

# History For Little Pilgrims



**TEACHER'S MANUAL**

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# Introduction

It is the desire of the staff of Christian Liberty Press that students learn about God's creation and their place within His handiwork. God tells us that we are to subdue the creation and have dominion over it; mankind has been made a steward of God's world. We can only truly accomplish our mandate if we study God and His universe in the light of His Word, and then seek to apply what we have learned to the glory of God.

In *History for Little Pilgrims*, we have sought to show God's providence working throughout history from its earliest days until the present. We have built this course upon the foundation of God's revelation about early human history, bringing the Bible to bear on the subject matter.

It is our desire that this course would help students to develop an interest in and appreciation for world history in general and United States history in particular. Instructors should realize the importance of emphasizing the providence of God acting in and through world history. Likewise, they need to underscore the importance of teaching respect for our nation to their students. Students should be taught that, in spite of America's weaknesses, it has a solid Christian heritage.

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## Overview

The teacher's manual for *History for Little Pilgrims* seeks to enhance this study of world and American history. Each of the Unit Instructions includes a memory verse, general overview, five lesson plans, definitions to the "Words to Know" section, and answers to the unit "Review" section. Additional information and lesson ideas are also provided, so teachers should use these to expand the instruction of this course beyond the textbook. Likewise, the *History for Little Pilgrims Coloring Book* is a supplemental resource that has pictures for students to color. Most of these pictures correspond to the hand-drawn images in the textbook.

Students are expected to study this course throughout the school year, working with the material in each unit in five lessons, meeting every other day over a two-week period. Each lesson will take about twenty minutes or so per day to complete. Please remember, however, that this manual is not intended to place limits on teachers' creativity and flexibility, but to give them basic guidelines and teaching suggestions.

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## Unit Instructions

In this course, **Bible memory work** is also encouraged. Memory verses are found at the beginning of each unit in this manual. We urge instructors to read these Bible verses to their students and then have them commit the verses to memory. As students work through the material of each unit, they should spend time covering the appropriate verses for each lesson.

Instructors may **read the book** to their students unless it is evident that their reading skills will permit them to read on their own. Teachers should also spend time discussing the text, maps, and pictures on a regular basis. It is vital that instructors proceed with their lesson plans slowly until they are sure that their students are comprehending the material completely.

Students should be encouraged to use **additional resources** such as pictures, maps, objects, or craft projects that may pertain to their course work. For example, the *History for Little Pilgrims Coloring Book* is designed to reinforce what the student is learning in selected lessons. With this in mind, we have indicated in this manual when students should color each picture in the coloring book. Teachers should also make use of the songs suggested in this manual.

As an aid to teaching this course, we suggest that instructors gather a set of resources to use from time to time. A globe or world atlas is essential. Furthermore, there are historical maps found throughout the textbook and a map of the United States at the back of the text, but teachers may want to use more detailed maps than those provided. An American historical atlas, for example, would be useful to supplement certain lessons toward the end of the course.

**Vocabulary terms** are bolded in the text. These words are also listed under the “Words to Know” section at the end of each unit. Instructors are encouraged to review these words with their students and have them highlight the terms in the text with a highlighter, reinforcing their meaning in the context where they are used. This manual also gives the definitions of these words after the lesson plans in each unit. There may be other words in the text that are difficult for students to understand, so instructors need to determine which ones to explain.

By way of review, teachers should have their students complete the unit **Review exercises** at the end of each unit. Students may initially repeat the answers orally, but they are required to write their answers on a separate sheet of paper as part of their daily work. Use the answers provided in this manual to check your students’ work.

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## Outside Resources

Instructors should expose their students to additional knowledge about world and American history as well. This will broaden their understanding of history and even encourage their interest in reading. Your local library and the Internet are excellent resources for such information. Furthermore, teachers may develop their own “libraries” of books, magazines, videos, and CD-ROMs about history for students to investigate independently.

We also encourage instructors to engage in as many field trips as possible. In most metropolitan areas, local museums and special departments of universities have displays of historical events and artifacts of ancient cultures that would bring the material to life. In the Chicago area, for example, the Museum of Science and Industry has an authentic German submarine that was captured during World War II. Moreover, we encourage teachers to take their students to the historical sites or national parks mentioned in the text, if they are nearby.

In closing, we trust that instructors will find this manual helpful as they teach *History for Little Pilgrims* to their students. It is our desire that students will grow in their understanding of God’s providence working throughout history. Ultimately, our fervent hope is that students will see their place in carrying out the will of God where they live.

# UNIT INSTRUCTIONS

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## *Unit 1* *God's Great Story*

### *Memory Verse:*

In the beginning was the Word, and the Word was with God,  
and the Word was God.

*John 1:1*

This unit introduces the student to the concept of history from a biblical perspective. Although we define history as “the story of what really happened long ago,” it is far more than that. At its core, **history** is *the study of man’s response to the creation mandate* (Genesis 1:28); it is the **story** of man’s faithfulness (and unfaithfulness) to God as he establishes families, tribes, and nations. Since God guides all human events, history views all aspects of human life in light of divine providence.

The student will see history as God’s great story of redemption, which unfolds from Genesis through Revelation. He will also learn about the central figure of history—Jesus Christ. Everything that took place prior to His incarnation points *forward* to Him, and everything that has happened since looks *back* to Him. He is the center of history because He is the Savior of the world. When the fullness of time comes, Christ will return to judge all people and nations as King of kings.

## LESSON PLANS

*The teacher should first read the entire unit and become familiar with its content, terms, and activities. Then study the following for lesson ideas and teaching tips. Each unit should be covered over a two week period—meeting for twenty to thirty minutes every other day.*

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### *Lesson 1*

If your student is able, have him read pages 1–2. Otherwise, read these pages to him and explain the words in **bold**. The definition for *history* is important to go over; likewise, emphasize that the Bible is the source for learning about how history began. Since this information is new for your child, take time to answer any questions he might have as you go along. After you have covered the lesson, have your student write in the names of immediate family members on the “family tree” on page three—or in the coloring book (page 2), if you want to reuse the textbook. Explain that history is like God’s storybook, which goes all the way back to the beginning of time, and that your child has a special place in “His Story.” *Have your student color page 2 in the coloring book.*

Begin to help your student memorize John 1:1. Ask your student who the Word is in this verse. The Son of God was in the beginning with God the Father. Together they made the heavens and the earth. This was when history began.<sup>1</sup>

## Lesson 2

Review Lesson 1 and cover pages 4–5, up to the section entitled “The End of History.” Your student is going to pretend he is a “Little Pilgrim” who is traveling through history. Along the way, he will meet many people and learn how they are part of God’s great story. Emphasize that Jesus Christ—the most important person your child will learn about—is at the center of history. Likewise, stress that His death and resurrection—the most important events your child will learn about—are the fulfillment of God’s great promise. Christ became the Savior of the world.<sup>2</sup>

To give the student a clear overview of history, emphasize the pictorial timeline on page 4. This is a fun way for children to understand the full scope of God’s plan of redemption. This will be reinforced when you do your activity in Lesson 4 of this unit.

Continue to go over John 1:1, explaining that the Word is God’s own Son who later came to the earth as Jesus Christ. In the beginning, He was with God the Father when He created the world. Through the Son the heavens and earth were made (*Read and discuss Colossians 1:1–17*).

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## Lesson 3

Review the previous lessons and cover pages 5–6 with your student. The concept of the future may be hard for your child to understand; nevertheless, you can point to an older sibling or relative he looks up to, and tell him that someday he will be that age. That will be in the *future*. When Christ returns, He will bring all of history to an end. God will make a new heaven and a new earth.<sup>3</sup>

If you think your child can comprehend the concept of B.C. and A.D., introduce these ideas to him now. B.C. means “before Christ” and A.D. stands for *anno Domini* which means “in the year of our Lord” in Latin. Everything that happened before Christ is dated B.C., and everything that happened after Christ is A.D.

Go over the “Words to Know” section on page 7, helping your student to understand the meaning of each term. Ask your child to go back in the text and mark each word with a highlighter. You may also use the words in a story so your child will understand what they mean in context. The following paragraph serves as an example:

History is what really happened long ago. This year, you are going to be a Pilgrim and walk down the path of history and meet all kinds of people. You will first learn about God—He is eternal. This means that He has no beginning or end. But at the beginning of time, He created the heavens and the earth. God also made our first parents, Adam and Eve. You will meet them soon. Most important of all, you are going to learn about Jesus Christ. He died on the cross to take away the sins of His people. He did not stay dead for long, though. He rose from the dead and now He is in heaven, sitting at the right hand of God the Father. Someday in the future, He will come again. This will be the end of history.

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1. To begin implanting the truths of God’s Word in your child’s heart, you may want to use the *First Catechism* (published by Great Commission Publications—available through Christian Liberty Press for \$1.25). Have your student memorize the answers to the first three questions at this time.
  2. If you are using the *First Catechism*, questions 50–52 should be memorized at this time. Perhaps your child is ready and willing to hear the gospel; questions 53–60 give the good news in words that even the youngest child can understand. Pray with your student as he puts his trust in Christ alone to save him.
  3. Questions 137–139 in *First Catechism* emphasize Christ’s resurrection, ascension, and return. Christ is King, and He will come again to rule His glorious kingdom.



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## Lesson 4

By way of review, do the activity on page 7 with your student. Read the directions as you have your child complete each step. If your child draws large pictures, you may want to cut the poster board in half and tape the short ends together. Have your student draw the pictures along the timeline as indicated in the textbook.

Your student should recite the memory verse for this unit (John 1:1) at this time. Have him also point to what the Word did at the beginning and middle of history, and what He will do at the end of history.

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## Lesson 5

Review this unit by going over the timeline that your student made in the last lesson. You may also use the summary paragraph above from Lesson 3. Then have your student complete the unit review on page 7 in the textbook; answers include (1) history, (2) Bible, (3) Jesus Christ, (4) future, (5) trip, and (6) Pilgrim. Read the directions aloud and have him write the correct answers on a separate sheet of paper. *Have your student color page 1 in the coloring book.*

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## Vocabulary Study

Review the “Words to Know” for this unit.

- **history**—the story of what happened long ago; it is God’s Story—the story of how God works out His plan for men and nations.
- **created**—to make something new; God *created* the heavens and the earth in six days, and on the seventh day He rested.
- **Jesus Christ**—God’s own Son; He is the Savior who came into the world to forgive His people of their sins and save them. One day He will return in all His glory.
- **timeline**—a line of pictures at the beginning of each unit in the textbook that helps show how God’s Story progresses
- **beginning**—the time and place when something starts. Your life began when you started growing inside your mother; likewise, history began when the earth was created.
- **eternal**—without beginning or end; God is the only one who has no beginning or end.
- **future**—the time that is to come; the days, months, and years ahead
- **Pilgrim**<sup>4</sup>—a person who travels from one place to another; of course, the name “Pilgrim” also refers to the group of Christians who came to America from England to start a new life according to God’s Word at Plymouth Colony in 1620.<sup>5</sup>

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4. This vocabulary word is not listed at the end of Unit 1 but has been added here to help your child better understand the material found in the text.

5. It is our prayer that those children who read *History for Little Pilgrims* will come to know and live for Christ in the same way the first Pilgrims did nearly 400 hundred years ago.

# Unit 2

## The Beginning of History

### Memory Verse:

In the beginning God created the heavens and the earth.

Genesis 1:1

In this unit, the student will learn about the beginning of time—when God created the heavens and the earth—and why He made the earth. The child will also discover God’s great handiwork in the dry land and the ocean waters and in the climax of creation when God made Adam from the dust of the earth.

One day, however, sin entered into the world through Adam and Eve’s disobedience. Satan lied and told Eve that she would become like God if she would eat of the forbidden fruit. Eve believed Satan, disobeyed God’s command, and ate. Then she gave the fruit to Adam, who also ate. The student will learn how this single act of rebellion has affected each person’s heart and mind even to this day.

## LESSON PLANS

*The teacher should first read the entire unit and become familiar with its content, terms, and activities. Then study the following for lesson ideas and teaching tips. Each unit should be covered over a two week period—meeting for twenty to thirty minutes every other day.*

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### Lesson 1

Cover pages 8–9, up to the section entitled “Adam and Eve” with your student and explain the words in **bold**. Emphasize that God made the heavens and the earth for His own glory. *Glory* is the praise and honor that we give to God for His great power in making the world. The reason God created man has been summarized as follows: “Man’s chief end is to glorify God, and enjoy him forever.”<sup>6</sup> 1 Corinthians 10:31 makes it clear that everything we do is to glorify God.

Glorifying God requires a heart that loves God and seeks to please Him in all we think, say, and do. Spend time talking about how your student can glorify God in prayer and singing to Him, by loving Him, and by obeying His commands (*Read and discuss Mark 12:30 and John 14:15*).<sup>7</sup>

History began with God’s creation of the universe—when time began. Help your student memorize Genesis 1:1. It is important for him to learn the sequence of the Creation Week. This lesson will cover the first three days, and Lesson 2 will cover the rest of the week.

- **Read Genesis 1:1–5** to your student and have him color the picture for **Day 1** of creation on page 4 of the *History for Little Pilgrims Coloring Book*—God made the *light* and separated it from the darkness. Have your student color the “light” yellow and the darkness black.

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6. Westminster Shorter Catechism (WSC) 1.

7. Questions 3–5 in *First Catechism* will help your student remember why God made him, how he can glorify God, and why he should glorify Him.