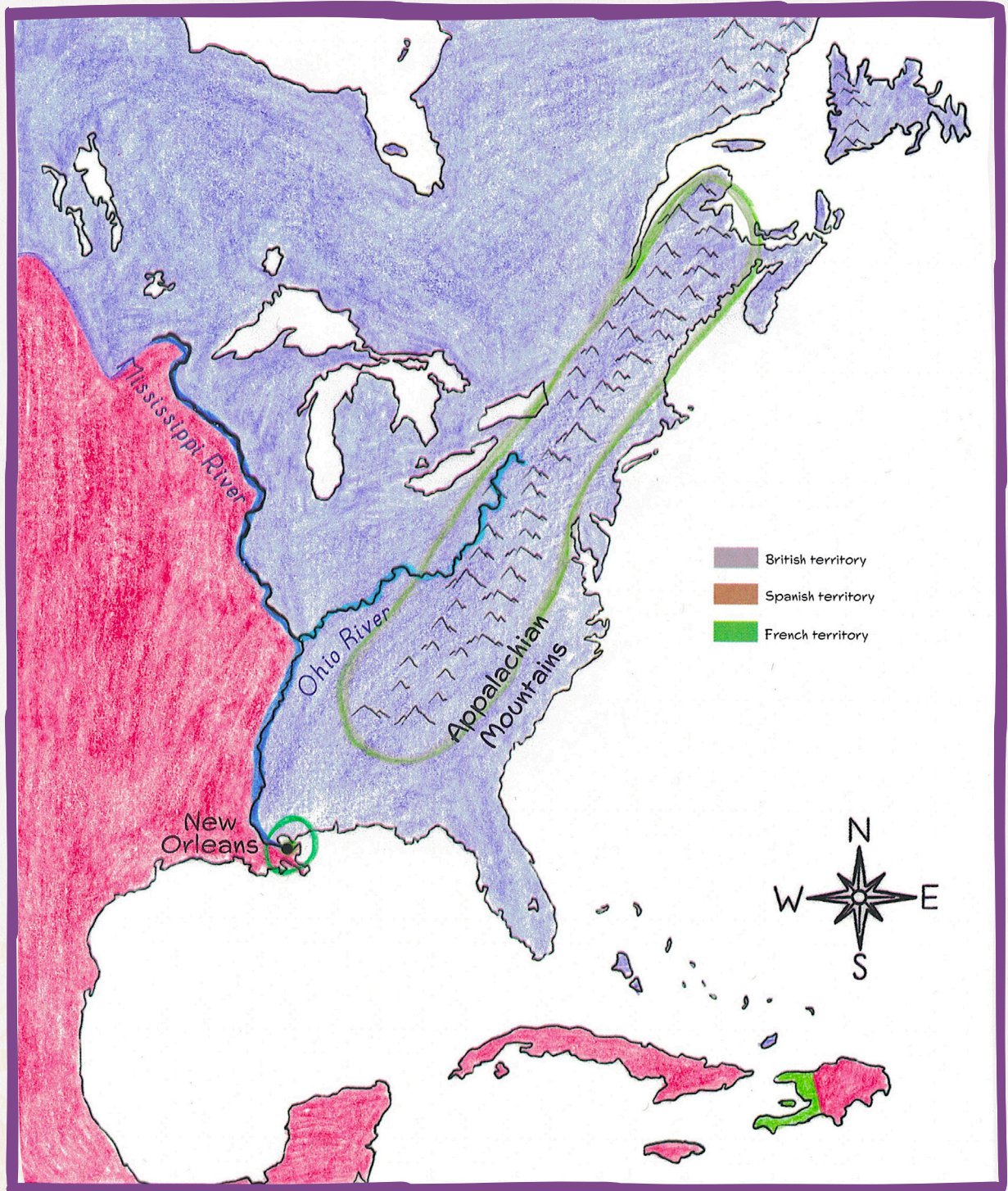
SA

This man helped form the Sons of Liberty.



# FRENCH AND INDIAN WAR

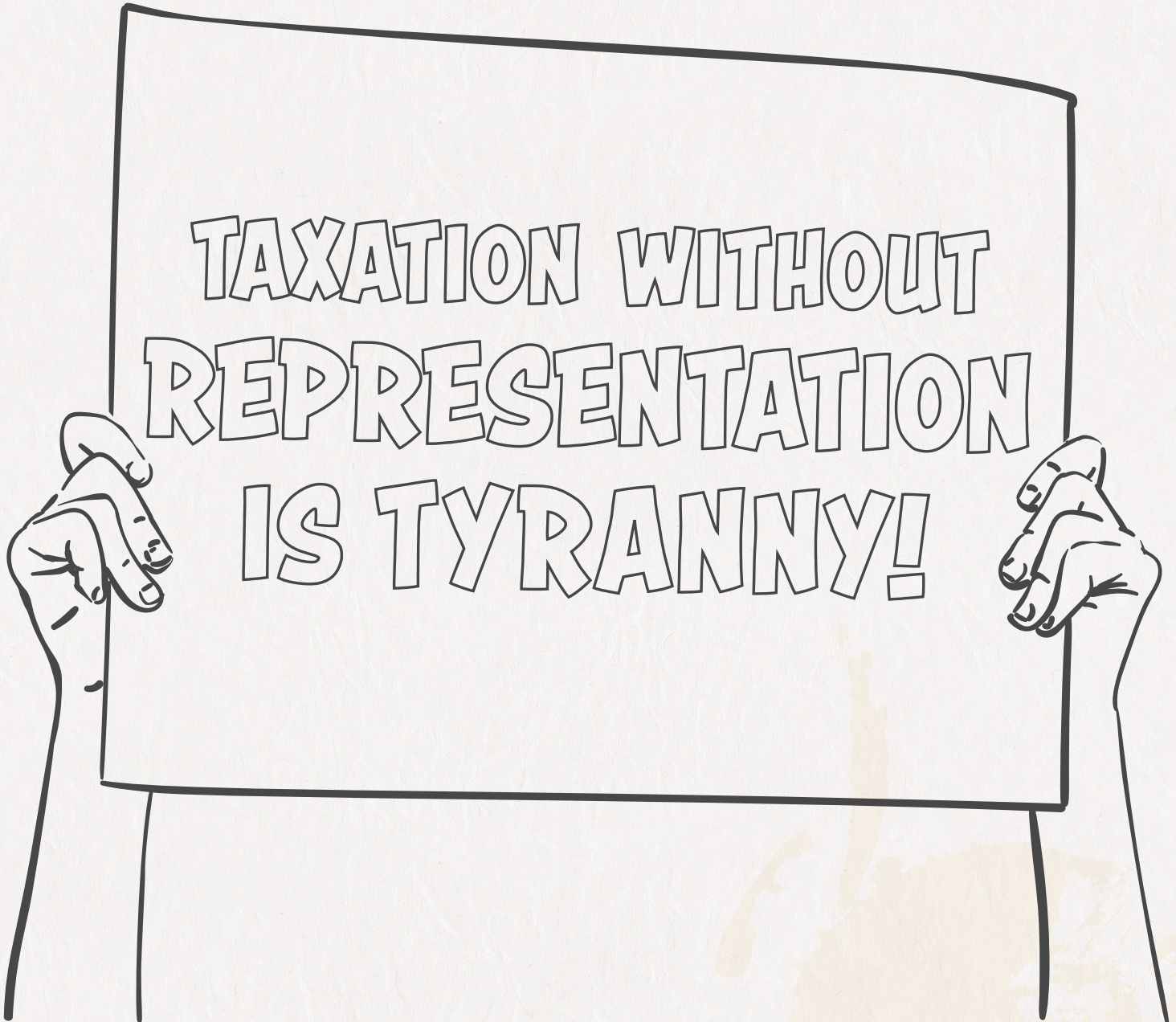
Follow the instructions in the course book to add details to the map below.





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

Answers will vary.





# COLONY TAXATION

Different types of money were used in the colonies before and during the Revolutionary War. The money from Britain was one type of many currencies used. British money at the time included pounds, shillings, and pence. (If you only had one, you called it a penny; if you had more than one, they were called pence.) Examine the chart below to understand a little of how the money system worked in the colonies.



Use the chart to the right to calculate what the total cost of some goods would be with the new and changing taxes. Not all taxes were enforced at the same times. Write or draw your answer.

Then circle each good that has a cost lower than the added tax. This means the colonists had to pay more in taxes than they were paying for the goods themselves!

GOODS	COST per item	ADDED TAX per item	TOTAL COST
 molasses	 2 pence	 3 pence	5 pence
 paper	 5 pence	 4 pence	9 pence
 window pane	 3 shillings	 2 shillings	5 shillings
 tea	 1 penny	 3 pence	4 pence
 dice	 3 pence	 10 shillings	123 pence



Guns and ammunition were not the only things secretly passed between minutemen. Sometimes they even sent messages hidden by invisible ink. Today, you get to write your own message in invisible ink, just like the spies of the past. Follow the recipe below to make and reveal your own secret message.

Answers will vary.

#### PREPARATION SUPPLIES

- paper towels or newspapers
- cotton swabs
- paintbrush

Collect the items above. Get your area ready by laying paper towels or newspapers underneath this page, and then make the two recipes below.

#### INK RECIPE

- 1/4 cup baking soda
- 1/4 cup water

Mix together baking soda and water. Dip a cotton swab in the mixture, and then write your message and let it dry.

#### INK REVEALER RECIPE

- 1/4 cup rubbing alcohol
- 1/4 tsp turmeric

Mix together the alcohol and turmeric. Dip a paintbrush in the mixture and lightly rub it over your hidden message to reveal it.



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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.

Answers will vary.

## 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 pursuits 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

## 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.

or

or

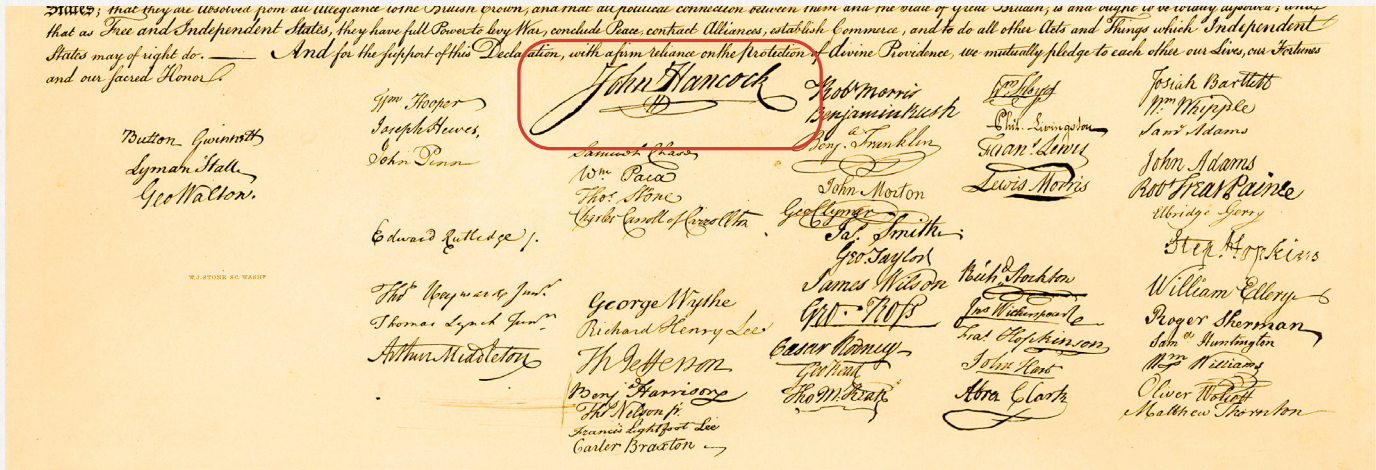
or

or

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.



Part 1: Find John Hancock's signature below and circle it.



Part 2: Highlight your favorite line in the preamble (introduction) of the Declaration of Independence below.

Answers will vary.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”



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.



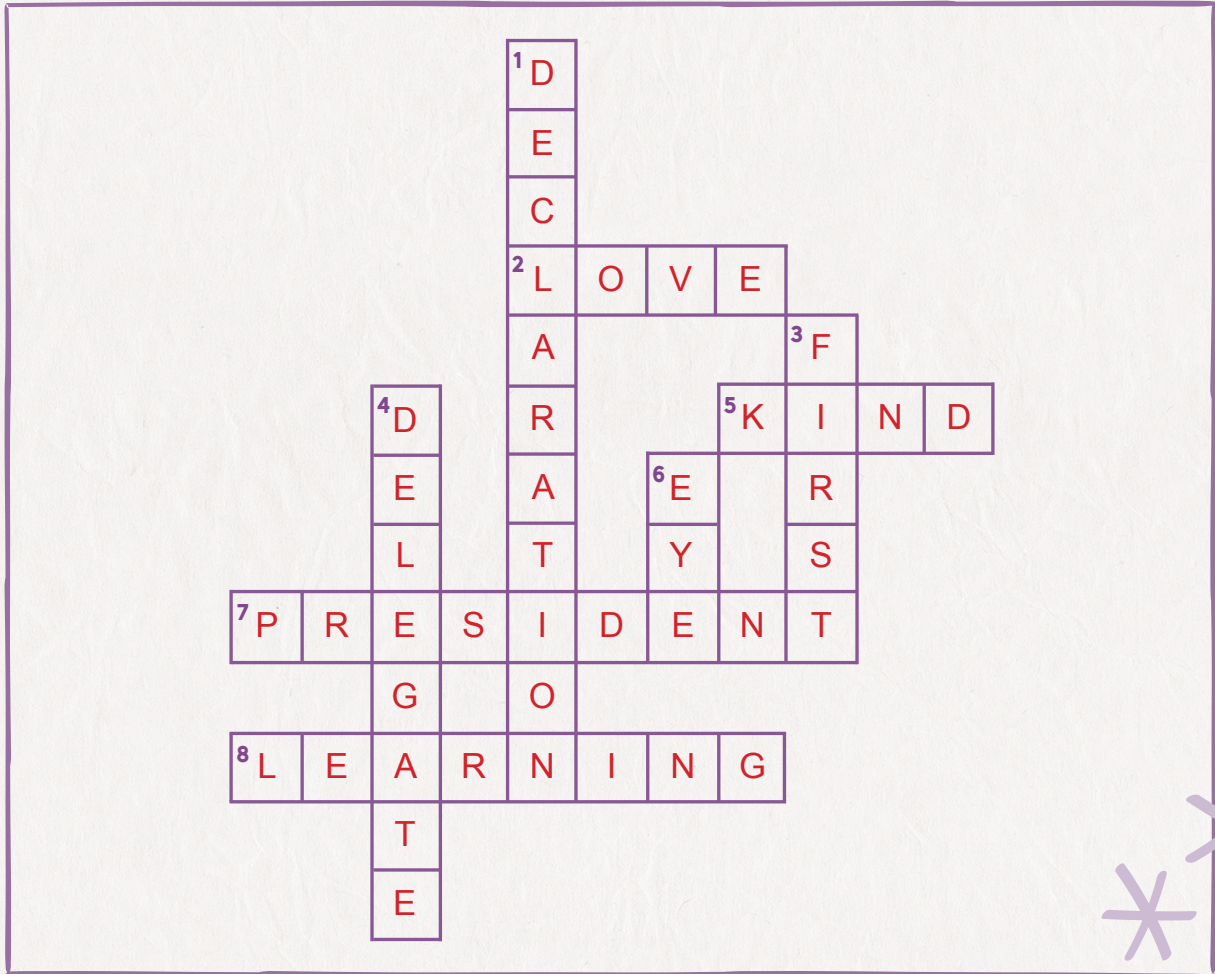
"Olive Grove" by Vincent van Gogh (1853-1890),  
November 1889-December 1889

Answers will vary.





Fill in the blanks to complete the statements about Thomas Jefferson below. Then use those answers to complete the crossword puzzle. Use the key for extra help.



## ACROSS

2. He had a \_\_\_\_\_ of God and truth.
5. Many people described him as a \_\_\_\_\_ and gentle man.
7. He was the third \_\_\_\_\_ of the United States.
8. He had a love of \_\_\_\_\_.

## DOWN

1. He was the main author of the \_\_\_\_\_ of Independence.
3. He was the \_\_\_\_\_ secretary of state.
4. He was a \_\_\_\_\_ and governor.
6. He had an \_\_\_\_\_ for beauty.

## KEY

delegate  
president

learning  
eye

first  
kind

love  
Declaration

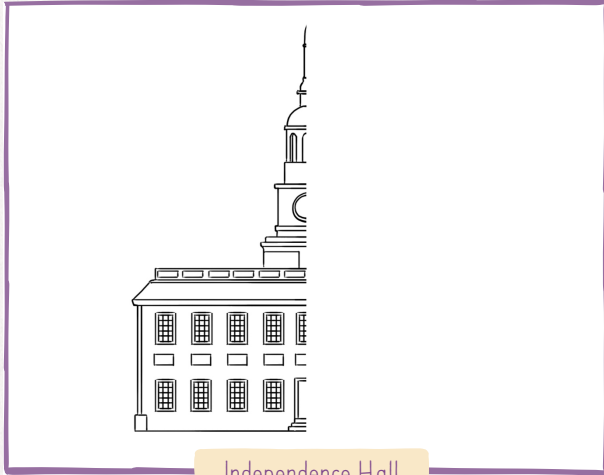


# LANDMARK STUDY

LESSON  
39

Complete the drawings of each landmark and, if desired, color them. Then circle why each one was important.

Child should have completed each drawing below.



Independence Hall

The Second Continental Congress held its meetings here.

or

After the Constitution was sent to King George, the people met here to make plans to fix things with England.

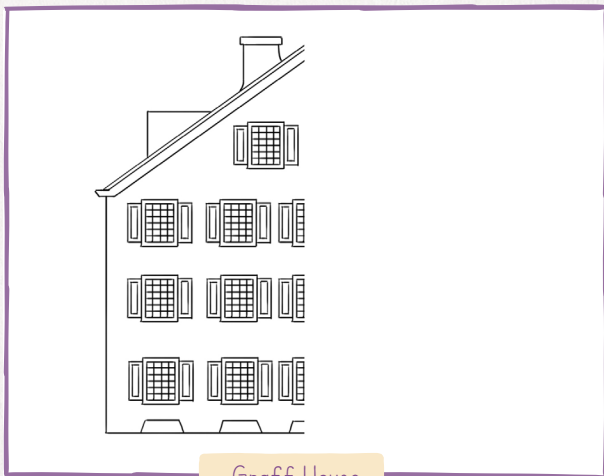


Elfret's Alley

This street preserves buildings from the time of the American Revolution. People walking here in 1776 might have discussed *Common Sense*.

or

A vital battle of the American Revolution was fought on this street.

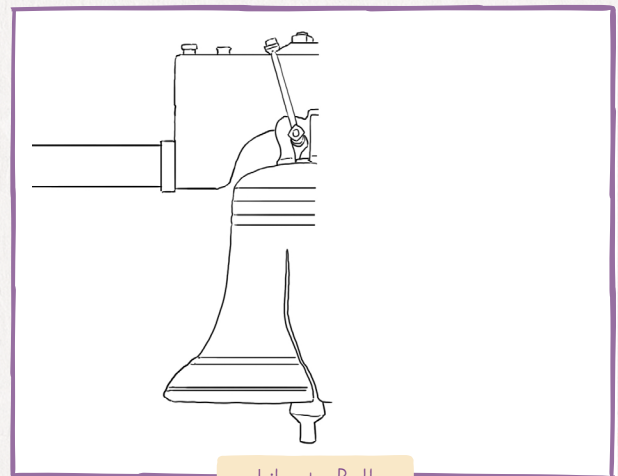


Graff House

Thomas Jefferson came to this quiet home to work on writing the Declaration of Independence.

or

This is the home where George Washington stayed before he agreed to become a general for the colonies.



Liberty Bell

This bell was rung to call the Continental Congress to their meetings.

or

This bell atop Independence Hall may have been rung on July 8, 1776, to summon people to hear the Declaration of Independence being read.



# § SACRIFICES OF THE SIGNERS §

Look at the six types of sacrifices below. As you learn each signer's story, copy his signature on the line, and then note which of these sacrifices he made and write the correct letters next to his picture. Check your answers with the answers upside down at the bottom of the page.

B = BODY: signer suffered illness, injury, or death

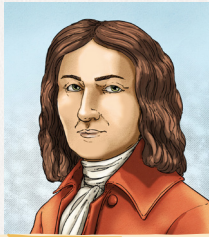
P = PROPERTY: signer fled from his home or lost or donated his possessions

L = LOVED ONES: signer's friends or family were hurt or put in danger

I = IMPRISONMENT: signer spent time in prison

R = REPUTATION: signer's friends or family ended relations with him

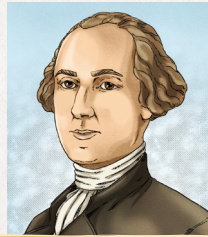
T = TIME: signer donated his time and energy



P, L, T

John Hart

*John Hart*



B, P, I

Richard Stockton

*Richard Stockton*

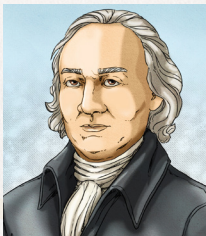


P, L

Francis Lewis

*Francis Lewis*

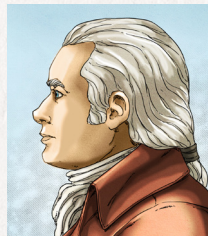
Child should have copied the signature below each name.



B, R

John Morton

*John Morton*



B, P, T

Caesar Rodney

*Caesar Rodney*



B, T

Roger Sherman

*Roger Sherman*



# THREE PRINCIPLES

LESSON  
41

As you move from room to room during the lesson, fill out the boxes below. Use the word bank at the bottom of the page if necessary.

## Room 1

Fill in the blank for Principle 1:

All people are created equal.

Circle the correct definition.

*Self-evident* means that it is so obvious that it does not need to be explained.

or

*Self-evident* means that you need to study hard to know information for yourself.

## Room 2

Fill in the blank for Principle 2:

Governments are set in place to protect God-given rights.

Circle the correct definition.

*Unalienable rights* are rights that cannot be taken away.

or

*Unalienable rights* are rights that can only be obtained by legal citizens in a community.

## Room 3

Principle 3:

A government must receive its power to rule from the people, and the people have a right to abolish a tyrannical government.

Circle the correct definition.

*Abolish* means to destroy or end.

or

*Abolish* means to create.

## WORD BANK

rights

abolish

equal

people



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George Washington flew the "Appeal to Heaven" flag below during the Revolutionary War. Read the notes about it below, and then finish drawing the incomplete flag. Color and cut out your flag. Hang the flag in your bedroom for at least one week to remind you to appeal to heaven in your own life by remembering to pray to God.

An *appeal* is a request or a plea.

## AN APPEAL TO HEAVEN



Because American white pines were highly coveted by the British navy for shipbuilding, the pine tree became a symbol of the colonists' desire for independence.

AN APPEAL



Answers will vary.



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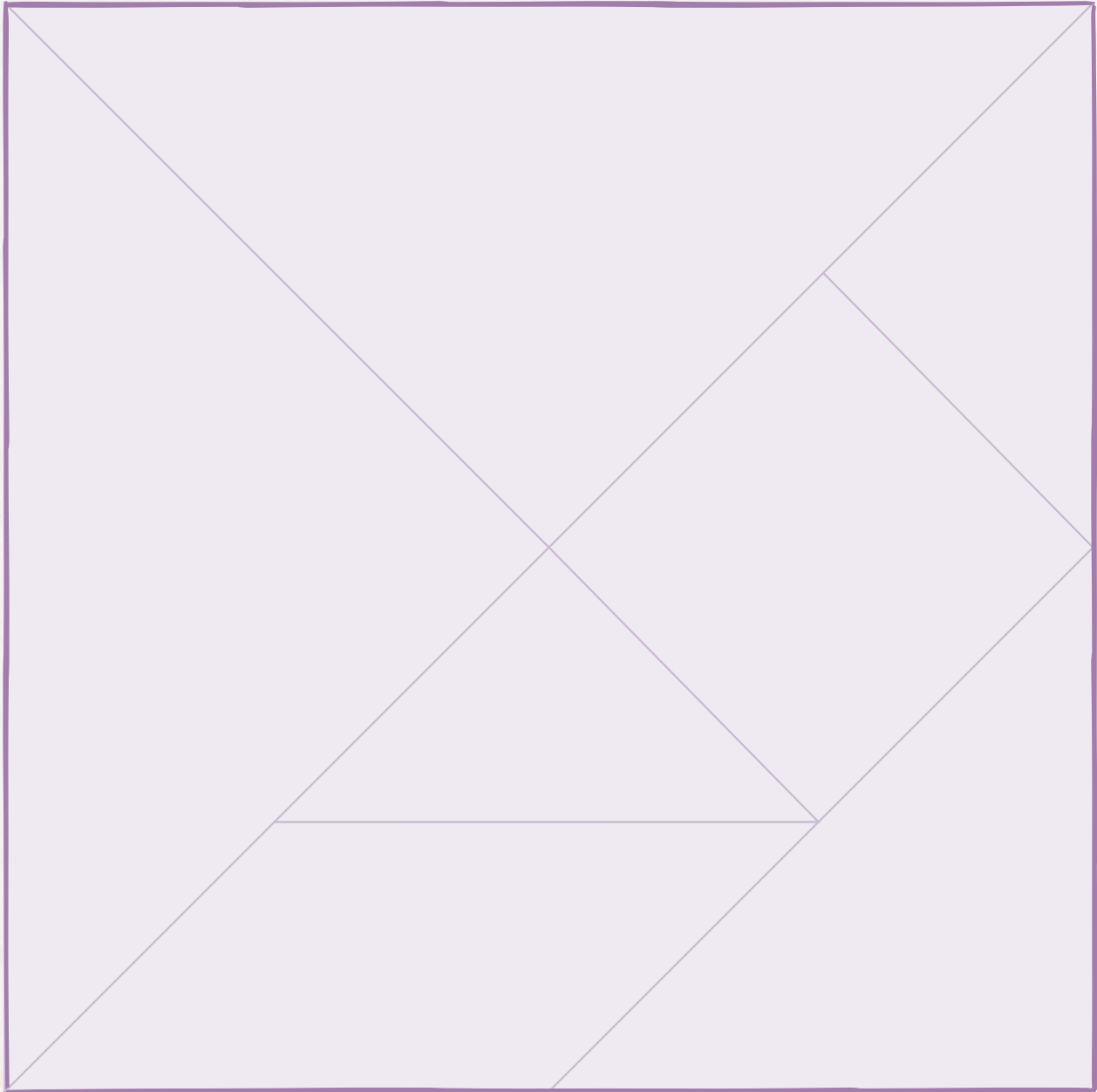
On the day after Christmas, Washington and his army made a surprise attack on their enemies, crossing the partially frozen river in boats during a terrible snowstorm. Draw a picture of their crossing below, using the image at the bottom of the page as a reference if desired.

Answers will vary.





→ Cut out the puzzle pieces on page 63. As you listen to the lesson, use the pieces to form a picture of the Constitution on this page in the box below. At the end of the lesson, glue the puzzle pieces in place, rereading each one to review the challenges the Articles of Confederation created.

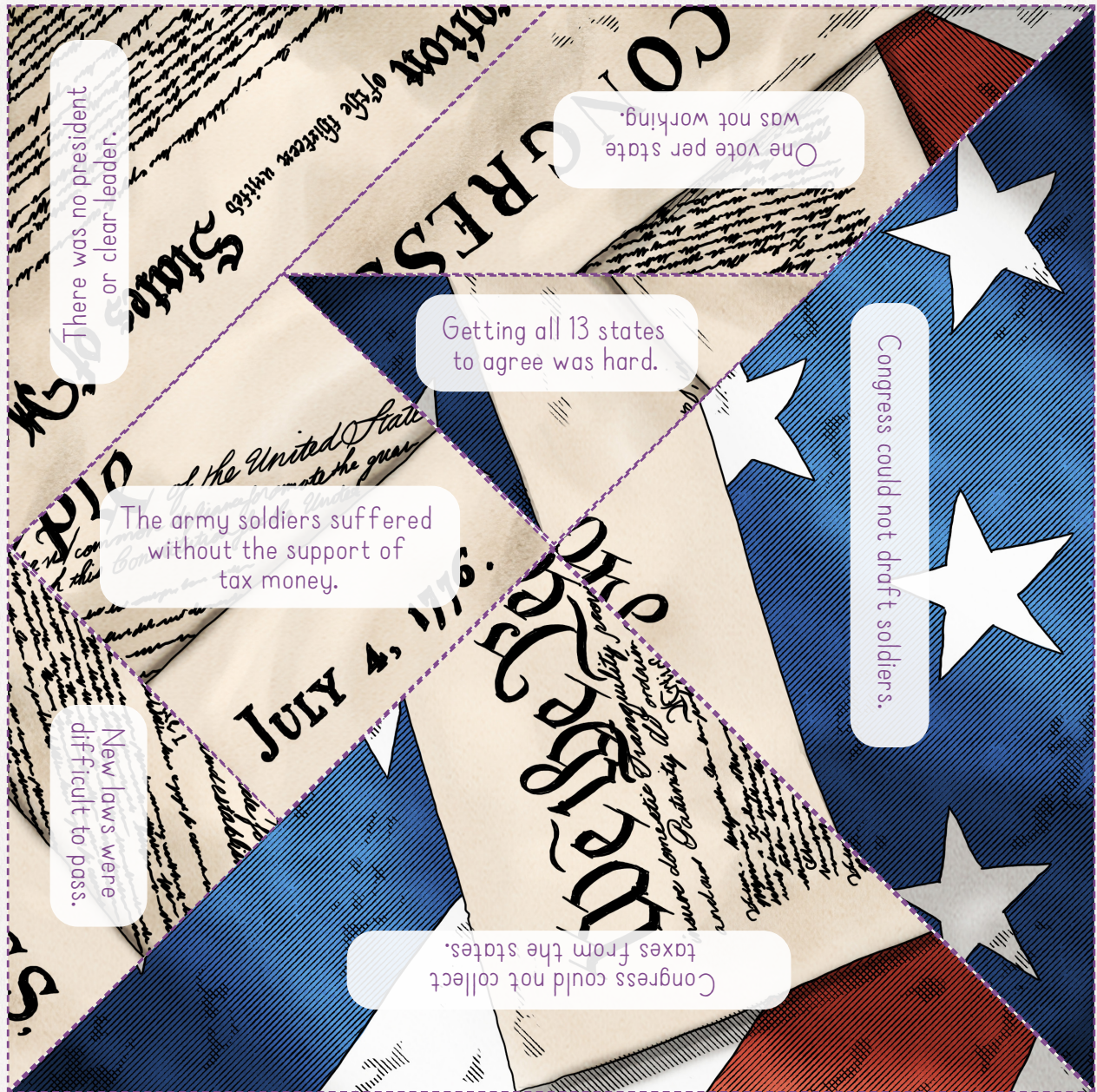




# MISTAKES PUZZLE

LESSON  
46

→ Cut out the puzzle pieces below.





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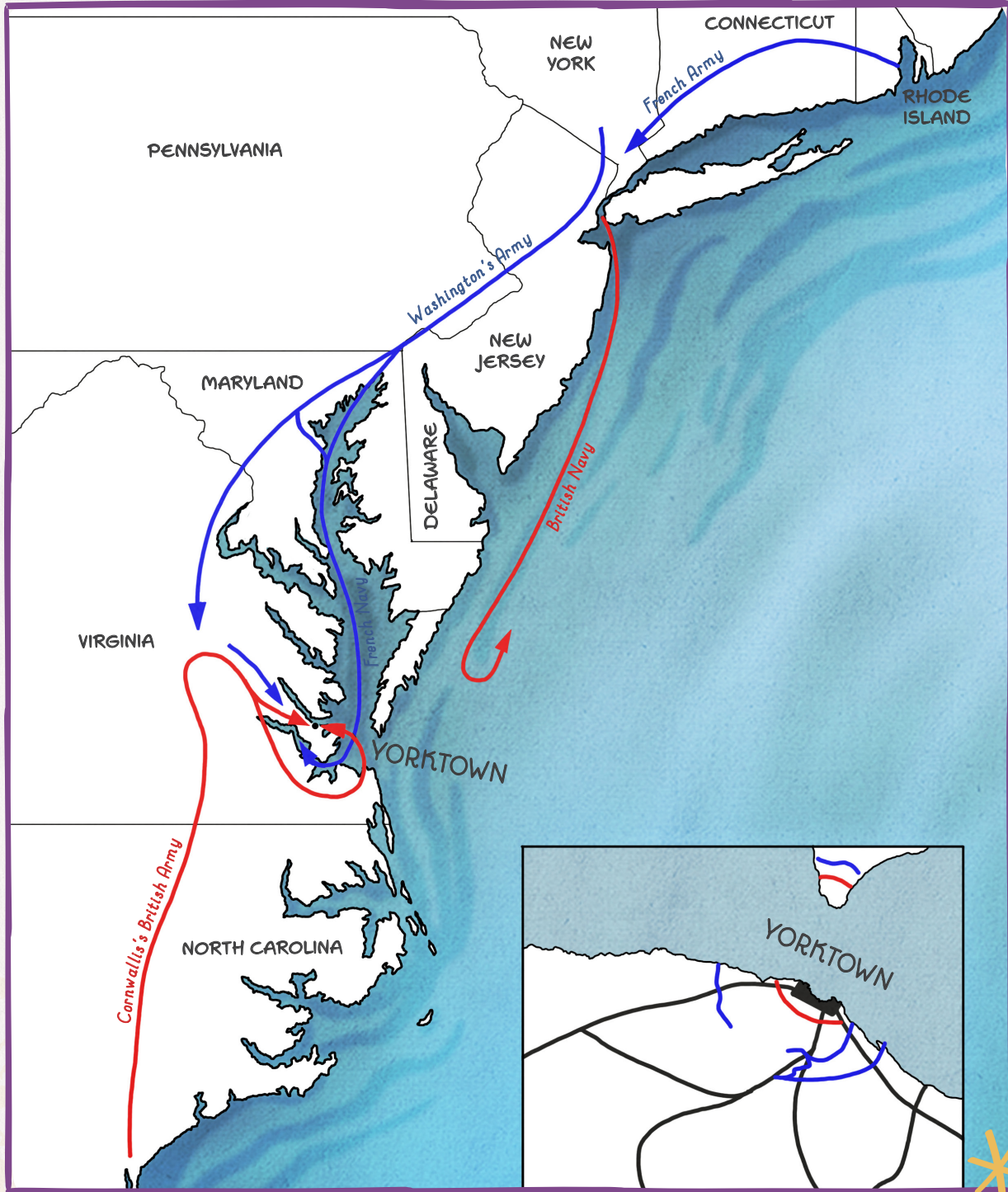






# BATTLE OF YORKTOWN MAP

Follow the instructions in the course book to complete the activity using the map below.





As you listen to the lesson, draw a line between each term and its correct definition. Then write the correct letters above their matching numbers to create the word that completes the sentence at the bottom of the page.

1	majority rule with individual rights	All citizens can vote freely and fairly for people to represent them.	<b>R</b>
2	citizen participation	Majority and minority rights are balanced, and leaders are to protect God-given rights of individuals.	<b>P</b>
3	religious and moral people	Limits are placed on leaders, and government functions are performed by the most local level of government.	<b>E</b>
4	limitations	This kind of republic only works with citizen participation in researching and voting.	<b>O</b>
5	free and fair elections	The Constitution was made only for a moral and religious people.	<b>W</b>

    P            O            W            E            R      
 1            2            3            4            5



WE HOLD THE     POWER     TO HELP SHAPE OUR COUNTRY.

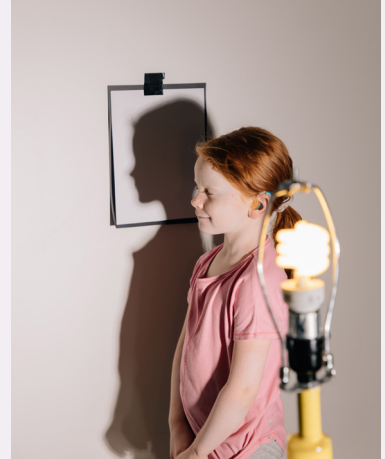


During the Victorian Era, photos and painted portraits were expensive, so a common alternative was to make a silhouette. Silhouettes are black-and-white drawings of the profile of someone's face. The process to make one is fairly simple. We are going to make one today.

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 he or she 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!

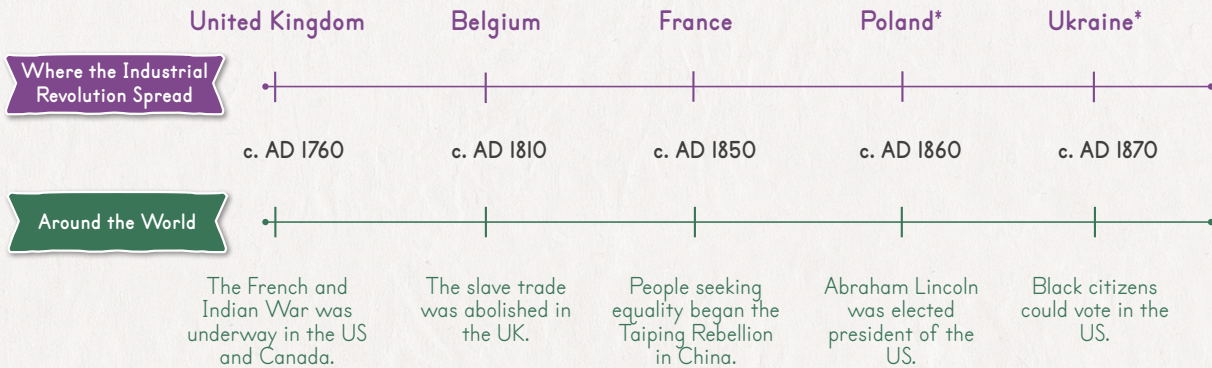


Glue your silhouette here.

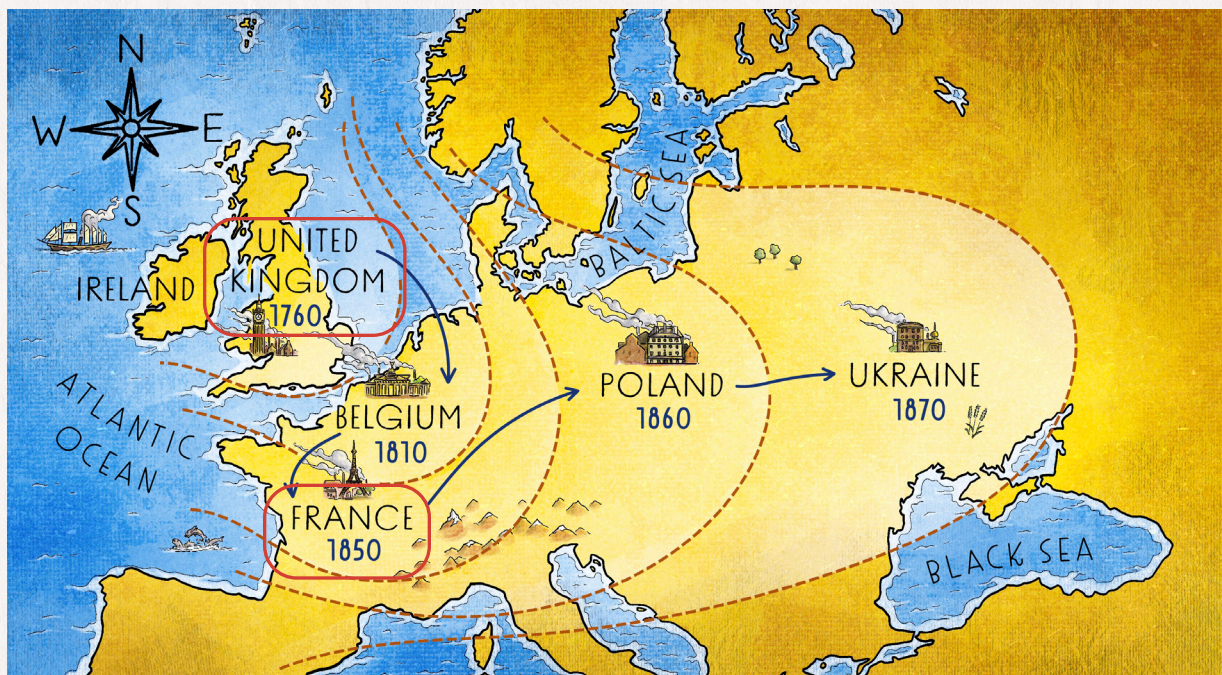


# INDUSTRIAL SPREAD

At first the Industrial Revolution was mostly confined to the United Kingdom. Then other countries began to follow suit worldwide. To briefly learn about how the Industrial Revolution progressed in Europe, review the information below, and then complete the questions at the bottom of the page.



\*Poland and Ukraine were controlled by Russia during this period of history and were not considered independent countries at the time.



The Industrial Revolution was a time of great invention when new technologies and factories started spreading across the world. The map shows where it started and how quickly it spread.

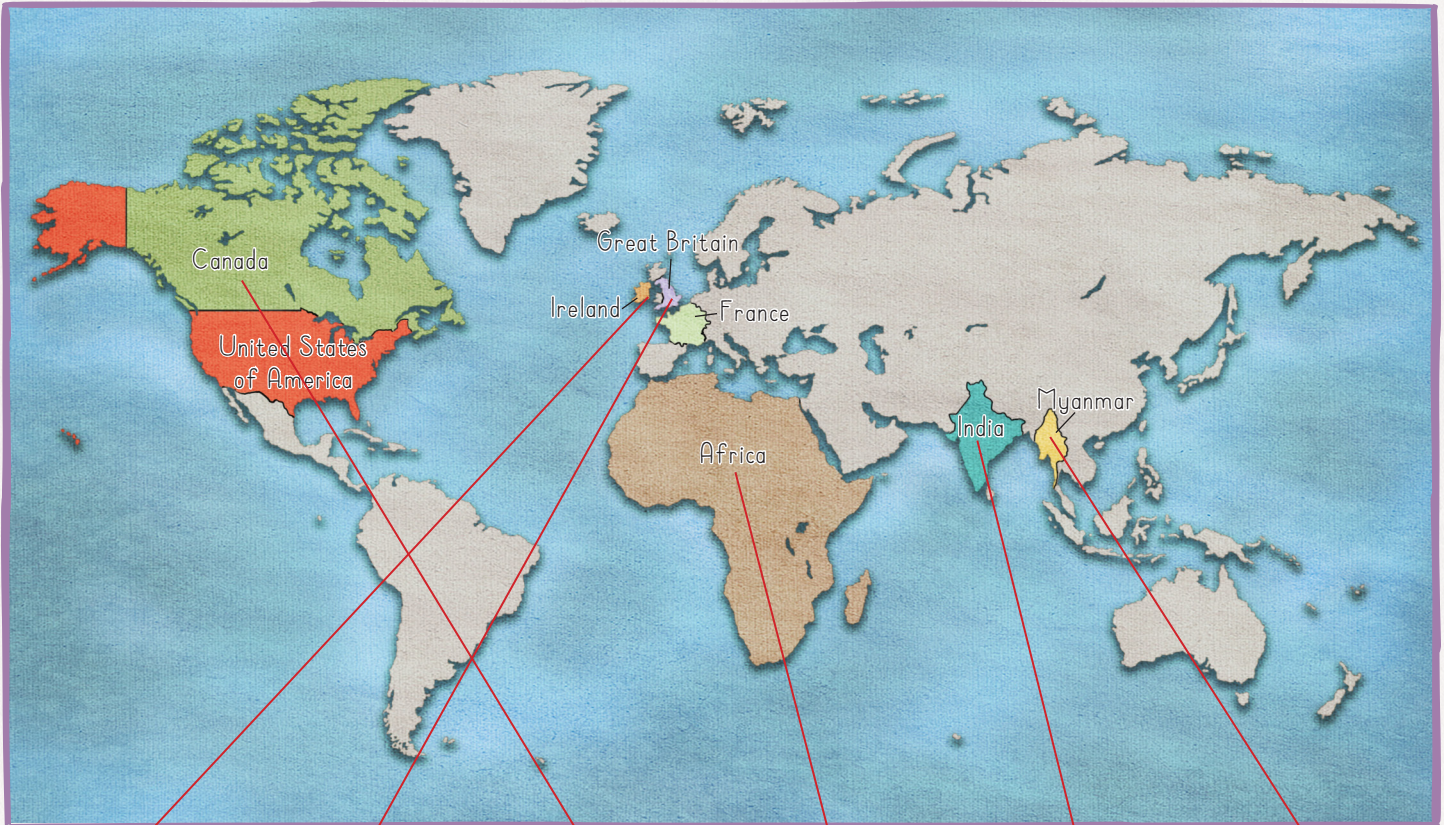
- Circle the country on the map where the Industrial Revolution began. What country was it?  
United States | **United Kingdom**
- What country had the Industrial Revolution reached by the 1870s?  
**Ukraine** | Poland | Ireland
- Which country was industrialized first, Belgium or Poland?  
**Belgium** | Poland
- When did the Taiping Rebellion begin in China? Circle the country on the map that the Industrial Revolution had spread to in the same year.  
1810 | **1850** | 1880



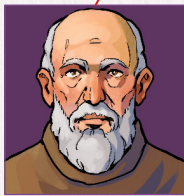
# MISSIONARY MOVEMENTS

LESSON  
52

Pay close attention to the names listed below. When you hear about one of these missionaries in the lesson, draw a line from his or her picture to the location where he or she served. At the bottom circle any of the true facts that are mentioned in the lesson and cross out any false information.



St. Patrick



St. Augustine



St. Jean de  
Brébeuf



David  
Livingstone



William Carey



Ann Judson

~~Religion was not important during the Victorian Era.~~

Several European kingdoms, such as Britain, Spain, and the Netherlands, established large empires.

~~All immigrants to the Americas were already Christian.~~

Missionaries often spent years living in harsh conditions.

~~Women were unimportant in the success of missionary hospitals and schools.~~

Linguistics, anthropology, and other areas of study developed in part due to the spread of missionaries.



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 e so rich a crown?

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

  H     I     S  

  V     O     I     C     E  

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

**Answers will vary.**



# WHO DID IT?

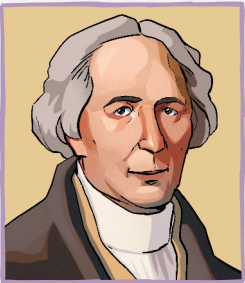
As you listen to the lesson, draw lines to match the inventors with the achievement in aviation they are credited with.



HENRI GIFFARD



SAMUEL PIERPONT  
LANGLEY



MONTGOLFIER BROTHERS



WRIGHT BROTHERS



JACQUES ALEXANDER  
CHARLES



SIR GEORGE CAYLEY

First uncrewed  
airplane flight  
1896

First crewed  
airplane flight  
1903

First  
successful airship  
1852

First  
fixed-wing glider  
1804

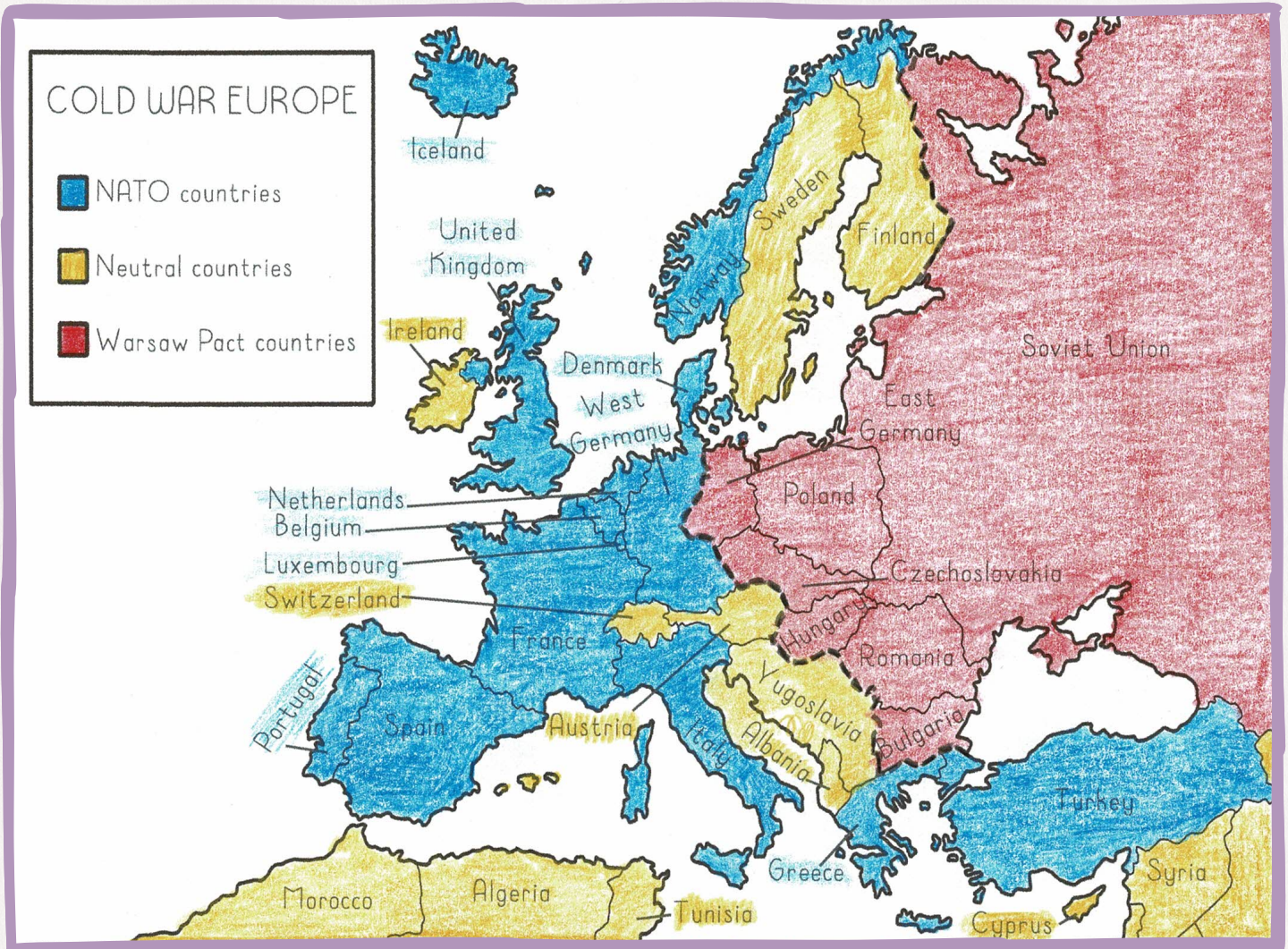
First crewed hydrogen  
balloon flight  
December 1, 1783

First crewed  
hot-air balloon flight  
November 21, 1783



# NATO & THE WARSAW PACT

Follow the directions from the lesson to complete the map below, using the map from page 75 of your *Maps & Images* book for reference.





# ⇒ COLD WAR TIME LINE ⇐

LESSON  
58

→ Cut out the pictures (including the text!) on the following page. As you listen to the lesson, glue the cut-out pictures on this page in the correct order. Some events overlap. Put them where they make the most sense.



c. AD 1922–1953: Joseph Stalin led the Soviet Union with cold brutality.



AD 1949: Chinese ruler Chiang Kai-shek was replaced by Mao Zedong, who began to spread his communist ideas.



AD 1950: Radio Free Europe began broadcasting.



AD 1950–1953: The Korean War was the first major conflict of the Cold War, with the Soviet Union and the United States taking sides.



AD 1956: The people of Hungary rose up in rebellion against communist rule.



AD 1968: The people of Czechoslovakia challenged communist rule.



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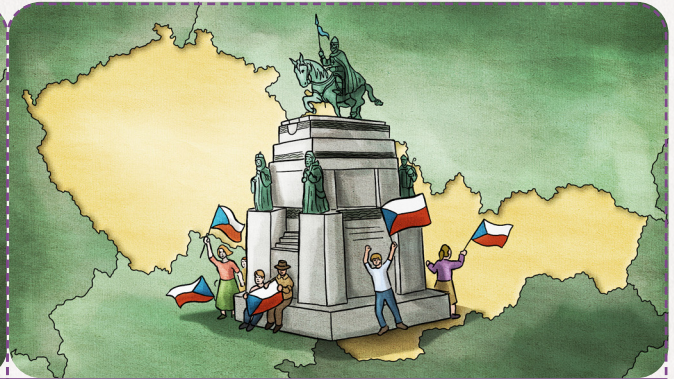


# ⌘ COLD WAR TIME LINE ⌘

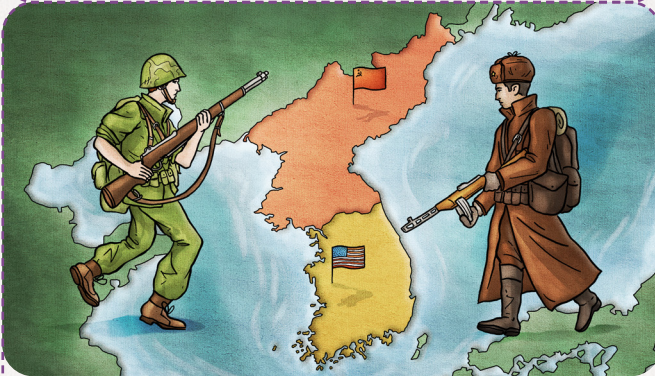
LESSON.  
58



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It took many people to successfully complete the first space missions. Katherine Johnson was an African American woman who used math to calculate the path for Freedom 7, the first US human spaceflight. When Johnson was a little girl, she loved to count; she counted everything around her. Later she graduated from college early, became a teacher, and eventually worked for NASA. She made brilliant calculations that were essential for placing a spacecraft safely in orbit. The little girl who loved to count probably did not know the great work she would do one day! Let us review some other important women we have learned about this year. Draw lines to match each woman's picture with the fact about her. If needed, use the lesson hints upside down at the bottom of the page.



**KATHERINE  
JOHNSON**



**DEBORAH  
SAMPSON**



**PHILLIS  
WHEATLEY**



**MARY SEACOLE**

This woman disguised herself as a man to fight in the Revolutionary War.

This woman helped sick and injured soldiers during the Crimean War.

This woman helped calculate the orbit of a spacecraft.

This woman was a slave who wrote poetry. She even wrote a poem to George Washington.



# ⇒§ ROLL DOWN THE WALL §⇒

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