



# 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.

# TRADE IN EGYPT

LESSON  
5

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

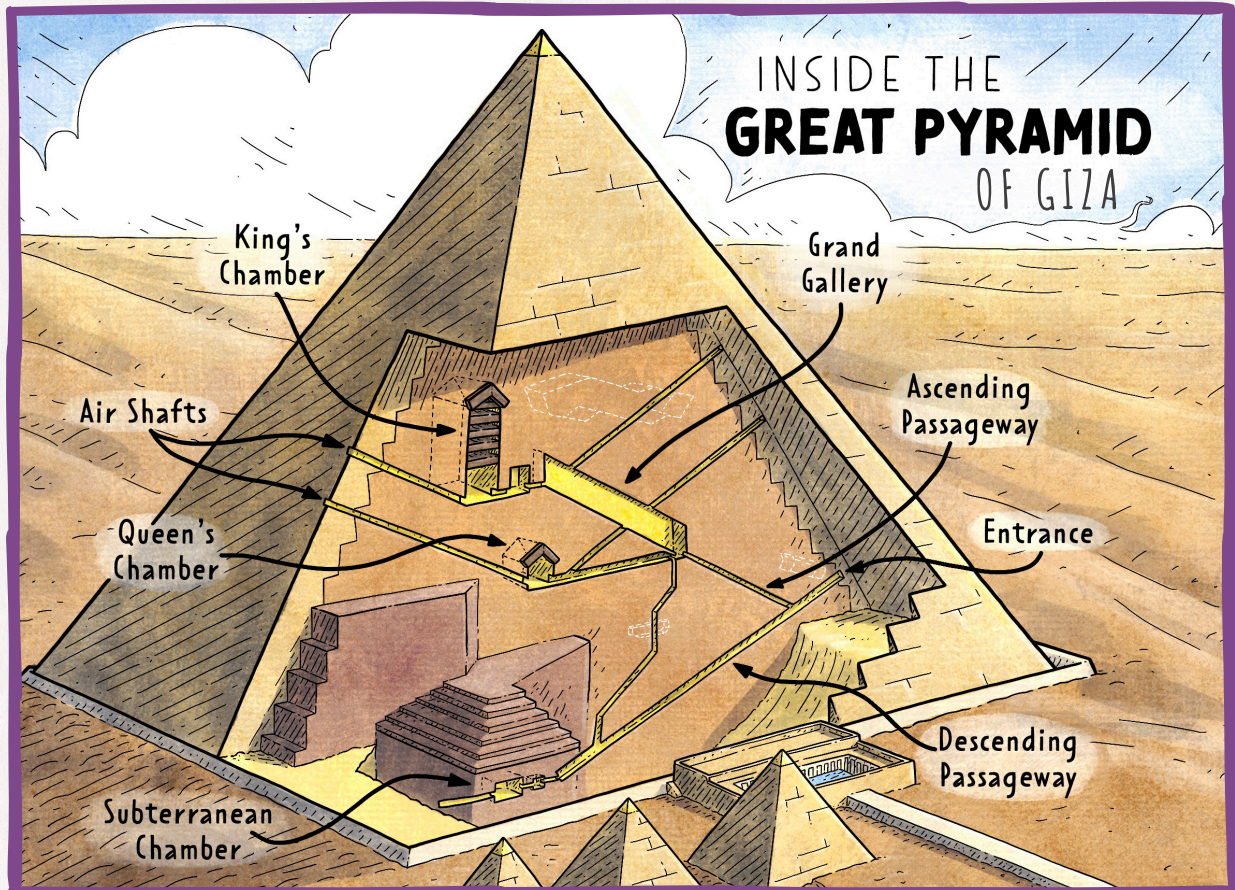


= papyrus



= grain

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.

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:

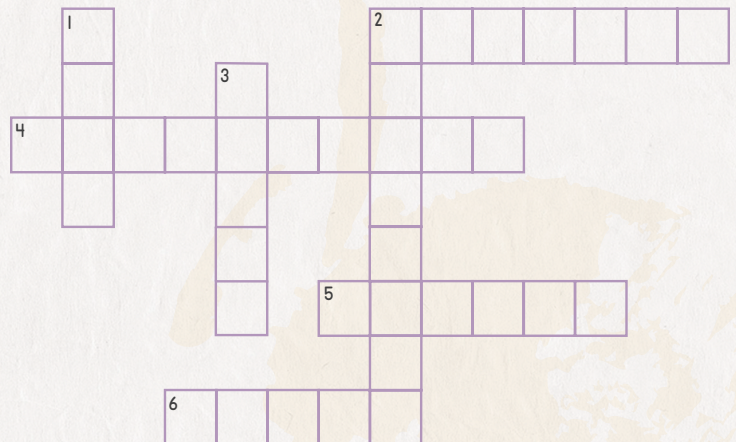
- 2 Alexander was crowned \_\_\_\_\_ when he reached Memphis. Find Memphis on your map and color the dot **orange**.
- 4 Alexander established the city of \_\_\_\_\_. Find this city on your map and color *only half* the dot **pink**.
- 5 Ramses II built a fascinating temple known as Abu \_\_\_\_\_. Find 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

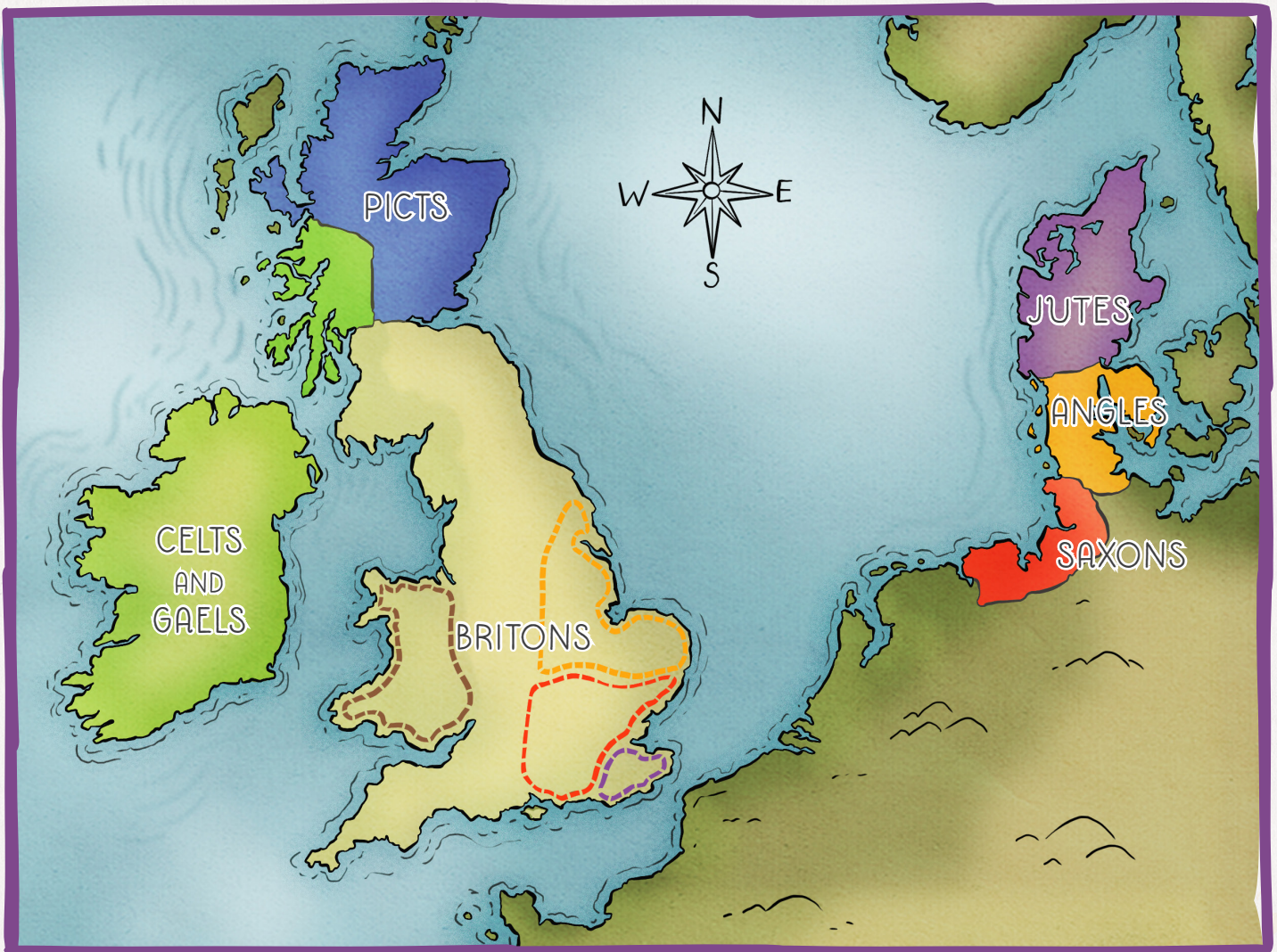
value	Simbel	Alexandria
Pyramids	Nile	pharaoh
	Kings	



# 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.)



# 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.



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.

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.

**1913**

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

**1791**

**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."

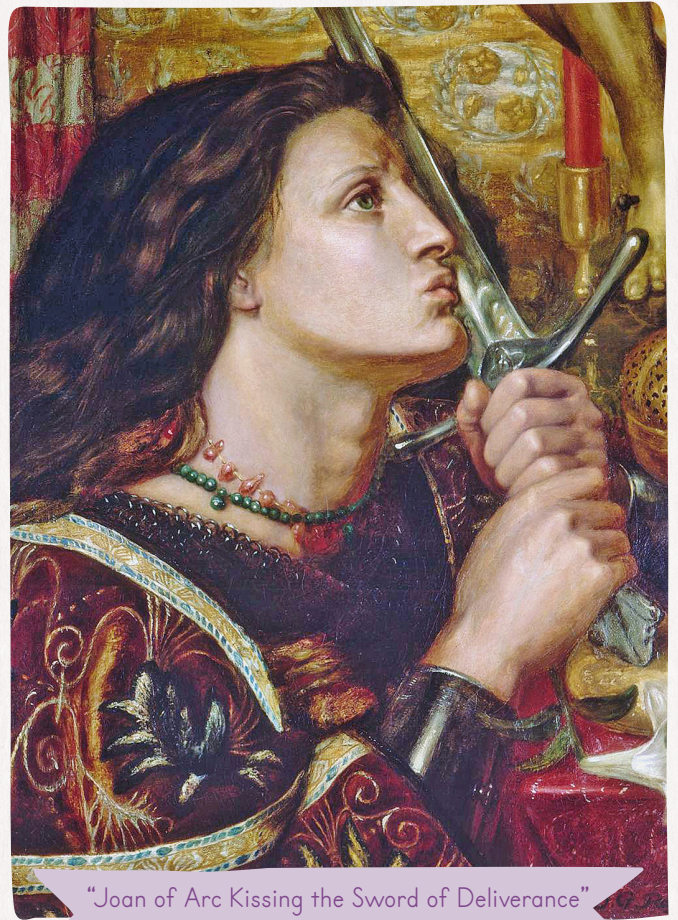
**1963\***

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.)

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.



"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

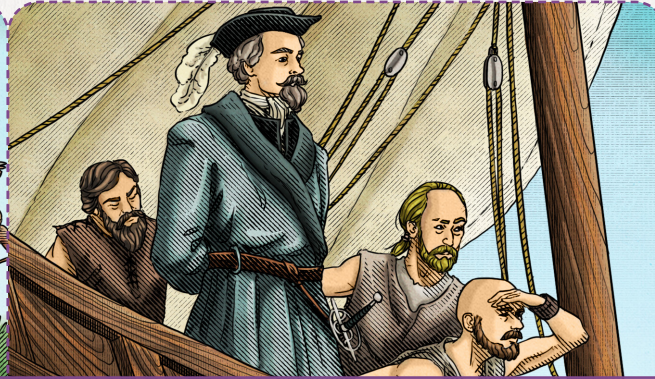
use dull colors

# 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.



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



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



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



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



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

# FOUNDING FATHERS

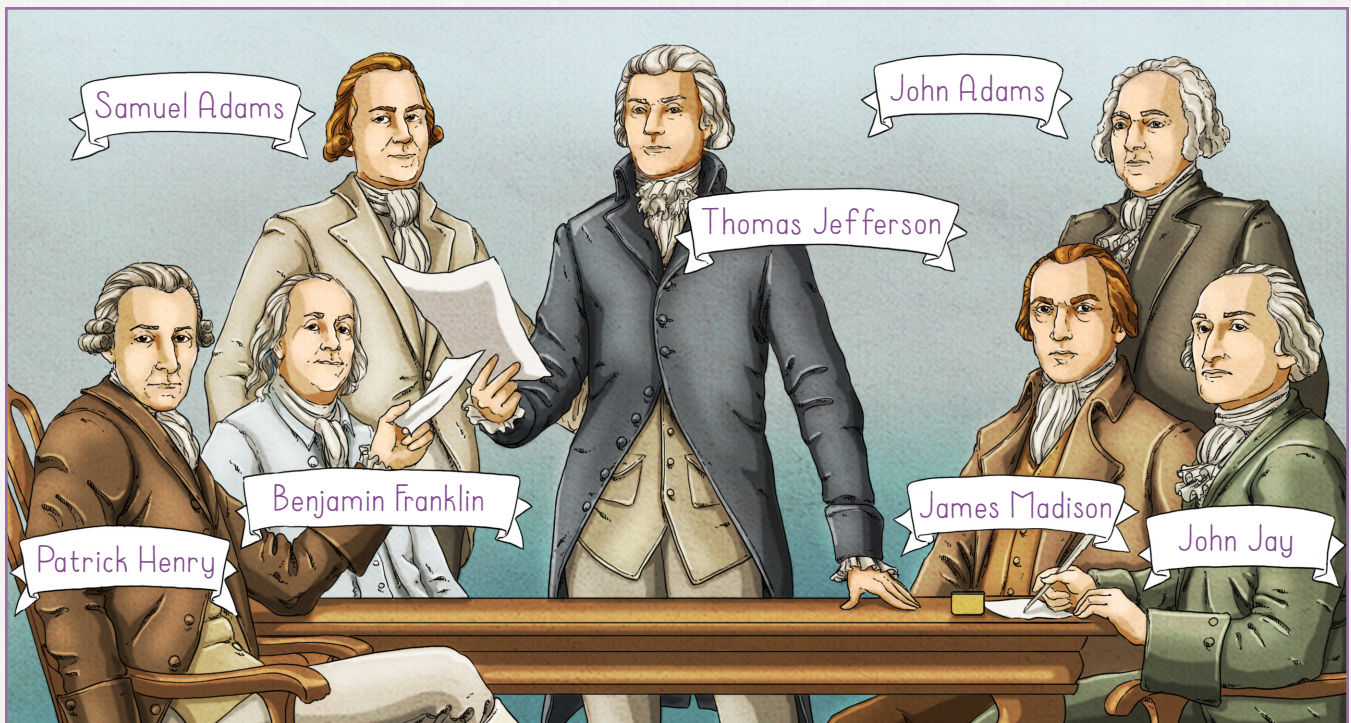
LESSON  
31

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

This man helped negotiate the Treaty of Paris.

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

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



This man helped bring about the United States Constitution.

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

This man persuaded the French to help the colonists.

This man helped form the Sons of Liberty.

# 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	
 paper	 5 pence	 4 pence	
 window pane	 3 shillings	 2 shillings	
 tea	 1 penny	 3 pence	
 dice	 3 pence	 10 shillings	

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 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

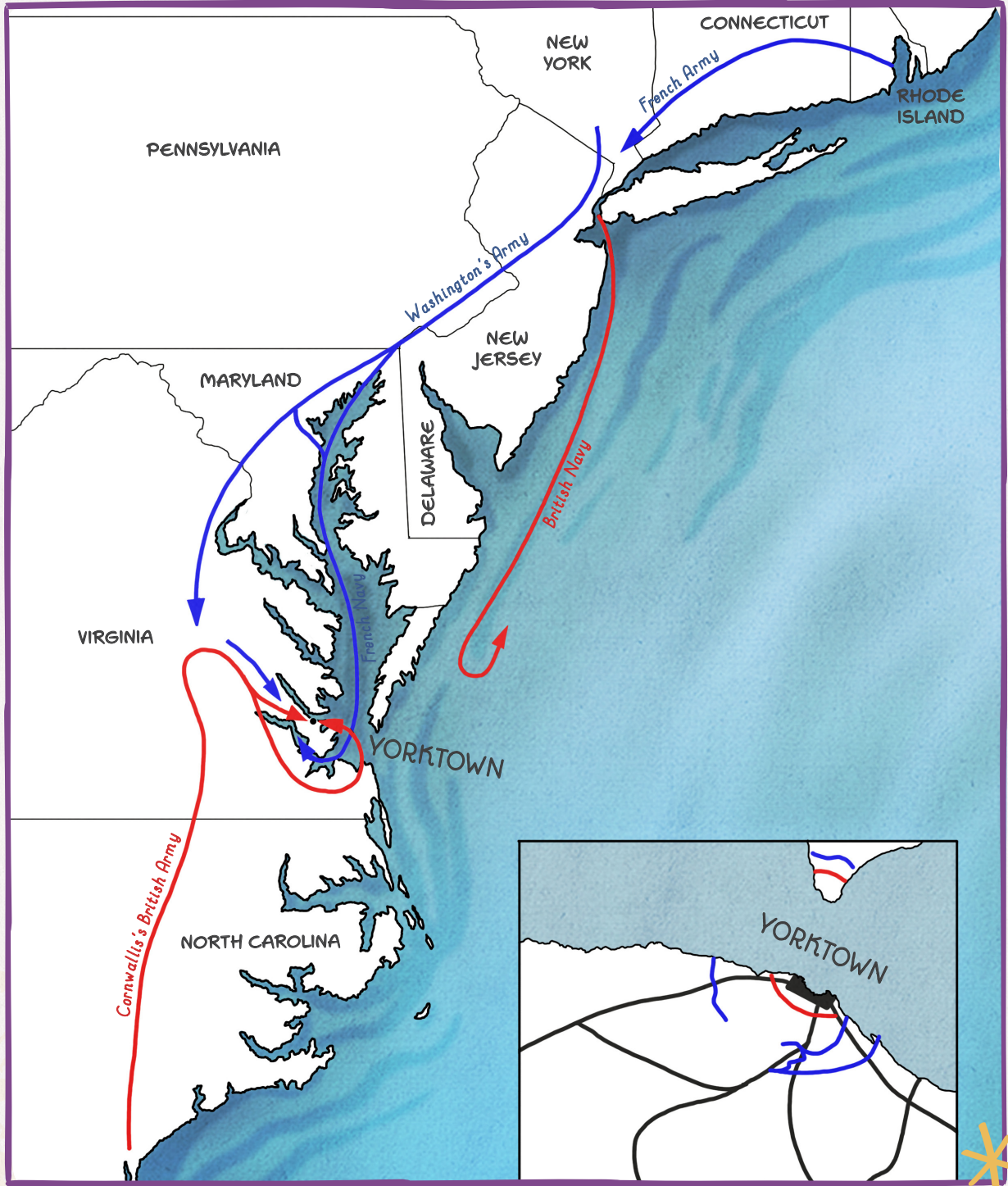
or

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.

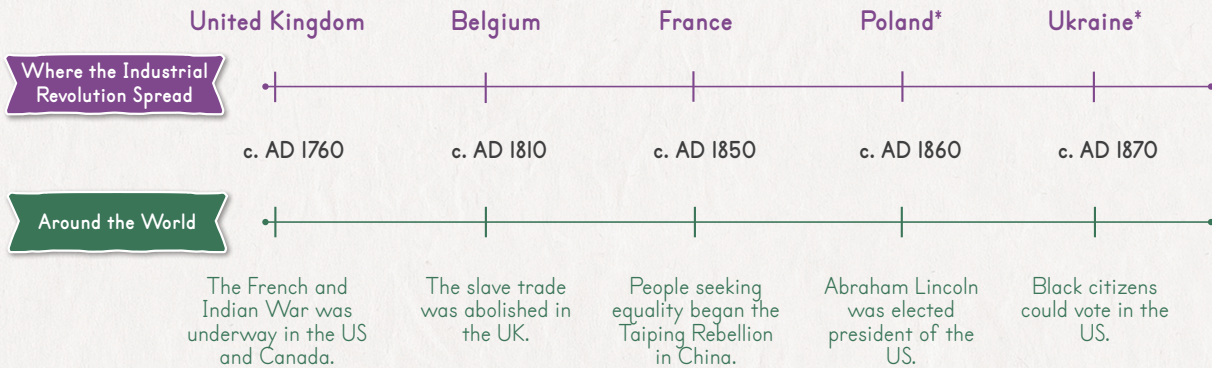
# BATTLE OF YORKTOWN MAP

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

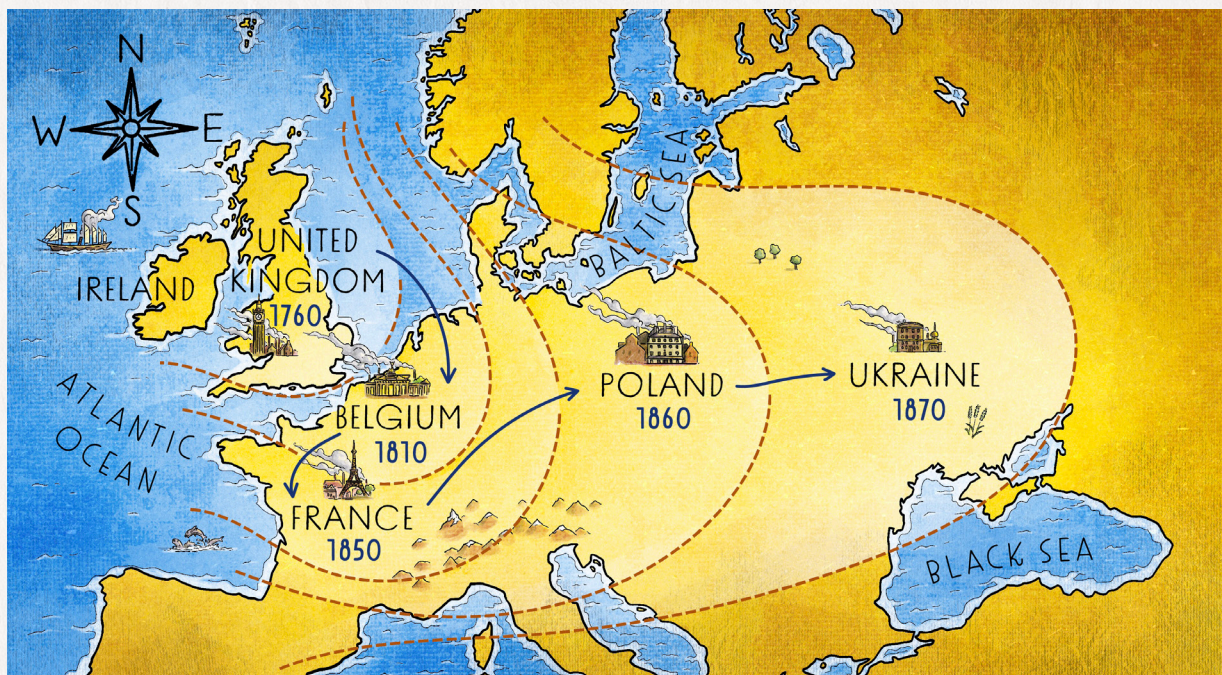


# INDUSTRIAL SPREAD

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?  
 |
- What country had the Industrial Revolution reached by the 1870s?  
 |  |
- Which country was industrialized first, Belgium or 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.  
 |  |



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