
History Stories for Children

THIRD EDITION



TEACHER'S MANUAL

Christian Liberty Press

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Introduction

Christian Liberty Press has developed *History Stories for Children* (Third Edition) as a course that introduces students to historical figures around the world and the genre of poetic verse. Readers will learn about important people, places, and ideas. The textbook also provides students with vocabulary definitions, comprehension questions, and additional activities.

This teacher's manual provides answers to the Comprehension Questions at the end of most of the reading selections in *History Stories for Children*. This manual also supplies answers to a few of the extension activities found in the *Student Exercises* workbook; these activities are designed to allow students to take a deeper look at certain readings and to reflect on what they have learned. We also have created a set of tests to help parents and teachers further evaluate their students' understanding of the stories. Both the *Student Exercises* workbook and the tests may be purchased separately from Christian Liberty Press.

We are confident that students will find this course to be both enjoyable and informative. More importantly, we trust that it will help them to gain a better understanding of how literature affects our lives intellectually, emotionally, and spiritually.

May God bless you and your students in the use of *History Stories for Children*.

*The Staff of Christian Liberty Press
Arlington Heights, Illinois*

Text Key

Unit 1: *From the Bible*

The Boy Who Dreamed, Pages 1–4

Note to the Teacher

This story is taken from Genesis 37, 39–47, and 50. Pay particular attention to Genesis 50:15–21. These verses clearly show the brothers' repentance for their sin against Joseph and Joseph's understanding of the purposes of God for their evil actions against him.

Name to Remember

- ⇒ *Joseph*—eleventh son of Jacob; sold into slavery by his brothers; became prime minister of Egypt

Comprehension Questions

1. The story tells about two dreams of Joseph. He dreamed that he saw a sheaf of wheat stand up, and that he then saw eleven other sheaves stand up around it and bow to it. He dreamed that he saw the sun and the moon and the stars all bowing to him.
2. Joseph's brothers sold him to strangers.
3. Pharaoh's dreams meant that Egypt would have seven good years of crops and then seven bad years.
4. Joseph helped his family because he believed in doing a good turn for doing something bad. Joseph understood that while his brothers meant to do evil, God meant it all for good to save the lives of many during the famine.

The Girl Who Gathered Barley, Pages 5–9

Note to the Teacher

This story is taken from the book of Ruth in the Bible. Emphasize to the student that Ruth's decision involved more

than simply changing where she lived. It included turning away from the gods of Moab in favor of the one true God of Israel.

Names to Remember

- ⇒ *Boaz*—wealthy landowner in Bethlehem; relative of Naomi’s deceased husband Elimelech; married Ruth; father of Obed in the line of King David
- ⇒ *Naomi*—widow of Elimelech and mother of Mahlon and Chilion; moved from Bethlehem to Moab; returned to Bethlehem after the death of her husband and sons
- ⇒ *Ruth*—daughter-in-law of Naomi; moved, with Naomi, from Moab to Bethlehem; married Boaz; mother of Obed in the line of King David

Comprehension Questions

1. Ruth originally lived in Moab.
2. Ruth followed Naomi to Bethlehem because she loved and cared for her very much.
3. Ruth gleaned barley and wheat from the fields of Boaz.
4. Ruth’s good habits and her faithfulness to Naomi proved to Boaz that she was a girl worth having.

Extension Activity

Barley is a member of the **grass** family.

Barley is used in **soups, stews, and bread**.

Barley may be **green, yellow, or brown** in color.

The Shepherd Boy and the Giant, Pages 10–13

Note to the Teacher

This story is found in 1 Samuel 17. Emphasize that this is not simply a story of the weak (David) overcoming the strong (Goliath). The more important message is of God using David to overcome the Philistines and their religion. Goliath and David each understood that their fight was essentially a battle between their respective faiths (see 1 Samuel 17:43–47).

Names to Remember

- ⇒ *David*—second king of Israel; from the tribe of Judah; established the line of kings that lasted until the conquest of Judah by Babylon
- ⇒ *Saul*—first king of Israel; from the tribe of Benjamin; mortally wounded during battle with the Philistines

Comprehension Questions

1. The giant's name was Goliath.
2. None of the Israelites wanted to fight the giant because they were all afraid of his size and strength.
3. David used a leather sling with five good stones to fight the giant.
4. David said he was able to kill the giant because he knew that God would help him.

Student Exercises

David said, “The LORD delivered me from the paw of the lion and from the paw of the bear.”

The Twenty-third Psalm, Page 14

Note to the Teacher

The Twenty-third Psalm is probably the best-known psalm in the Bible and is one of seventy-three attributed to David in Scripture. Take time to read the psalm with your student. It is a good psalm to memorize. You may also want to try to sing it; many of the psalms were originally designed for singing, and all of the psalms have been put to music.

Additional Resource

- ⇒ If you do not have access to music to sing Psalm 23, see <opc.org/hymn.html?hymn_id=703>.