

# History Stories for Children

*Second Edition*



**TEACHER'S MANUAL**

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# Table of Contents

Introduction.....	v
Text Key.....	1
<b>Part 1.....</b>	<b>1</b>
<i>The Boy Who Dreamed.....</i>	<i>1</i>
<i>The Girl Who Gathered Barley.....</i>	<i>1</i>
<i>The Shepherd Boy and the Giant.....</i>	<i>2</i>
<i>The Twenty-third Psalm.....</i>	<i>3</i>
<i>The First Christmas Song.....</i>	<i>3</i>
<i>The King's Christmas.....</i>	<i>4</i>
<i>Three Christmas Gifts.....</i>	<i>5</i>
<i>Were You There?.....</i>	<i>5</i>
<i>The First Easter Morning.....</i>	<i>6</i>
<i>Easter Lilies.....</i>	<i>6</i>
<b>Part 2.....</b>	<b>9</b>
<i>Alexander the Great.....</i>	<i>9</i>
<i>Saint Valentine.....</i>	<i>9</i>
<i>Charles the Great.....</i>	<i>10</i>
<i>Alfred the Great.....</i>	<i>11</i>
<i>How a King Got Out of Prison.....</i>	<i>12</i>
<i>A Faithful Servant of God.....</i>	<i>13</i>
<i>The Red Velvet Cloak.....</i>	<i>14</i>
<i>Peter the Great.....</i>	<i>14</i>
<i>Strong King Iron.....</i>	<i>15</i>
<i>A City on a Rock.....</i>	<i>16</i>
<i>The Cross on the Mountain.....</i>	<i>17</i>
<b>Part 3.....</b>	<b>19</b>
<i>Finding a New World.....</i>	<i>19</i>
<i>Balboa's Discovery.....</i>	<i>20</i>
<i>The Man Who Was Thirsty.....</i>	<i>21</i>
<i>A Room Full of Gold.....</i>	<i>21</i>
<i>Baby Virginia.....</i>	<i>22</i>
<i>Jamestown Day.....</i>	<i>23</i>
<i>Fishing With Fire.....</i>	<i>24</i>
<i>The Mayflower and the Pilgrims.....</i>	<i>25</i>
<i>Squanto, the Corn Planter.....</i>	<i>26</i>
<i>At the First Thanksgiving.....</i>	<i>26</i>
<i>Yellow King Corn and Corn Song.....</i>	<i>27</i>
<i>White Friends and Red Friends.....</i>	<i>28</i>
<i>Horseshoes of Gold.....</i>	<i>29</i>

<b>Part 4.....</b>	<b>31</b>
<i>When New York City Had a Wall.....</i>	31
<i>The Tea Party at Boston.....</i>	31
<i>The Tea Party at Edenton.....</i>	32
<i>A Big Bell.....</i>	32
<i>The First Fourth of July.....</i>	33
<i>Betsy Ross's Needle.....</i>	35
<i>Crossing the Delaware.....</i>	36
<i>Cynthia's Cow.....</i>	37
<i>Nancy Hart's Dinner.....</i>	38
<i>Planting Thirteen Trees.....</i>	38
<i>Chucky Jack and His Horse.....</i>	40
<i>Davy Crockett and the Bears.....</i>	40
<i>White King Cotton.....</i>	41
<i>The Star-Spangled Banner.....</i>	41
<i>When Chicago Was a Village.....</i>	42
<i>A Sweet Song and Home, Sweet Home!.....</i>	43
<i>Robert E. Lee and His Mother.....</i>	44
<i>Heavy King Gold.....</i>	45
<i>A White Horse.....</i>	45
<i>Opening the Golden Gate.....</i>	46
<i>The River That Runs Through a Mountain.....</i>	47
<i>A Famous Tree.....</i>	48
<i>The Boy and the Flag.....</i>	48
<i>How Thanksgiving Grew.....</i>	49
<b>Part 5.....</b>	<b>51</b>
<i>Washington's Birthday.....</i>	51
<i>Hatchets and Cherries.....</i>	52
<i>Riding a Colt.....</i>	52
<i>George Washington as a Schoolboy.....</i>	53
<i>Washington as a Surveyor.....</i>	53
<i>A House on a Mountain.....</i>	54
<i>A Cabin in Kentucky.....</i>	54
<i>A Boy's Boat Ride.....</i>	56
<i>Planting a Tree.....</i>	56

# Introduction

The teacher's manual for the second edition of *History Stories for Children* was developed by the Christian Liberty Press staff to help instructors be as successful and efficient as possible in their teaching. It provides basic suggestions for developing a good overall approach to reading, includes additional information and suggestions to teachers for most of the stories in the Notes to Teachers, and gives instructors "model" answers to the Comprehension Questions in the textbook. The model answers provide the essential information needed to correctly answer the questions, but students are not expected to necessarily use exactly the same wording in their answers. In some cases, our answer will include the words *Answers may vary*, which indicates that there is potentially more than one correct answer. In such cases, we have attempted to list all of the possible answers. It is our expectation that these sample answers will enable instructors to conveniently gauge how well their students retained the major points of their stories, without having to thoroughly read each story themselves.

## DEVELOPING A STUDENT'S READING

All students should be asked to explain who the *major characters* of the story were, the *basic plot* or *theme* of the story, as well as the *moral of the story*. It would also be helpful for instructors to require their students to write out the correct definitions of any new vocabulary words they may come across in their stories.

A good reading teacher will constantly work to improve his or her student's reading skills. The basic reading skills that teachers should emphasize on a regular basis cover four fundamental areas:

1. Reading Comprehension/Retention
2. Vocabulary Recognition
3. Articulation
4. Reading Speed

The best way to improve a student's **comprehension** is to discuss with the student the major points of the reading lesson until you are sure that he understands the meaning, purpose, and moral implications of the lesson. Students should be encouraged to read and study their reading lessons until they fully understand all of the *Who, What, When, Where, and Whys* of each story.

**Vocabulary recognition** must be developed to the fullest extent possible so that students are equipped to read with speed and accuracy. To develop proper vocabulary growth, instructors must insist that their students pay attention to the vocabulary words listed in the book and look up in the dictionary (and, if possible, write out) the definitions of any other words that they do not understand in their reading lessons.

The ability to properly pronounce vocabulary words involves the process of **articulation**. The basis for proper articulation is a thorough knowledge of phonics concepts and rules. If a student struggles with articulation, it is up to the instructor to initiate a few review sessions with the student covering the fundamental rules of phonics, until the student is able to properly articulate his vocabulary words.

A student's **reading speed** will improve as his vocabulary recognition and articulation skills increase. Perhaps the best way to develop a student's ability to read quickly is to encourage him to read frequently. Another means of improving a student's reading speed is to encourage him to read phrase by phrase, as opposed to word by word. Start by reading three or four words at a time, and then increase the number to five or six words at a time. The student will begin to think in complete thoughts instead of just reading words. The old saying "practice makes perfect" certainly applies to the discipline of reading phrase-by-phrase. The more your student reads (providing he understands the proper concepts and rules of phonics), the better he will read.

To help students excel in their reading development, we suggest that you establish a rule in your home requiring your children to read a good book at least thirty minutes every night prior to going to bed. In addition, during the summer break or vacation periods, establish a daily "quiet time" in your home when your children must bring reading material to their room and read alone for one hour. Young people who grow up in homes where a high priority is placed on reading seldom develop into poor readers. If parents will initiate and strictly enforce the two previous rules, as well as limit their children's time spent watching television or listening to the radio, they will have the joy of seeing their children excel in the reading process.

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## GETTING MORE OUT OF EACH STORY

Christian Liberty Press has included a **Notes to the Teacher** section for almost every story within the teacher's manual. These Notes follow the example of the teacher information Dr. Wayland provided within his original book for some of the stories. These Notes provide instructors with additional information about the story and opportunities for further instruction. As Dr. Wayland wrote in his original edition: "Practically all the stories in this book may be used as the starting places for other related stories." It is through the Notes that the teacher will be able to expand upon the original, simplified stories to provide further instruction.

The instructor should read the appropriate Notes to the Teacher before the student reads the story. The Notes will often include additional information about important characters or events in the story. As part of the Notes to several of the stories, we have included brief biographical sketches about important individuals under the heading of **Name(s) to Remember**. In cases where important characters are found in more than one story, we have included their biographical sketches with the story where they are first prominently displayed.

We have included with the Notes for several stories a section called **Additional Resources**. In a few cases, we have added information about additional Christian Liberty Press titles that we think might be helpful to either the instructor or student in the Notes to a few of the stories, which can be obtained at <[www.christianlibertypress.com](http://www.christianlibertypress.com)>. Each listing includes information about the appropriate reading level. We have also taken advantage of today's technology to include numerous Internet sites that will give the instructor the opportunity to find articles and pictures that can expand upon the topic covered in the story. The inclusion of the URLs for these sites does not indicate that Christian Liberty Press necessarily endorses everything within these sites, only that they include information that may be helpful to the instructor.

One of the ways that teachers can get more out of the stories is to include geography study. There are many possibilities for teaching students about world or American geography. We have made specific reference to such study in several of the Notes, but pay

attention to other possibilities. It would be helpful for instructors to have access to a globe or world atlas, as well as an atlas of the United States.

### COMPLETING THE COURSE

These stories can be completed in a little less than fourteen weeks if the student reads one story a day. However, we suggest that instructors provide greater flexibility within their planning for this book. As mentioned above, the stories provide opportunities for further study outside the confines of the reading book. If you are attempting to finish *History Stories for Children* in a semester, take advantage of the additional four weeks to expand upon some of the stories.

However, teachers might want to respect Dr. Wayland's suggestion from the preface to the book to seize the time and occasion. Therefore, since Dr. Wayland developed many of the stories so that they could be used with the various holidays and anniversaries during the year, we suggest that instructors consider using the following monthly schedule when completing the book. This schedule does not include all of the stories, only those that fit with specific holidays and anniversaries. The remaining stories should be read during the regular school year. You will note that some stories fit within more than one anniversary.

Month	Stories
January	"Planting Thirteen Trees" (Alexander Hamilton's birthday, January 11) "Robert E. Lee and His Mother," "A White Horse" (Robert E. Lee's birthday, January 19)
February	"A Cabin in Kentucky," "A Boy's Boat Ride" (Lincoln's Birthday, February 12) "Saint Valentine" (Valentine's Day, February 14) "Washington's Birthday," "Hatchets and Cherries," "Riding a Colt," "George Washington as a Schoolboy," "Washington as a Surveyor," "Crossing the Delaware" (Washington's birthday, celebrated on the third Monday in February)

Month	Stories
<b>March–April</b>	“Were You There?” (Good Friday) “The First Easter Morning,” “Easter Lilies” (Easter)
<b>April</b>	“The First Fourth of July,” “A House on a Mountain” (Thomas Jefferson’s birthday, April 13) “Planting a Tree” (Ulysses S. Grant’s birthday, April 27) “Planting Thirteen Trees,” “A Famous Tree,” “Planting a Tree” (National Arbor Day is on the last Friday of April, but is observed on various dates by the states)
<b>May</b>	“Jamestown Day” (May 13)
<b>June</b>	“Betsy Ross’s Needle,” “The Star-Spangled Banner,” “The Boy and the Flag” (Flag Day, June 14)
<b>July</b>	“The First Fourth of July” (Independence Day, July 4)
<b>October</b>	“Finding a New World” (Columbus Day, celebrated on the second Monday in October) “A Faithful Servant of God” (Reformation Day, October 31)
<b>November</b>	“The Boy and the Flag” (Veterans Day, November 11) “The <i>Mayflower</i> and the Pilgrims,” “Squanto, the Corn Planter,” “At the First Thanksgiving,” “How Thanksgiving Grew” (Thanksgiving Day)
<b>December</b>	“The First Christmas Song,” “The King’s Christmas,” “Three Christmas Gifts” (Christmas) “Crossing the Delaware” (December 25)

Finally, this book gives instructors ample opportunity for using it with various topical or unit studies. The list above makes this clear with regard to holidays or anniversaries. There are other possibilities dealing with American history that you might also want to consider. These would include such topics as Spanish exploration of the New World, English settlement of America, the War for Independence, and the westward expansion of the United States.

In conclusion, *History Stories for Children* will provide instructors with a wide variety of opportunities to use the book. It can be

used as a simple reader to help young students improve their reading comprehension; we are confident they will enjoy the stories and poems within the book. However, we suggest that teachers remember Dr. Wayland's purpose, as explained in the Preface to the book, in developing his original work. Therefore, we also encourage the use of the book as an aid to students' Bible, history, and geography study throughout the school year.

# Part 1: From the Bible

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## 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 making bows 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 a bad one. 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.

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## 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 a repudiation of the gods of Moab in favor of the 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 to Bethlehem from Moab with Naomi; 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.

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**The Shepherd Boy and the Giant, Pages 10–12****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.

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## The Twenty-third Psalm, Page 13

### *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 for memorizing. 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 Resources**

- If you do not have access to music to sing Psalm 23, see [opc.org/hymn.html?hymn\\_id=703](http://opc.org/hymn.html?hymn_id=703).

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## The First Christmas Song, Pages 14–16

### *Note to the Teacher*

The next three stories are appropriate for the Christmas season. This story is based on Luke 2:1–20; the first Christmas song is located in verse 14. There are many simple, beautiful Christmas songs that may be sung with the children at this season in connection with this story and others of similar character. Talk about the need that all people have to make room for God in their hearts. As the answer to the first question of the Westminster Shorter Catechism states: “Man’s chief end is to glorify God and to enjoy Him forever.”

### **Additional Resources**

- For scripture proof texts for Westminster Shorter Catechism 1, see [www.shortercatechism.com/resources/wsc/wsc\\_001.html](http://www.shortercatechism.com/resources/wsc/wsc_001.html).

### *Comprehension Questions*

1. The first Christmas song was “Glory to God in the highest, and on earth peace, goodwill toward men!”
  2. The shepherds were the ones who heard the first Christmas song.
  3. An angel said that a Savior named Christ the Lord was born.
  4. God gave Jesus to the world to bless the world, and to make it possible for His children to be free from the deadly curse of sin.
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### **The King’s Christmas, Pages 17–19**

#### *Note to the Teacher*

“The King’s Christmas” and the following “Three Christmas Gifts” are both based on Matthew 2:1–18. The prophecy referred to in both stories is found in Micah 5:2.

Children often think that the wise men visited Jesus soon after He was born in the stable. However, Matthew 2 indicates that Jesus was no longer a newborn when the wise men arrived. Verse 11 states that Jesus and his parents lived in a house when the wise men found them. In addition, Herod commanded that all the boys in Bethlehem two years old and younger should be killed, indicating that he believed that Jesus might have been as old as two years.

#### **Name to Remember**

- **King Herod**—lived from approximately 74 B.C. to 4 B.C.; also known as Herod the Great; placed on the throne of Judea by the Romans in 37 B.C. and ruled for 34 years; known for his extensive expansion of the Second Temple—expanded version often called Herod’s Temple

### *Comprehension Questions*

1. The strangers came to Jerusalem to ask where the King of the Jews might be found.
2. King Herod was disturbed because he had been king for more than thirty years, and he did not want anybody to take his place.

3. Herod told the strangers: “Go and search carefully for the young Child, and when you have found Him, bring back word to me, that I may come and worship Him also.”
4. Herod told his soldiers to go to Bethlehem to kill all the little boys who were two years old and younger.

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### Three Christmas Gifts, Pages 20–22

#### *Note to the Teacher*

A favorite Christmas carol dealing with the visit of the Magi to Christ in Bethlehem is “We Three Kings of Orient Are.” This would be a good opportunity to sing it with the student. Remind the student, however, that while Scripture makes it clear that the wise men only brought three gifts, it gives no indication how many actually travelled to Bethlehem.

#### **Additional Resources**

- You can find the words and music to “We Three Kings of Orient Are” at <[christmassongbook.net/s5729.asp](http://christmassongbook.net/s5729.asp)>.

#### *Comprehension Questions*

1. The wise men were told that the new king would be born in Bethlehem.
2. The wise men said that they wanted to worship the new king.
3. The wise men gave Jesus gifts of gold, frankincense, and myrrh.

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### Were You There?, Page 23

#### *Note to the Teacher*

This Negro spiritual, as well as the following two Easter stories, provide the instructor with a good opportunity to present a simple gospel message to the student, especially during the Easter season. Make sure that the student understands the death and resurrection of Jesus Christ.

Read this song with the student. Later, if possible, sing “Were You There?” with the student. He may not at this stage of his devel-

opment appreciate all of the words but will learn the melody and will get some of the spirit of the song.

### **Additional Resources**

- To learn the melody of this Negro spiritual, visit <<http://www.cyberhymnal.org/htm/w/e/r/wereyout.htm>> or <<http://www.ziplo.com/Easter2003.html>>.
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## **The First Easter Morning, Pages 24–25**

### ***Note to the Teacher***

This story is taken from the resurrection accounts found in the four Gospels, but pay particular attention to Matthew 28. Emphasize the importance of the resurrection of Christ. You may want to read I Corinthians 15 before presenting the material to the student.

### ***Comprehension Questions***

1. The women were going to the cemetery to visit the grave of Jesus.
  2. The women found an open, empty grave and an angel.
  3. The angel said: “Do not be afraid, for I know that you seek Jesus who was crucified. He is not here; for He is risen, as He said.”
  4. Jesus’ resurrection proved that He was truly “The Way, The Truth, and The Life.”
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## **Easter Lilies, Pages 26–28**

### ***Note to the Teacher***

Take time to teach your student about the Easter traditions of your family and church and how they relate to the resurrection. Emphasize that while Easter traditions may be helpful and fun, they must never be allowed to obscure the reality of Christ’s death and resurrection.

The lily referred to in the verse in the story is not actually an Easter lily. Easter lilies are originally from the Ryukyu islands of southern Japan and were not discovered by Europeans until 1777.

When considering the importance placed on lilies by Dr. Wayland, please note the following passages from Scripture. White is the color of virtue, light, and cleansing (Psalm 51:7, Proverbs 4:18, Luke 12:27, John 8:12, Revelation 3:5, and Revelation 15:6), and the lily is the flower of faith (Matthew 28:1–10, 1 Corinthians 15, and Philippians 3:7–11).

### **Additional Resources**

- For further information about Easter lilies, go to [www.easterlily.org/Intro.shtml](http://www.easterlily.org/Intro.shtml).

### ***Comprehension Questions***

1. Easter is a day of joy because it is a celebration of the resurrection of Jesus Christ from the grave.
2. *Answers may vary. The student must provide two of the following three possible answers.*
  - a. The Easter lily is the flower of goodness.
  - b. The Easter lily is the flower of light.
  - c. The Easter lily is the flower of faith.

