

Explorers to 1815

Scripted Lesson Plans



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INTRODUCTION

The Veritas Press Bible Curriculum and History Curriculum were each written to stand alone and, at the same time, demonstrate an integrated understanding of both the Bible and history. Many times children think that things noted in the Bible are older than things not mentioned (or at least not emphasized) in Scripture. For example, children are prone to think that Jesus must have lived before the pyramids were built *because* we learn of Him from the Bible. Using this Bible and History curriculum will help eliminate such errors.

The history curriculum is specifically geared to having the children master a timeline in history, while learning many important facts along the way. Learning *who, what, where* and *when* is emphasized. *How* and *why* are not. That will come with older, more dialectally inclined students. While it may sound a bit odd to say this at first, it is not the purpose of the history curriculum to spend a great deal of time reading the Scriptures. That will be done extensively in the Bible curriculum. However, when studying an event that is also a biblically recorded event, it is important to note that it is found in the Bible and its biblical reference.

The Bible curriculum is specifically geared to having the children master the *who, what, where* and *when* of Scripture. It should cause the children to become intimately familiar with their Bible. It should *always* be the case that they read the biblical passages cited on the cards. The mastery of Scripture that is intended by this curriculum will provide them great benefit when they are older and more dialectically inclined. That will be the time to develop their theological understanding. For now we want to help you help them learn what's in the Bible and where.

Of course, this approach to history and Bible of getting the basics down first is exactly what classical Christian educators seek to do. Getting the *grammar* of Bible and *grammar* of history comes first, then we learn how events and circumstances are connected and, finally, we learn to articulate a position of what we believe and why. But first we must start with the basics—and that is what you will be doing.

GRADE BY GRADE

Below is the grade level recommendation for the Veritas Press Bible and History curriculum. Since this is content-related, it matters little what level is done at a given grade—the content can be learned at any level (after the student has the ability to read and write adequately). Ordinarily, one would do them at the grade level indicated below. This would be in chronological order for history and beginning to end (mostly) for the Bible, which also ends up substantially in chronological order.

However, we recognize the constraints in many homeschool situations due to having multiple children. Many times teaching the content-oriented disciplines like history and Bible with all the children together provides an important timesaving, if not necessary, efficiency. Each homeschool situation will have to plan out what to do when in order to have all children cover all the material.

You may have learned already that if you selected a certain history that you were forced to use the same “grade level” Bible or vice versa. This is necessary for several reasons. Most notably, it allowed for maximum integration of the material in the production of the lesson plans and that was deemed of great importance.

<u>Grade</u>	<u>Bible</u>	<u>History</u>
2 nd	Genesis through Joshua	Old Testament and Ancient Egypt
3 rd	Judges through Kings	New Testament, Greece and Rome
4 th	Chronicles through Malachi and Job	Middle Ages, Renaissance and Reformation
5 th	The Gospels	Explorers to 1815
6 th	Acts through Revelation	1815 to the Present

BEFORE YOU BEGIN

1. Watch the 16-minute video on the Veritas Press History and Bible Curriculum found on your Enhanced CD or at www.veritaspress.com.
2. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
3. You are ready to begin.

ADDITIONAL THOUGHTS

Bible and History Overlap

It will quickly become obvious that the biblically recorded events of the Old Testament and Ancient Egypt and New Testament, Greece and Rome history series overlap with the five Bible series. Remember what we said above in the Introduction. The primary purposes of each curriculum are different.

However, when you come to an event in history that was previously studied in Bible, you might approach the topic and the children a bit differently. Encourage them to *remember* rather than *learn*. Consider adding some fun projects or even give them a bit of a break.

Testing

Tests are provided on the history and Bible enhanced CDs. They generally include writing out the chronology of events studied to date. There are 32 Bible events and 32 history events for the year. By the middle of the year testing on both Bible and history chronologies every week can get very time consuming. As the length builds you should consider having the child do the chronology portion of the test in a separate sitting. We strongly recommend testing both history and Bible chronologies every week.

Older/Younger

In the Bible and history lesson plans you will see the phrases *For younger children* and *For older children*. When you see this, it is to alert you to the fact that this portion of the lesson is specifically written for younger children (second and third grades) or for older children (fourth through sixth grades). Choose whichever one is appropriate for your child to do. Unless otherwise stated the file is for all children, second through sixth grades. As you may recall, the resources varied depending on whether you were using the curriculum for older children, younger children or both. This was done to help match the level of the material with the advancing age (and abilities) of the children.

Using the Projects

We all know that occasionally we have weeks where everything seems to go wrong. The baby is sick, your husband had to go away on a business trip, and the washer broke, all in one week. When this happens, feel free to delete the projects for the lesson and just drill the cards, complete the worksheet and take the test. An occasional such occurrence will make little difference in the grand scheme of things.

There will be times when you want or need more. Become familiar with the additional projects in the Appendixes of the Teacher's Manuals. There are some wonderful games, activities, etc. that you may not want to miss.

Supplemental Writing Projects

There are occasional writing exercises, generally under the heading of Supplemental Writing Project. These are additional writing exercises you may wish to incorporate related to the history and Bible material. The teaching portion for the Institute for Excellence in Writing (IEW) is in the Grammar Lesson Plans file, and you may want to apply what you have learned from IEW to these lessons.

Not Before Second Grade

We do not recommend using this history or Bible curriculum before second grade, as the children are not yet ready to learn the material. It is pretty hard for a five- or six-year-old to understand the Unification of Upper and Lower

Egypt by Pharaoh Menes. Furthermore, much of the learning requires reading and writing abilities that are generally beyond their years. If you have younger children, let them color from a coloring book. There are many in the Veritas Press catalog that will allow these young ones to follow along. However, their participation in singing the timeline songs will prove very beneficial to them later.

Historical Literature

Within the lesson plans you will find the inclusion of a category called Historical Literature. The purpose for using this literature is to bring the time periods alive to your children. It has been separated into older and younger (as explained above), and you choose which is appropriate for your children.

Prince Henry the Navigator

BOOKS

Exp. to 1815 Cards (Card #1, “Prince Henry the Navigator”)
Exp. to 1815 Teacher’s Manual
The Kingfisher History Encyclopedia

MATERIALS

Copy of “Exp. to 1815” Song Lyrics, Teacher’s Manual, pg. 474
Copy of “Prince Henry the Navigator” Worksheet, Teacher’s Manual, pg. 10
Object of interest to the child (i.e., candy, toy, etc.)

OBJECTIVE

To familiarize the children with the essential facts of “Prince Henry the Navigator”

TEACHING

HOOK: Say to the children: “We have much to look forward to because this is going to be an exciting year! God has many things to show us as we set out together on an adventure into the past. Exploring new lands with the European explorers, building a new colony with the Pilgrims, fighting against the British for independence, meeting the Founding Fathers, and traveling across the uncharted lands with Lewis and Clark are just a glimpse of what is in store on this marvelous historical voyage. So much of what we will learn in history class this year has importance to us today in our own lives. Although it seems like long ago that many of these events happened, we are really just around the corner of time from them. It is important for us to know about the past because we can learn from it and then build upon it. For example, George Washington and the founding fathers relied upon historical writings to help them establish the Constitutional Republic form of government we still live under today.”

Hide something of interest to the children around the house or classroom. Draw them a simple map or give a few clues that will lead them to it. Once they find it, remind them that they never would have found the object if they hadn’t studied the map or clues. This is why studying history is so important. We can take the past and learn from it, then do even bigger and better things with it to the glory of God. What a great privilege it is to learn about our rich American heritage!

INSTRUCTION

1. Introduce the children to the “Exp. to 1815” Song Lyrics. Read through it together. Explain that the purpose of learning this song is to help them understand, in a fun way, the events that they will be studying this year. Tell them that in a couple of weeks they will start to have weekly chronology tests on which they will write out all the events that they have learned up to that point in the year. The song will help them do well on these chronology tests.

2. Listen to the whole song together. Explain to them that today you will only be singing about the first thirteen events but will move on to the rest later. Follow along with the lyrics when singing the song. Also, creating hand motions to use with each event while singing the song helps the children to memorize the facts even better. For example, “Prince Henry the Navigator” may look through a telescope (two hands in front of the face with one eye closed pretending to look through a telescope), draw a circle in the air when “Magellan Circumnavigates the Earth”, etc. Make sure the motions are simple and can be done quickly; the song moves right along. Children are very good about coming up with ideas to use.

3. Ask the children to please take out their History cards. Have them turn to card #1 titled “Prince Henry the Navigator”. Give them a “tour” of the card by pointing out that each card has a title on the front. Also, draw their attention to the picture and the caption under the picture.
4. Instruct them to turn the cards over and have them point to the number in the top, right hand corner on the back. Explain that each card is numbered and that they are all arranged in order. Also, draw their attention to the date on the back of the card at this time.
5. Skip down to the *Resources* box at the bottom. Explain to them that this box contains the titles of books that have more information about the card. Tell them that you will be reading these books on a regular basis. Hold up *The Kingfisher History Encyclopedia* and turn to pg. 174. Show the children how you found the pg. numbers next to where it says “*Kingfisher Hist. Enc.*” in the *Resources* box.
6. Finally, draw their attention to the big, yellow box in the middle of the back of the card. Explain to them that in this box is found all of the information that they will need to know about each card.
7. Now read through all the points in the box having the children take turns reading them out loud. Once you are finished reading, ask the children where Portugal is located (on the western coastline of Europe). Use the map on pg. 212 in *Kingfisher* to locate Portugal. Note the areas where the Portuguese had trading posts around the world. While we may not hear much about Portugal today, it was a leader in exploration during the 1400–1600’s. Read the section about Portugal on pg. 212.
8. Instruct the children to complete the worksheet on “Prince Henry the Navigator.”

ALERT: As often as possible, have the children answer each question in complete sentences, with capital letters where appropriate and ending with the correct punctuation. The more they practice this, the more proficient they become. Help the children understand that the reason for this is to help them become better writers. Explain to them that they will be receiving three grades on each paper, a comprehension grade (define “comprehension”: to make sure they understand what they’re learning), linguistics grade (spelling), and grammar grade (their correct use of words and punctuation). Look at the *Before You Begin* instructions for an explanation of how to grade.

Use the example below to help your children understand how to answer each question in complete sentences. If your children are not familiar with this type of questioning, take a weaning approach. On the first worksheet have the children answer the questions out loud and you write the answers down on another sheet of paper, then have the children copy the answers onto the worksheet. The following week give them the questions and the beginning of the answers, then let them finish the answers. For example, you would say, “What is the date given for Prince Henry the Navigator?” You would write down, “The date given for Prince Henry the Navigator is...” and then let them finish the rest (“is 1394–1460”). Continue in this manner until they can do it on their own. It usually takes three to four weeks for second graders or children who have not worked through this system before to master this technique.

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the Teacher’s Manual appendix, pgs. 556–560 may be used for grammar/writing.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete the “Prince Henry the Navigator” Worksheet.

Prince Henry the Navigator

BOOKS

Exp. to 1815 Cards (Card #1, “Prince Henry the Navigator”)
Exp. to 1815 Teacher’s Manual
The Kingfisher History Encyclopedia
History Through the Ages Suggested Placement Guide and Notebook
History Through the Ages Timeline Figure CD
Pages of History vol. 2

MATERIALS

Completed Worksheet
Copy of “Exp. to 1815” Song Lyrics
Copy of Map, Teacher’s Manual, pgs. 507–523,
History Through the Ages figure of Henry the Navigator, pg. 29

OBJECTIVE

Continue to familiarize the children with the essential facts of “Prince Henry the Navigator”

TEACHING

REVIEW

Have the children take out their copy of the “Exp. to 1815” Song Lyrics. Sing through the first thirteen events while following along with the lyrics.

INSTRUCTION

1. Look over the completed worksheet together with the children, correcting anything that they missed.
2. Color and place the *History through the Ages* figure of Henry the Navigator on pg. 50 of *Record of Time Notebook*. Note any other events of interest from 1450 AD, pg. 29 in the placement guide.
3. Read pgs. 174–175 in *The Kingfisher History Encyclopedia*.
4. Assemble the Exp. to 1815 map. When completed you may want to have it laminated. You may also extend this project into the next few lessons.
5. Instruct the children to read chapters 1–2 of *Pages of History vol. 2*.

ALERT: If a child has not read Pages of History vol. 1, consider having the child read that book before completing this lesson’s assignment. Also, if a child has interest in reading the entire book rather than waiting for the next assigned reading, it is perfectly acceptable. The child can reread the assigned chapter in future lessons to review what happened at that point in the story.

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the appendix, pgs. 556–560, may be used for grammar/writing.

ASSIGNMENT

None

Prince Henry the Navigator

BOOKS

Exp. to 1815 Cards (Card #1, “Prince Henry the Navigator”)
Exp. to 1815 Teacher’s Manual
History Through the Ages Suggested Placement Guide and Notebook
History Through the Ages Timeline Figure CD

MATERIALS

Completed Worksheet
Copy of “Exp. to 1815” Song Lyrics
Copy of Project 1, Teacher’s Manual, pgs. 11–12
History Through the Ages Figures, pg. 29
Exp. to 1815 Map Study Sheet, Teacher’s Manual, pg. 524
Exp. to 1815 Map, assembled

OBJECTIVE

Continue to familiarize the children with the essential facts of “Prince Henry the Navigator”

TEACHING

REVIEW

Have the children take out their copy of the “Exp. to 1815” Song Lyrics. Sing through the first thirteen events while following along with the lyrics.

INSTRUCTION

1. Drill the worksheet questions with your children.

ALERT: You may want to keep a copy of your child’s worksheets in a notebook in order to refer back to them for review questions.

2. Make two copies of the Exp. to 1815 Map Medallions on pg. 523 of the Teacher’s Manual; one to place on the map and the other to place on the study sheet. Read the event summary and paste the Medallions on the sheet and the map. Write down any other historical events from your research in *History through the Ages* in #2 above on the study sheet.

3. Complete Project 1.

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the appendix, pgs. 556–560, may be used for grammar/writing.

ASSIGNMENT

None

Prince Henry the Navigator

BOOKS

Exp. to 1815 Cards (Card #1, “Prince Henry the Navigator”)
Exp. to 1815 Teacher’s Manual

MATERIALS

Completed Worksheet
Copy of “Exp. to 1815” Song Lyrics

OBJECTIVE

Review and reinforce the essential facts of “Prince Henry the Navigator”

TEACHING

REVIEW

Have the children take out their copy of the “Exp. to 1815” Song Lyrics. Sing through the first thirteen events while following along with the lyrics.

INSTRUCTION

1. In your next lesson, the children will be taking their test over this week’s card. Make sure that they know the reference, date and the facts on the back of the card.
2. Play a review game (a list is in the appendix of the Teacher’s Manual, pgs. 574 and 575) to reinforce the material. Focus primarily on the questions from the worksheet, but you may use the information from the projects to have a larger bank of questions. Be sure to include review questions.

ALERT: If the children do not know the information on the back of the card in any given week, keep drilling until they do. If you find they have a difficult time memorizing the information you may need to include an extra review session each day.

3. Work on any projects that still need to be finished.

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the appendix, pgs. 556–560, may be used for grammar/writing.

ASSIGNMENT

None

Prince Henry the Navigator

BOOKS

Exp. to 1815 Teacher's Manual

MATERIALS

Copy of "Prince Henry the Navigator" Test,
Teacher's Manual, pg. 13

OBJECTIVE

To have children show mastery of essential material concerning "Prince Henry the Navigator"

TEACHING

INSTRUCTION

1. Have the children take the test on "Prince Henry the Navigator." You should grade the test and go over it immediately, or go over it in your next class period.
2. If you still have time after the test, have the children finish the map project or the timeline figures if they are not yet completed.
3. Read any additional resources from the *Resources* section on the card.

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the appendix, pgs. 556–560, may be used for grammar/writing.

ASSIGNMENT

Test

COMPLETED GRADED

Complete the test.

Columbus Sails to the New World

BOOKS

Exp. to 1815 Cards (Card #2, “Columbus Sails to the New World”)
Exp. to 1815 Teacher’s Manual
United States History
First Voyage to America: From the Log of the “Santa Maria” (older and younger)
Christopher Columbus (younger)

MATERIALS

Copy of “Exp. to 1815” Song Lyrics, Teacher’s Manual, pg. 474
Copy of “Columbus Sails to the New World” Worksheet, Teacher’s Manual, pgs. 14–15

OBJECTIVE

To familiarize the children with the essential facts of “Columbus Sails to the New World”

TEACHING

REVIEW

1. Have the children take out their copy of the “Exp. to 1815” Song Lyrics. Sing through the first thirteen events while following along with the lyrics.
2. Review graded test if you didn’t have the opportunity in the previous lesson.

INSTRUCTION

1. Ask the children to take out their history cards. Have them turn to card #2 entitled “Columbus Sails to the New World.”
2. Have the children take turns reading the back of the card out loud.
3. Ask the children if they recall what skills were taught at Prince Henry’s school. (cartography, astronomy, navigation)
4. Read the section about Christopher Columbus on pgs. 4, 5 in *United States History*.
5. Instruct the children to complete the worksheet on “Columbus Sails to the New World.”

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the appendix, pgs. 561–564, may be used for grammar/writing.

HISTORICAL LITERATURE

For older and younger children: *First Voyage to America: From the Log of the “Santa Maria”*. Read 15–20 pages per day. For younger children you may want to read out loud together.

For younger children: *Christopher Columbus* by Stephen Krensky. Read 9–10 pages per day, complete with lesson 15.

ALERT: Lesson 43 makes use of an optional book for celebrating Thanksgiving. The Thanksgiving Primer is not necessary but will add much fun and learning to lessons on the first Thanksgiving. It can be purchased from Veritas Press.

ASSIGNMENT

Columbus Sails to the New World Worksheet

COMPLETED GRADED

Complete the “Columbus Sails to the New World” Worksheet.

Columbus Sails to the New World

BOOKS

Exp. to 1815 Cards (Card #2, “Columbus Sails to the New World”)
Exp. to 1815 Teacher’s Manual
A Child’s Story of America
History Through the Ages Suggested Placement Guide and Notebook
History Through the Ages Timeline Figure CD
First Voyage to America: From the Log of the “Santa Maria” (older and younger)
Christopher Columbus (younger)

MATERIALS

Completed Worksheet
Copy of “Exp. to 1815” Song Lyrics
Copy of Project 1, Teacher’s Manual, pgs. 16–19
History Through the Ages figure of Christopher Columbus, pg. 29

OBJECTIVE

Continue to familiarize the children with the essential facts of “Columbus Sails to the New World.”

TEACHING

REVIEW

Have the children take out their copy of the “Exp. to 1815” song Lyrics. Sing through the first thirteen events while following along with the lyrics.

INSTRUCTION

1. Look over the completed worksheet together with the children, correcting anything that they missed.
2. Read pgs. 1–8 in *A Child’s Story of America*.
3. Color and place the *History through the Ages* figure of Christopher Columbus on pg. 51 of *Record of Time Notebook*. Note any other events of interest from 1500 AD, pg. 29 in the placement guide.
4. Complete Project 1, journal entry. (Younger children may need to have the section read and respond orally.)

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the appendix, pgs. 561–564, may be used for grammar/writing.

HISTORICAL LITERATURE

For older and younger children: *First Voyage to America: From the Log of the “Santa Maria”*. Read 15–20 pages per day.

For younger children: *Christopher Columbus* by Stephen Krensky. Read 9–10 pages per day, complete with lesson 15.

ASSIGNMENT

None

Columbus Sails to the New World

BOOKS

Exp. to 1815 Cards (Card #2, “Columbus Sails to the New World”)
Exp. to 1815 Teacher’s Manual
A History of US: The First Americans
History Through the Ages Suggested Placement Guide and Notebook
History Through the Ages Timeline Figure CD
First Voyage to America: From the Log of the “Santa Maria” (older and younger)
Christopher Columbus (younger)

MATERIALS

Completed Worksheet
Copy of “Exp. to 1815” Song Lyrics
Copy of Projects 2 & 3, Teacher’s Manual, pgs. 20–23
History Through the Ages extra figures, pg. 29
Exp. to 1815 Map Study Sheet, Enhanced CD, pg. 525
Exp. to 1815 Map, assembled
Red marker

OBJECTIVE

Continue to familiarize the children with the essential facts of “Columbus Sails to the New World.”

TEACHING

REVIEW

Have the children take out their copy of the “Exp. to 1815” song Lyrics. Sing through the first thirteen events while following along with the lyrics.

INSTRUCTION

1. Drill the worksheet questions with your children.
2. Note any other events of interest from 1500 AD, pg. 29 in the placement guide. Color and place the *History through the Ages* extra figures on pg. 50 of *Record of Time Notebook*.

ALERT: Allowing children to search on the internet or in books for other interesting event, art development or technological changes that occurred is a great way to help them learn research skills.

3. Read the event summary on the Map Study Sheet and paste the Medallions on the study sheet and the map. Write down any other historical events from your research in *History through the Ages* in #2 above.
4. Read pgs. 75–87 *A History of US: The First Americans*
5. Complete Project 2, trace the route of Columbus’s voyage & Project 3, a letter from Columbus (younger children may need it to be read to them).

SUPPLEMENTAL WRITING ASSIGNMENT

Key-word outline project in the appendix may be used for grammar/writing.