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## *How To Use This Guide*

Welcome to the fascinating world of our nation's founding. Stretching back over a thousand years, this study encompasses Native cultures, the Vikings, the highs and lows of the Age of Discovery, colonial settlements, revolution, slavery and emancipation, civil war, and more! It may seem daunting to cover all of this history in a year or two, but this guide is your tool, designed in the hope that the study will educate and delight your student(s).

**Grade Level and Overview:** This is a one or two-year study for elementary-aged students and is appropriate for Kindergarten through 3rd grade. One key element of this study is that the literature is meant to be read aloud. Exploring the world through story is often one of the most cherished experiences shared by home-schooling families. That is the heart of this study.

This teacher guide is inspired by the Charlotte Mason method of education: reading, reasoning, relating, and recording. As each work of literature is read, students then discuss what they are learning with the teacher. Socratic questions help students understand the cause-and-effect relationships between ideas and events. These thoughts are then expressed freely through gentle discussion encouraging students to reach their own conclusions through reasoning. These discussions are not about reaching predetermined conclusions, but about encouraging logical exploration and creativity in your student.

As students from K-3rd grade will be using this course, we want to provide some guidelines for the assignments. For students on the younger end of the age range, simply reading, coloring the coloring pages (if desired), and having discussions about the readings is enough. Kindergarten level students who are learning their letters can use the notebook assignments to do that. Instead of writing, "Leif Erikson lands in North America" simply have your student write, "L is for Leif." Being able to combine reading aloud, history, spelling, literature, and more is one of the benefits of homeschooling! Written assignments can be skipped in Kindergarten, but are highly recommended in 3rd grade. First graders should be able to write a few sentences for the research assignments, while 2nd graders could write a paragraph, and 3rd graders can write two to three paragraphs. These are just basic recommendations and should be scaled based on the child's age, ability, and learning style. You're the teacher and parent—you know best!

**Content:** History is the story of people. It includes wonderful moments of heroism and bravery, self-sacrifice and kindness, but also periods of tragedy, atrocity, and heartbreaking injustice. As a company, we are committed to being honest about the dark moments in history as well as the celebratory ones. We also recognize that this is a program for young children. We introduce tough topics but only with age-appropriate detail, allowing families to choose how much they want to present to their children at a young age. Many of the extra resources and online videos we suggest will go into more detail about the injustices that are part of our history. The books required for this study will be honest about certain hard topics but in ways that are appropriate for most kindergarteners. Topics like slavery and the mistreatment of the Native Peoples in North America are introduced and discussion questions help you navigate these necessary discussions with your students. As students get older, it will be necessary to fill in more details as their understanding matures. The extra recommended resources in our Rabbit Trails sections will help you select books to do just that. We firmly believe that creating space for tough conversations in the comfort and safety of your relationship with your child is one of the ways we can help our children grow into empathetic and compassionate adults.

**Pace:** This study contains 94 lessons. If you are planning on the standard 180-day school year, you would need to complete 2-3 lessons each week to finish in one year. That being said, if you are teaching younger students or using it across a range of ages, work at your own pace. Many families have spread this study over two years (or more!). There is no pre-set schedule you have to follow. When life gets busy or the holidays are approaching, slow down. If you find your students are wanting to learn more about a certain subject, follow those rabbit trails. Our guides are designed to support your teaching style, not dictate it. One of the greatest gifts of homeschooling is the flexibility and freedom that is built into setting your own schedule. This teacher guide is designed to be a tool, not a taskmaster. Use it to fit your schedule and homeschool style.

**Activities:** This guide includes some recommended hands-on activities. We also link to websites that have further activities. None of these are required. Do what adds enjoyment to your study.

**Student Notebook:** Each student should have a notebook that they are comfortable working with. We suggest a composition notebook since the students are young and will be working on penmanship and sentence formation. All written work, coloring pages, reports, and mapping activities, will be added to this notebook. At the end of the year, your student’s notebook will be a wonderful portfolio of what they’ve studied and learned.

**Picture Packet:** Throughout this study you will be referred to the Picture Packet—a free download available on our website: [bfbooks.com](http://bfbooks.com). These pages can be printed and copied for use in the student notebook.

**Comprehension and Discussion Questions:** As you read through the literature with your students, we have provided questions to help spur conversation and verbal processing. There are some comprehension questions with specific answers provided to check reading comprehension, but one of the main goals of this program is creating conversations. The discussion questions are designed to not only help develop critical reasoning and intellectual growth but most importantly, cultivate empathy. By focusing on discussion, as opposed to simple comprehension, you will be fostering an atmosphere where curiosity, questions, and inquiry are encouraged.

**Websites:** Throughout the study, you will find websites provided for further information and activities. These specific website pages have all been viewed and deemed appropriate and accurate at the time of printing. If there is potential objectionable material, it has been noted. The recommendation of one page on a website should not be viewed as an endorsement of the entire contents of that website. Always use the internet with care and under adult supervision. Throughout this guide, you will notice articles or video titles for specific websites. While it may seem that the capitalization or punctuation is in error, the titles are duplicated as they appear on the websites. Simply type in the title as it appears to find the correct information. If a web link is no longer working, don’t give up there. Simply use the words in the web address to guide your search.

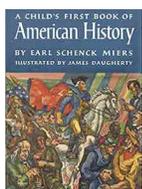
**Rabbit Trails:** At the beginning of each section, you will find a list of additional recommended books to check out from your local library. None of these titles are required, we simply provide these lists in order to help you sift through the hundreds of books available on the many topics covered in this study. Feel no obligation to include any of the Rabbit Trail titles; you’ll have plenty of information from the required reading. However, if you have a voracious reader or a certain topic or historical period proves especially interesting, it is our hope that the suggested titles will prove helpful.

**The Historic Table:** We truly hope these sections provide you and your students with a fun way to celebrate the completion of each section. We have gathered recipes that are either culturally or historically accurate to help give students a taste for the culinary element of history. We have also updated some of the recipes to make them more appealing to our 21st-century palates. Enjoy!

**Do I Have to Do Everything in Every Lesson?** No! Again, this is a tool, not a taskmaster. Everything in this guide is provided to make your job easier and save you time. Every lesson, assignment, and activity is here to help you expand the literature, pull out historical content, and provide structure and guidance, but feel free to skip steps when it suits your family.

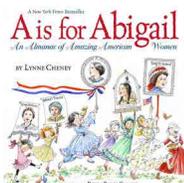
Lastly, share your work on social media and tag us at [#beautifulfeetbooks](https://twitter.com/beautifulfeetbooks). We love seeing your creativity.

**Additional Recommended Titles:** The following can be used throughout this course. They are not required, just recommended for those who would like to add additional material.



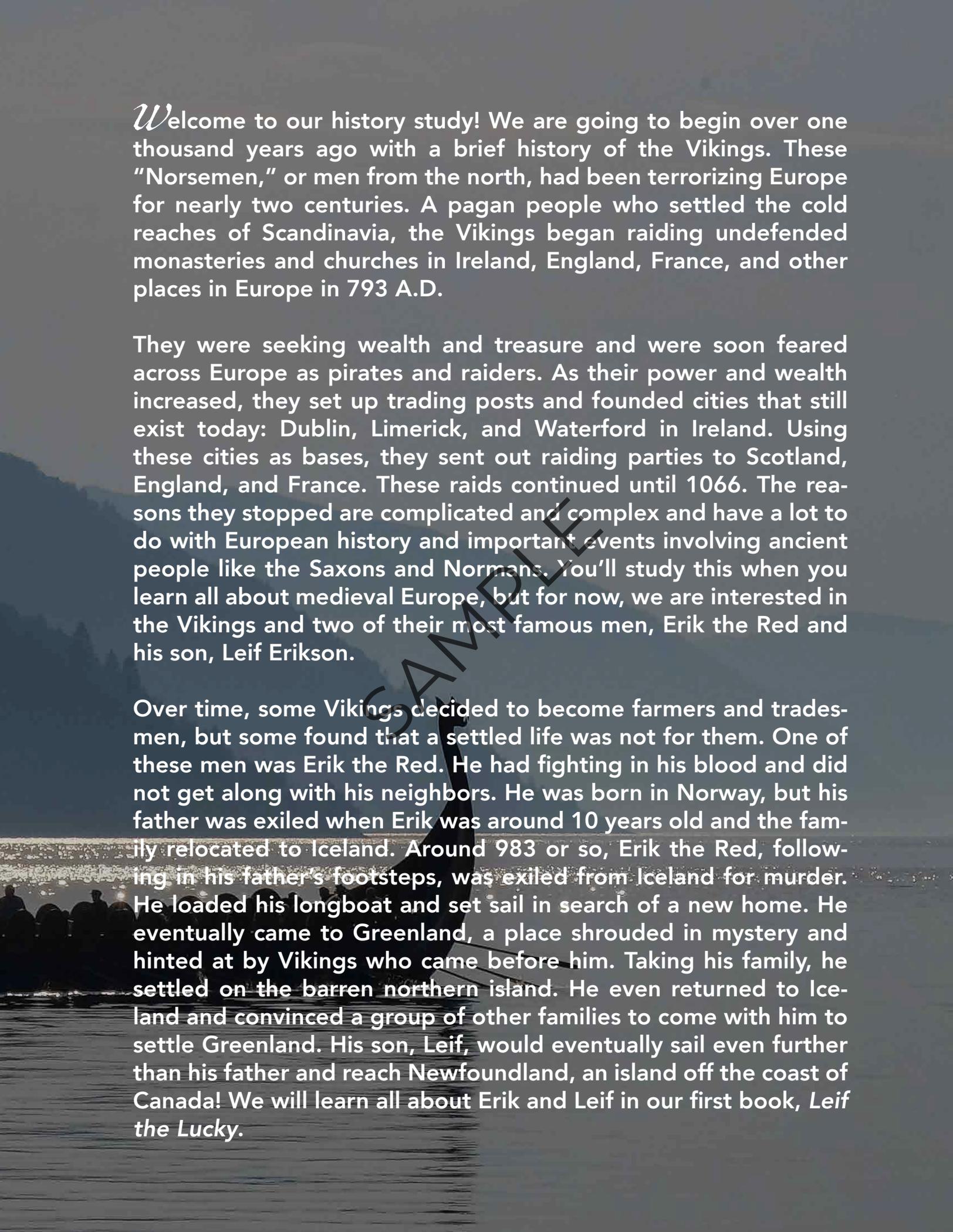
***A Child's First Book of American History* by Earl Schenck Miers**

This is America! And this is its glowing, epic story, from the days of the Viking expeditions to the birth of the Atomic age. Here are the explorers, the American Indians, the settlers and fur trappers, the soldiers, the statesmen, the men and women who have shaped our country and its destiny. It is our story of adventure, of wars, of industry and invention, of hardship and growth; it is an unparalleled tale of courage, high ideals, hard work—and a precious thing called Freedom.



***A is for Abigail, An Almanac of Amazing American Women* by Lynne Cheney, illustrated by Robin Preiss Glasser**

Filled to the brim with words and pictures that celebrate the remarkable achievements of American women, this is a book to relish and to read again and again. Mothers, daughters, schoolchildren, and generations of families will take Abigail Adams’s words to heart and “remember the ladies” once they read the stories of these astonishing, astounding, amazing American women.

A Viking longship is shown on the water, with a forested background. The ship is dark and has a dragon-like prow. The water is calm, and the background shows a dense forest of evergreen trees under a slightly overcast sky. The text is overlaid on the image in a white, sans-serif font.

Welcome to our history study! We are going to begin over one thousand years ago with a brief history of the Vikings. These “Norsemen,” or men from the north, had been terrorizing Europe for nearly two centuries. A pagan people who settled the cold reaches of Scandinavia, the Vikings began raiding undefended monasteries and churches in Ireland, England, France, and other places in Europe in 793 A.D.

They were seeking wealth and treasure and were soon feared across Europe as pirates and raiders. As their power and wealth increased, they set up trading posts and founded cities that still exist today: Dublin, Limerick, and Waterford in Ireland. Using these cities as bases, they sent out raiding parties to Scotland, England, and France. These raids continued until 1066. The reasons they stopped are complicated and complex and have a lot to do with European history and important events involving ancient people like the Saxons and Normans. You’ll study this when you learn all about medieval Europe, but for now, we are interested in the Vikings and two of their most famous men, Erik the Red and his son, Leif Erikson.

Over time, some Vikings decided to become farmers and tradesmen, but some found that a settled life was not for them. One of these men was Erik the Red. He had fighting in his blood and did not get along with his neighbors. He was born in Norway, but his father was exiled when Erik was around 10 years old and the family relocated to Iceland. Around 983 or so, Erik the Red, following in his father’s footsteps, was exiled from Iceland for murder. He loaded his longboat and set sail in search of a new home. He eventually came to Greenland, a place shrouded in mystery and hinted at by Vikings who came before him. Taking his family, he settled on the barren northern island. He even returned to Iceland and convinced a group of other families to come with him to settle Greenland. His son, Leif, would eventually sail even further than his father and reach Newfoundland, an island off the coast of Canada! We will learn all about Erik and Leif in our first book, *Leif the Lucky*.



1. Aurora Borealis 2. Guests from Overseas by Nicholas Roerich, 1901, depicting a Viking Raid 3. The Norwegian Sea

## LESSON 1

**“Before I formed you in the womb, I knew you, and before you were born, I consecrated you.”**

—Jeremiah 1:5

**“For we are his workmanship, created in Christ Jesus for good works, which God prepared before hand, that we should walk in them.”** —Ephesians 2:10

1. Introduce the verses above. Have your student copy them into the notebook. Decorate the notebook page with fingerprints to show how each of us is unique. Discuss how every person in history is an individual with an important part to play in the human story. Whether it is as a mother or a queen, a writer or a president, an artist or an engineer, a child or an emperor, history is made up of stories about people, each one unique but connected. Some roles are grand and some are humble, but they are all essential to the great story of history.

2. Introduce *Leif the Lucky* by Ingri and Edgar Parin d’Aulaire. Read pages 1–11. Discuss the following:

a. Have you ever moved to a new town or house? Write or narrate a short story about Leif moving to a new country. What do you think he expected to find there? What had his father, Erik, told people about Greenland? Do you think it would be strange to move to a place where no one else lived?

b. Look at a map of the world and locate Norway and Greenland. How far is the voyage from Norway to Greenland? Can you imagine sailing on those frigid seas in an open boat?

3. Have your student begin a new section in the notebook. Title it “The Vikings.” From the Picture Packet, paste into the notebook the picture of Erik the Red. Title the picture “Erik the Red sails to Greenland.” Color it. You will also find a map of the countries surrounding the Norwegian Sea in the Picture Packet. Cut that out and have your student paste it in the notebook.

## LESSON 2

1. Read pages 12–19 of *Leif the Lucky*. Discuss the following:

a. On pages 7 and 12, we read about some of the Vikings’ religious beliefs. The Vikings worshiped gods they created from what they saw in nature. They did not understand why volcanoes belched lava and fire, so they created gods who they could blame for natural disasters. This is how most ancient religions began. People tried to explain things they did not understand. No one believes in these gods today, but their stories are wonderfully colorful and imaginative. You can read about them in *D’Aulaires’ Book of Norse Myths*. Discuss how your family’s beliefs are different from those of Leif’s family.

b. Page 12 states, “He [Erik] ruled like a king over servants and thralls, and nobody ruled over him...” This form of government is called a monarchy, the rule of one person. Erik had been part of a republic, where leaders were elected and shared power, before he was banished and forced to leave Norway. Which form of government do you think suited the fierce-tempered Viking better?

c. Olav Trygvason (also Tryggvason) was the first Christian king of Norway. What words are used to describe Olav? Discuss his character qualities. Is he someone you would have wanted to meet? *Olav* is described as *tall, generous, jolly, and very violent when angry*.

2. The northern lights (aurora borealis) are an amazing natural phenomenon. Search online for a video of these spectacular sights and watch it together. BBC Earth has a short clip explaining the science behind the aurora borealis, which is fascinating.

3. Have your student mark the route Leif took on his journey from Greenland to Norway on the map in the notebook. It is described on page 19 of *Leif the Lucky*.

### LESSON 3

1. Read pages 20–25 of *Leif the Lucky*. Discuss the following:

- a. What good advice does Leif remember as he waits to enter King Olav's court? How could Proverbs 1:8-9 be applied to this situation? *Leif learned from his father that it was best to approach a king when the king had eaten his fill.*
- b. Discuss King Olav and the gluttonous man. Discuss how this story tells us more about King Olav's character.
- c. What gifts does Leif bring King Olav? *A Greenland falcon, a white bear cub, homespun fabrics, furs, walrus tusks, and ropes of walrus hide.*
- d. Look at the pictures on pages 22–23 of *Leif the Lucky*. What utensil is missing from the Vikings' table? *Forks! Forks were not widely used in Europe until the 18th and 19th centuries!*

2. From the Picture Packet, have your student paste into the notebook the picture of Leif with a white bear cub. Title it "Leif enters King Olav's court." Color the picture.

3. Search "how to build a Viking ship" on the internet. If desired, follow the instructions to build your own model longboat.

### LESSON 4

1. Read pages 26–31 of *Leif the Lucky*.

- a. What important decision did Leif make while he was at Olav's court? *He became a Christian.*
- b. How did Leif come to land in Newfoundland? What was he trying to accomplish? We will learn that many discoveries happen on accident! *Leif was trying to sail from Norway to Greenland without stopping. On this voyage he was thrown off course by a storm and landed in what we now know as Newfoundland.*

2. In the 1960s, archaeologists discovered evidence of a Norse settlement in Newfoundland. Look up "L'Anse aux Meadows" on the internet for more information.

3. From the Picture Packet, have your student paste into the notebook the map titled "Viking Voyages." Also from the Picture Packet, have your student paste into the notebook the picture of Leif at the bow of his ship. Title it "Leif lands in North American around 1000 A.D." Color the picture.

#### Notes

## LESSON 5

1. Read pages 32–41 of *Leif the Lucky*. Discuss the following:

- a. Was Leif a good ruler? What do you think is more important, his voyage to North America or his leadership as the ruler of Greenland? Why?
- b. What was the name of the first European born in North America? *Snorre*.

2. Have you ever tried to communicate something, but no matter how hard you tried, you could not make the other person understand? Now imagine speaking an entirely different language and not being able to use words to communicate. Imagine how the Vikings felt when they saw the people of this new land for the first time. Can you imagine seeing a Viking for the first time? An activity that can help us understand the challenges faced by the Vikings and Native Americans is to try telling a sibling, parent, or friend a story without using any words. How do you do it?

3. From the Picture Packet, have your student paste into the notebook the picture of Leif shaking hands with Gudrid and Torfinninto. Title it “Leif sends the first colonists to the New World.” Color the picture.

## LESSON 6

1. Read pages 42–54 of *Leif the Lucky*. Discuss the following:

- a. What goods did the Vikings trade with the Native Americans? Do you think that these exchanges were fair? *The Vikings gave the Native Americans dairy products and red cloth in exchange for fine furs.*
- b. Discuss the reasons the Vikings left the settlement they had established in North America. Do you think the Vikings showed the native people respect and treated them kindly?

2. Discuss Leif Erikson’s accomplishments. Do an oral narration about Leif, using adjectives to describe his life and character.

3. From the Picture Packet, have your student paste into the notebook the picture of Native Americans watching a Viking ship. Title it “The Vikings return to their homes in Greenland.” Color the picture.

### Notes



## *The Historic Table*

Scandinavian countries are nearly all surrounded by water, thus giving this geographic area a rich culinary heritage centered around all types of fish. Throughout history Norwegians, like Erik the Red, ate fish fresh, smoked, dried, pickled, and salted. Norwegians also raised beef, pork, sheep, and goats and preserved these products in many varieties of butter and cheese. The northern situation of the land meant the growing season was short for grains, so Vikings grew rye and barley which were both hardy and grew in poor or sandy soils.

The cheeses and crackers depicted here are from Scandinavian countries and are selections most children will enjoy. From the bottom left to right—brunost (brown cheese) is made from sheep and cow's milk and has a sweet caramel taste. It is often served for breakfast or dessert. Honey and the honeycomb, Jarlsberg—a traditional Swiss type cheese named after its hometown in Norway, Finn Crisp crackers (from Finland), and Wasa bread (from Sweden)—a dry crunchy sourdough cracker made from rye. On the right you can see Snøfrisk a delicious soft cream cheese and lingonberry jam. Lingonberries are a bright red berry that grows wild in Northern Europe and is now widely cultivated. The lingonberry is part of the cranberry family, but is sweeter and more versatile. Try some of these items for a unique Norwegian breakfast or tea time!

Fish is such a major part of their diet that Norwegians have many tasty ways of preparing and preserving it. Norwegians typically eat these fish on rye or sourdough toast with capers, crème fraîche (or sour cream), lemon, and fresh dill.

### *Verdens Beste*

This Norwegian cake, is translated as "world's best" after it was awarded that distinction a few years ago. It is a lovely dessert that can be accompanied by fresh strawberries or even garnished with some lingonberry preserves for a genuinely Norwegian flair. This recipe is adapted from the Sweet Paul website.

10 ½ Tablespoon (1 stick plus 2½ table  
spoons) **butter**, softened  
1 ½ cups **granulated sugar**, separated  
1 1/3 cups unbleached all-purpose **flour**  
1 teaspoon **baking powder**  
5 large **eggs**, separated  
1/3 cup **whole milk**  
¼ cup **sliced almonds**  
1 cup **heavy cream**  
1 teaspoon **vanilla extract**  
½ cup of **lingonberry jam**  
or very thinly sliced strawberries

Preheat the oven to 350°F, with a rack in the middle position. Line an 8" x 12" baking pan with parchment paper on bottom and sides. Beat the butter and 2/3 cup of the sugar in a large bowl with an electric mixer until light and creamy, about 3 minutes. Add the flour and baking powder and mix well on low speed. Mix in the egg yolks and milk. Scrape the batter into the baking pan.

In a large clean bowl, beat the egg whites and the remaining 1 cup sugar to soft peaks. Spread on top of the cake layer. Sprinkle with the almond slices. Bake for 30-35 minutes, or until the meringue is golden brown and puffed. Cool on a wire rack in the pan. Transfer to a cutting board. When the cake is cool, put the cream and vanilla in a medium bowl and beat to soft peaks with an electric mixer, about 3 minutes. Cut the cake in half crosswise with a serrated knife. Place one half of the cake on a serving tray, spread the lingonberry jam over it, or garnish it with strawberries. Then cover with the whipped cream. Place the other half, meringue side up, on top. Let the cake sit for 1 hour in the fridge before serving. Slice with a serrated knife warmed in hot water to cut through the meringue without damaging it.