



*Explorers  
to 1815*

TEACHER'S MANUAL

# EXPLORERS TO 1815 TEACHER'S MANUAL

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# EXPLORERS TO 1815

## *How to Use this Manual*

We hope this guide will be helpful as you study the period from Explorers to 1815 this year. You are about to take a journey through the past where you can see God's providence on a daily basis. This study should help build an understanding of the world in which we live and what sacrifices and battles occurred which resulted in the tremendous blessings we now know. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

### CUSTOMIZE IT

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There are 32 events/people featured in the cards in each of the Veritas Press History Sets. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. Before you begin, also familiarize yourself with the materials in the Appendix. Many of these projects may be used throughout the year. All the projects in this manual are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary in appeal to different ages. You may choose the ones you think are appropriate for your group. The projects are marked in the answer key to indicate if the project is better suited for younger students or older (grades fourth and higher) students. The reason for the Explorers to 1815 Memory Song is to help memorize the chronology of the events. We recommend singing the song daily for the first several weeks; after that, three times a week is usually enough. It is also good, after the song has been memorized, to have the children recite events in proper order, rather than singing them.

### SAMPLE SCHOOL WEEK

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*Monday:* Sing the Explorers to 1815 Memory Song (page 474). You may want to have a student come to the front of the room and hold up the flashcards as the class sings. Present the new card. Read the synopsis on the back and discuss it with the class. Allow different students to read it out loud if you can. Then allow the students to answer questions on the corresponding worksheet. The questions are based on information found on the cards. If you are working with second grade or below, they may need to be asked to do this orally for the first part of the year.

*Tuesday:* Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously, you cannot review every question every day, so do a sampling. Assign different children different sources from the Priority 1 Resources listed on the card and allow them to look up the information and share it with the class.

*Wednesday:* Sing the song. Orally review questions from the worksheet. Do one of the projects.

*Thursday:* Sing the song. Orally review from this week and previous weeks. Discuss how this card relates to those before it. Do another project, if there is one.

*Friday:* Give test. Use remaining time for class instruction and drill.

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# EXPLORERS TO 1815

## *How to Use this Manual, Page 2*

### ENJOYING HISTORY

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Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can get in a large room and see who can use their cards to make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

### “ONE RING TO BIND THEM . . .”

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We have found one of the best ways to file the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put a Velcro strip on the card and on the wall, and start a timeline that children can put up and take down over and over again. An extra set of cards mounted at the other end of the room for a reference timeline is a good idea too.

### LITERATURE KIT

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To truly send students' imaginations flying, we recommend having the students read historical fiction pertaining to the cards they are studying. The books we find work the best are listed in our catalog as a Literature Kit, following the Priority 1 Resources. In order to encourage children to read books related to classroom work, we suggest a book chart to show points earned for each book read by

each student. After receiving a certain number of points, the child may receive a reward, such as a special lunch with his teacher. You could have a mom bring in a special lunch or allow the winners to go out.

### GRADING

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Each worksheet, test, or writing assignment should receive three grades, one each for Content, Grammar and Linguistics (Spelling). See page 614 in the Appendix for a helpful grading chart.

*Content:* On a scale of 1 to 15, grade for completeness or the correct answer to a question. This grade is applied to their history grade. If your grading scale is different from 1 to 15, use yours.

*Grammar:* The child should answer the questions in complete sentences, in which he first restates the question.

*Example:*

**Question:** Where did John Cabot believe he had landed?

**Answer:** John Cabot believed that he had landed in the Indies.

As the year progresses you can grade more strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect history content grades. We suggest application at twenty percent of the overall grammar grade.

*Linguistics:* The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: “I before e except after c.” Once

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# EXPLORERS TO 1815

## *How to Use this Manual, Page 3*

this has been covered, a child's grade would be reduced if they spelled *receive* as *recieve*. If they are using a history card to do their worksheet, they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their history grade.

When you look at the tests you will see that there are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay in nature, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics mat-

ter in history class as well as in grammar class. All three contribute to helping make students understood by others, and are thus intertwined.

### FEEDBACK

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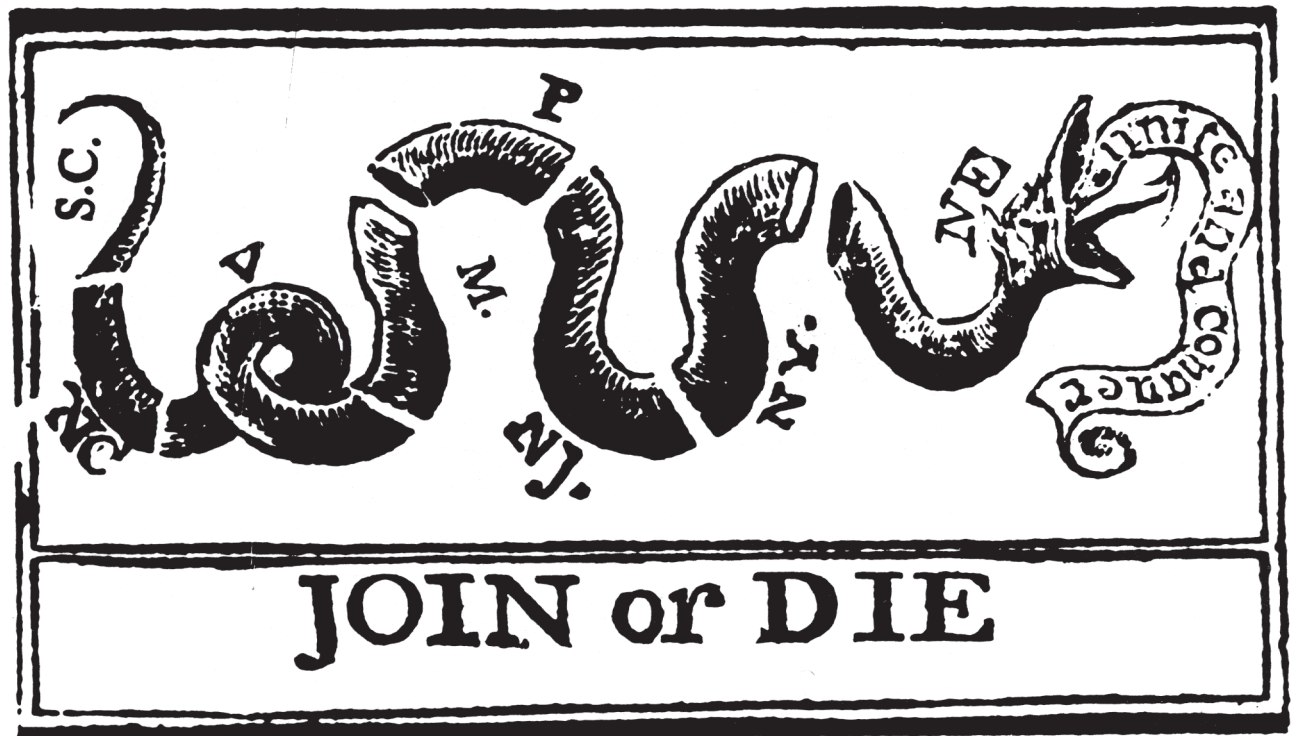
We welcome your feedback and comments. We hope that this resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.

*Marlin Peterson*  
*Laurie Detweiler*

# EXPLORERS TO 1815

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# EXPLORERS TO 1815

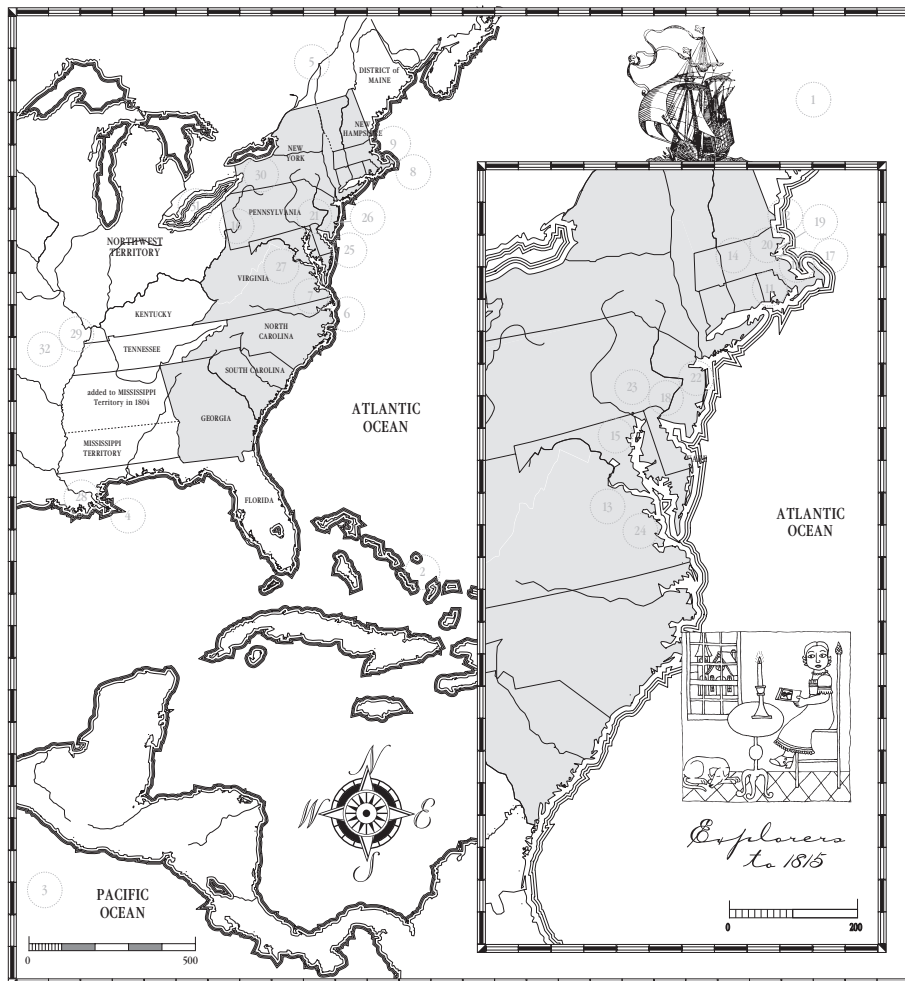
## Map

The map shown below can be assembled after copying pages 507-523 in the Appendix. Cut out along the solid black lines and tape together by aligning with the light gray interior lines (the panels will overlap—each side of each page is an extra .25"). If you are able, laminating the entire map may prove useful as it will be used throughout the year. For an even larger map, photocopy each page onto tabloid-sized sheets at 140%.

On the final two pages of the map are circles or medallions with simplified line drawings of the artwork found on the history cards. As a card is introduced, that card's circle may be cut out and attached to

the map on its corresponding number.

You may also want to make a second copy of these medallions and place onto the timeline pages, which begin on page 524. These are designed to be hung in sequence on the wall around the room or assembled into a book. Read the information on these pages as you place the medallions on the map. For added insight into the slice of history being studied, fill in the "Other Events" box (other concurrent historical events not covered by the card) and "Arts/Technology" box (artists, famous paintings, pieces of music, inventions, etc.) with facts from your own reading and research.



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# PRINCE HENRY THE NAVIGATOR

## *Worksheet*

1. Of what country was Henry the Navigator a prince?

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2. Where was Prince Henry born? In what year?

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3. What steps did Henry take that helped open the African route to Asia?

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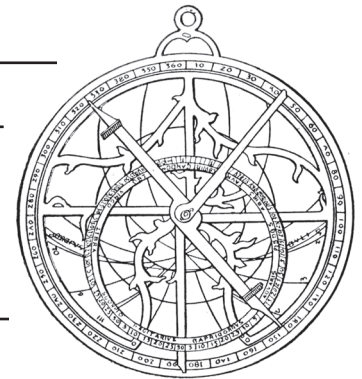
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4. Using a dictionary if necessary, define *cartography*.

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5. Using a dictionary if necessary, define *astronomy*.

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6. Using a dictionary if necessary, define *navigation*.

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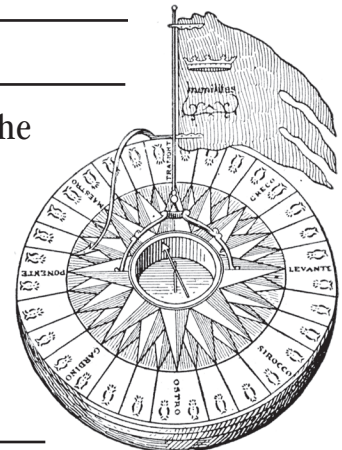
7. How many expeditions did Prince Henry send? How many did he go on himself?

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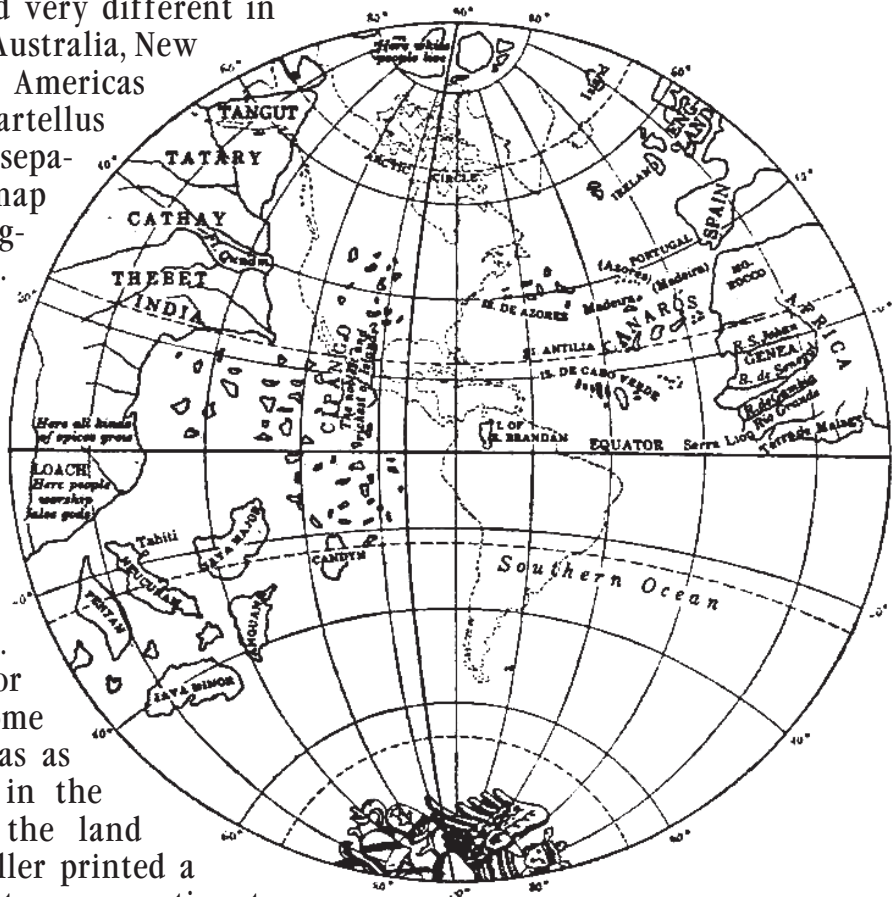
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# PRINCE HENRY THE NAVIGATOR

## *Project 1—Cartography (Map Making)*

Maps of the world looked very different in days past. No one knew that Australia, New Zealand, Antarctica, or the Americas existed. In 1490 Henricus Martellus published a map with seas separating Africa and Asia. The map shown was made by a cartographer named Behaim in 1493. Dotted lines show where the Americas should have been drawn. The viking Leif Ericson had found part of North America and called it Vinland around 1000 A.D. but it is not included on this map. The Isle of St. Brandon is shown near present day Colombia. Saint Brendan the Navigator was an Irish monk who some think landed in the Americas as far south as Florida early in the 6th century A.D., naming the land Hy-Brasil. In 1507 Walseemuller printed a huge world map and on it put a new continent.



He named the southern continent “America” after Amerigo Vespucci who had written about the continent in a writing called novus mundus (Latin for “new world”).

*As you can see, it is not easy to make a map of the world around you. To get a feel for this, draw a map of your neighborhood in the space provided on the next page. When you are finished, type in your address at <http://maps.google.com> and see where you were wrong in placement of landmarks and how the proportions you drew would mislead you if you actually used your map to get around. For example, if you followed your map, would you walk into buildings, or fall into rivers?*

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# PRINCE HENRY THE NAVIGATOR

*Project 1, Page 2*



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# PRINCE HENRY THE NAVIGATOR

## *Test*

1. Where was Prince Henry born? In what year?

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2. Of what country was Henry the Navigator a prince?

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3. What did Henry's school teach?

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4. What did Henry's school help to accomplish?

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5. How many expeditions did Prince Henry go on himself?

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6. Name one of the places reached by Prince Henry's captains.

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7. What is a navigator?

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8. Define *cartography* and *astronomy*.

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# COLUMBUS SAILS TO THE NEW WORLD

## *Worksheet*

1. What was the relationship between Prince Henry the Navigator and Christopher Columbus?

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2. What country was home for Columbus?

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3. Who funded Columbus's explorations?

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4. In what year did Columbus set sail for the new land?

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5. How many ships set sail in the voyage? Name them.

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6. How many men were on the voyage?

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# COLUMBUS SAILS TO THE NEW WORLD

## *Worksheet, Page 2*

7. Where did Columbus intend to land? Where did he land?

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8. How many voyages did Columbus make? What did he name the place where he landed?

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9. Columbus died believing he had reached what country?

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10. What did Columbus believe God had called him to do?

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# COLUMBUS SAILS TO THE NEW WORLD

## *Project 1—Journal Entry*

*Read the following account of Columbus's expedition then write a summary of this reading on the page that follows.*



The crusades, the Renaissance, the invention of printing, and the travels of Marco Polo in the East had set people to thinking about matters in the great world beyond the limits of their own little villages or towns. The part of the earth in which the greatest number were interested was India. The reason was the Europeans had learned to enjoy the spices, silks, cottons, and jewels of the East. The old way of bringing these to Europe was up the Red Sea, past Constantinople, and through the Mediterranean to Genoa. Now that the Turks held Constantinople, the eastern Mediterranean was a dangerous place. Just as people were beginning to think they must have the Eastern luxuries, it became more and more difficult to obtain them, and the nation that could find the shortest

way to India would soon possess untold wealth.

One man who was thinking most earnestly about India was Christopher Columbus. He was born in Genoa and had been at sea most of his life until he was fourteen. He had read, studied, and thought until he was convinced that the world was round and that the best way to reach China and Japan was not to make the wearisome journey through Asia, but to sail directly west across the Atlantic. He had asked the city of Genoa to provide money for the expedition. He had also asked the King of Portugal, but to no avail. Finally he appealed to Ferdinand and Isabella, king and queen of Spain.

This was why, toward the end of the fifteenth century, a company of learned Spaniards met together at Salamanca to listen to the schemes of a simple, unknown Italian sailor. Columbus told them what he believed. Then they brought forward their objections. "A ship might possibly reach India that way," one said gravely, "but she could never sail uphill and come home again." "If the world is round and people are on the opposite side, they must hang by their feet with their heads down," another declared scornfully. Another objection was that such an expedition that Columbus proposed would be expensive. Moreover he demanded the title of admiral of whatever lands he might discover and one tenth of all precious stones, gold, silver, spices, and other merchandise that should be found in these lands. This was not because he was greedy for money. He was planning to win the Holy Sepulcher at Jerusalem from the Turks, and to do this would require an enormous fortune.

Columbus had formed a noble scheme, but there seemed to be small hope that it would be carried out by Spanish aid, for the



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# COLUMBUS SAILS TO THE NEW WORLD

## *Project 1, Page 2*

Spaniards were waging an important war with the Moors (also called Mohammedans or Muslims). The Moors had a kingdom in the south of Spain containing a number of cities. In the capital, Granada, was the palace and fortress of Alhambra, a wonderfully beautiful structure, even in the ruins as it is today. Granada was captured, but even then the Spaniards seemed to have little time to listen to Columbus.

At length he made up his mind to leave Spain and go for aid to the king of France. With his little son Diego he started out on foot. The child was hungry, and so they stopped at the gate of the convent of La Rabido, near the town of Palos, Spain, to beg for the food that was never refused to wayfarers. The prior was a student of geography. He heard the ideas of Columbus, put faith in them, and invited some of his friends to meet the stranger. "Spain must not lose the honor of such an enterprise," the prior declared, and he even went himself to the queen. He had once been her confessor, and she greeted him kindly. King Ferdinand did not believe in the undertaking, but Queen Isabella became thoroughly interested in it. She was Queen of Aragon by her marriage to Ferdinand, but she was Queen of Castile in her own right, and she exclaimed, "I undertake the enterprise for my own crown of Castile, and I will pledge my jewels to raise the necessary funds."

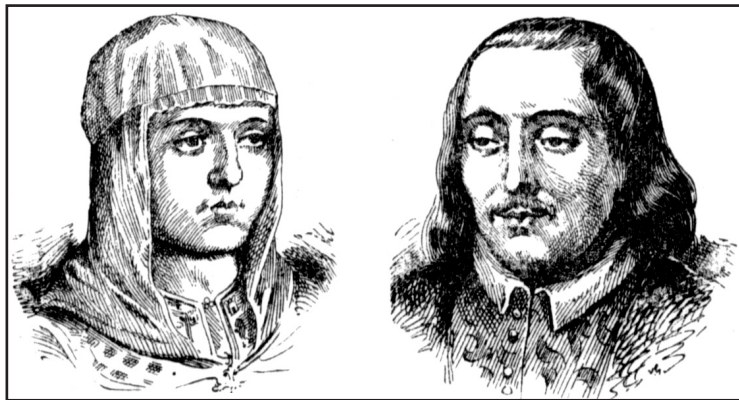
Thus, after eighteen years' delay, the way was opened for Columbus, and he set sail from Palos with three small vessels. Even

after they were at sea, Columbus must have felt as if his troubles were just begun, for his sailors were full of fears. They weren't cowards, but no one had ever crossed the Atlantic. There were legends that in one place it was swarming with monsters, and that in another the water boiled with intense heat. There was real danger, also, from the jealous Portuguese, for it was rumored that they had sent out vessels to capture Columbus's little fleet. It is a small wonder the sailors were dismayed by the fires of the volcanic peak of Tenerife, but they were almost equally alarmed by every little occurrence. The mast of a wrecked

vessel floated by, and they feared it was a sign that their vessel, too would be wrecked. After a while, the magnetic needle ceased to point to the North Star, and they were filled with dread lest they should

lose their way on the vast ocean. One night a brilliant meteor appeared, and then they were sure destruction was at hand. The good east wind was sweeping them along gently, but even that worried them, for they feared it would never alter, and how could they get home? Some of them had begun to whisper together of throwing Columbus overboard. Then one day they saw land birds and floating weeds and finally a glimmering light. The sailors were as eager to press onward as their leader.

Early on the following morning land appeared. Columbus, wearing his brilliant scarlet robes and bearing the standard of



# COLUMBUS SAILS TO THE NEW WORLD

## *Project 1, Page 3*



Spain, was rowed ashore. He fell upon his knees and kissed the ground, thanking God most heartily for his care. Then he took possession of the land for Spain. The natives gathered around, and he gave them bells and glass beads. He supposed that he was just off the coast on India, and as he had reached the place sailing west, he called it the West Indies and the people Indians. The island itself he named San Salvador. It is thought to have been one of the Bahamas. He spent some time among the islands, always hoping to come upon the wealthy cities of the Great Khan. At length he returned to Spain, dreaming of future voyages he would make.

When he reached Palos, the bells were

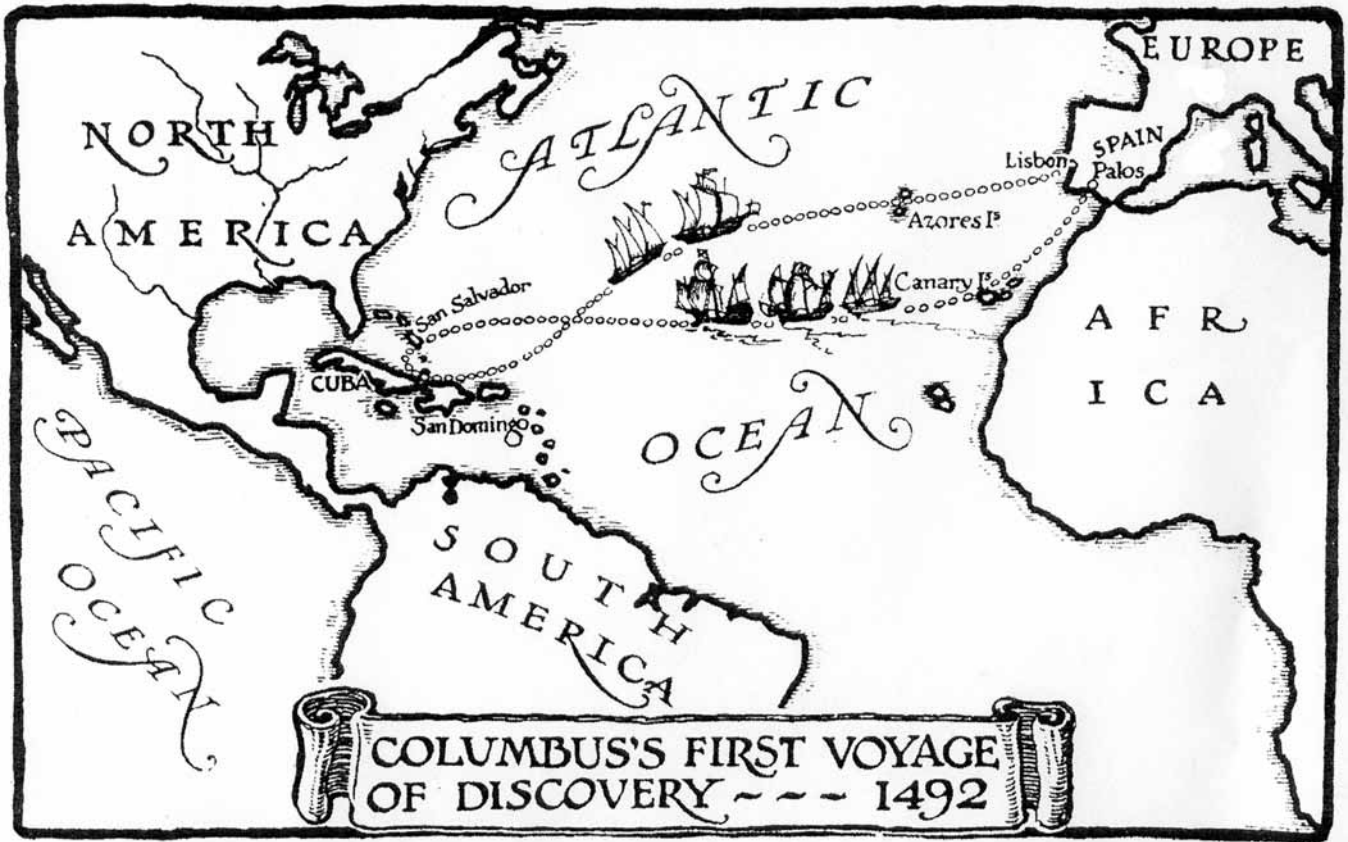
rung and people gave up their business to celebrate the wonderful voyage and safe return. Columbus made three other voyages across the ocean, hoping every time to find the rich cities of the East. His enemies claimed he had mismanaged a colony that had been founded in the New World. Another governor was sent out, and he threw the great Admiral into chains. Ferdinand and Isabella were indignant when they knew of this outrage, yet they could not help being disappointed that China had not been found. Neither they nor Columbus dreamed that he had discovered a new continent; and even if they had known it, they would have much preferred finding a way to trade with the distant East.



# COLUMBUS SAILS TO THE NEW WORLD

## Project 2

*Trace the route of Columbus's first voyage with a red marker.*



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# COLUMBUS SAILS TO THE NEW WORLD

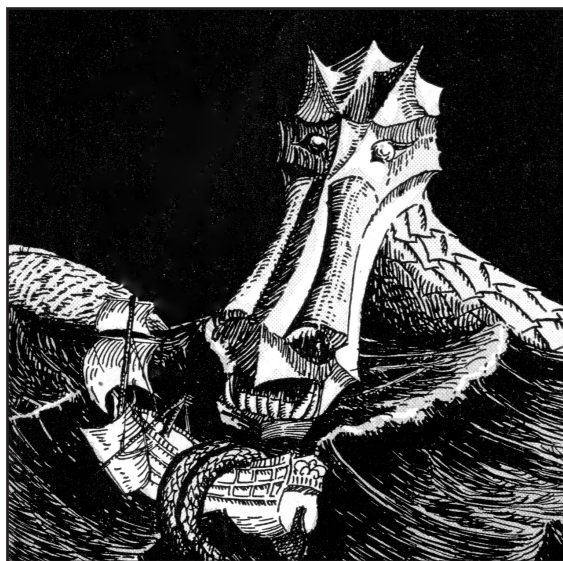
## *Project 3—A Letter from Columbus*

*Read Christopher Columbus's letter to the King and Queen of Spain (undated, probably 1494).*

Most High and Mighty Sovereigns,

In obedience to your Highness' commands, and with submission to superior judgement, I will say whatever occurs to me in reference to the colonization and commerce of the Island of Espanola, and of other islands, both those already discovered and those that may be discovered hereafter.

In the first place, as regards to the Island of Espanola: Inasmuch as the number of colonists who desire to go thither amounts to two thousand, owing to a land being safer and better for farming and trading, and because it will serve as a place to which they can return and from which they can carry on trade with the neighboring islands:



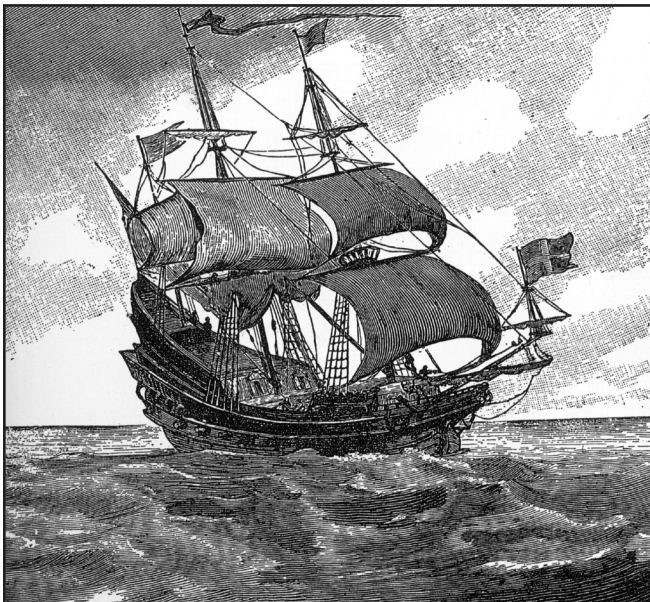
1. That in the said island there shall be founded three or four towns, situated in the most convenient places, and that the settlers who are there be assigned to the aforesaid places and towns.
2. That for the better and more speedy colonization of the said island, no one shall have liberty to collect gold in it except those who have taken out colonists' papers, and have built houses for their abode, in the town in which they are, that they may live united and in greater safety.
3. That each town shall have its alcalde [mayor] . . . and its notary public, as is the use and custom in Castile.
4. That there shall be a church, and parish priests or friars to administer the sacraments, to perform divine worship, and for the conversion of the Indians.
5. That none of the colonists shall go to seek gold without a license from the governor or alcalde of the town where he lives; and that he must first take oath to return to the place whence he sets out, for the purpose of registering faithfully all the gold he may have found, and to return once a month, or once a week, as the time may have been set for him, to render account and show the quantity of said gold; and that this shall be written down by the notary public before the alcalde, or, if it seems better, that a friar or priest, deputed for that purpose, shall also be present.
6. That all gold thus brought in shall be smelted immediately, and stamped with some mark that shall distinguish each town; and that the portion which belongs to your Highness shall be weighed, and given and consigned to each alcalde in his own town, and registered by the above-mentioned priest or friar, so that it shall not pass through the hands of only one person, and there shall be no opportunity to conceal the truth.

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# COLUMBUS SAILS TO THE NEW WORLD

## *Project 3, Page 2*

7. That all gold that may be found without the mark of one of the said towns in the possession of any who has once registered in accordance with the above order shall be taken as forfeited, and that the accuser shall have one portion of it and your Highness the other.
8. That one per centum of all gold that may be found shall be set aside for building churches and adorning the same, and for the support of the priests or friars belonging to them; and, if it should be thought proper to pay any thing to the alcaldes or notaries for their duties, that this amount shall be sent to the governor or measure who may be appointed there by your Highnesses.
9. As regards the division of gold, and the share that ought to be reserved for your Highnesses, this, in my opinion, must be left to the aforesaid governor and treasurer, because it will have to be greater or less according to the quantity of gold that may be found.



- Or, if it seem preferable, your Highnesses might, for the space of one year, take one half, and the collector the other, and a better arrangement for the division be made afterward.
10. That if the said alcaldes or notaries shall commit, or be privy to any fraud, punishment shall be provided, and the same for the colonists who shall not have declared all the gold they have.
  11. That in the said island there shall be a treasurer, with a clerk to assist him, who shall receive all the gold belonging to your Highnesses, and the alcaldes and notaries of the towns shall each keep a record of what they deliver to the said treasurer.
  12. As, in the eagerness to get gold, every one will wish, naturally, to engage in its search in preference to any other employment, it seems to me that the privilege of going to look for gold ought to be withheld during some portion of the year, that there may be opportunity to have the other business necessary for the island performed.
  13. In regard to the discovery of new countries, I think permission should be granted to all that wish to go, and more liberality used in the matter of the fifth, making the tax easier, in some way, in order that many may be disposed to go on voyages.

I will now give my opinion about ships to the said Island of Espanola, and the order that should be maintained; and that is, that the said ships should only be allowed to discharge on one or two ports designed for the purpose, and should register there whatever cargo they bring or unload; and when the time for their departure comes, that they should sail from these same ports, and

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# COLUMBUS SAILS TO THE NEW WORLD

## *Project 3, Page 3*

register all cargo they take in, that nothing may be concealed.

In reference to the transportation of gold from the island to Castile, that all of it should be taken on board the ship, both that belonging to your Highnesses and the property of everyone else; that it should all be placed in one chest with two locks, with their keys, and that the master of the vessel keep one key and some person selected by the governor and treasurer the other; that there should come with the gold, for a testimony, a list of all that has been put into the said chest, properly marked, so that each owner may receive his own; and that, for the faithful performance of this duty, if any gold whatsoever is found outside of the said chest in any way, be it little or much, it shall be forfeited to your Highnesses.

That all the ships that come from the said island shall be obliged to make their proper discharge in the port of Cadiz, and

that no person shall disembark or other persons be permitted to go on board until the ship has been visited by the person or persons deputed for that purpose, in the said city, by your Highnesses, to whom the master shall show all that he carries, and exhibit the manifest of all the cargo, it may be seen and examined if the said ship brings any thing hidden and not known at the time of landing.

That the chest in which the said gold has been carried shall be opened in the presence of the magistrates of the said city of Cadiz, and of the person deputed for that purpose by your Highnesses, and his own property be given to each owner.

I beg your Highnesses to hold me in your protection; and I remain, praying our Lord God for your Highnesses' lives and the increase of much greater States.



# COLUMBUS SAILS TO THE NEW WORLD

## Project 4—Art Study

*While Columbus was off sailing to a new world, many instead were focused on the end of the world. Look at the woodcut on this page by Albrecht Dürer and discuss the following questions.*

1. This print is part of a large series of woodcuts called *The Apocalypse*. How is the date of the publication of this print significant?

2. Can you identify the biblical scene that is described here, including the names of the riders?

3. The woodcut medium is very similar to that of rubber stamps—it prints in lines, not varied tones. How has the artist exploited his chosen medium to show value (light and shade)?



*The Four Horsemen from The Apocalypse* by Albrecht Dürer, 1498



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# COLUMBUS SAILS TO THE NEW WORLD

## *Test*

1. In what year did Columbus sail to the new world?

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2. Columbus was from what country?

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3. Who financed Columbus's voyages?

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4. How many ships and men did Columbus take on his first expedition?

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5. Where did Columbus actually land? Where did he believe he had landed?

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6. What did he name the natives of the land he found?

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7. How many voyages did Columbus make to this new land?

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# COLUMBUS SAILS TO THE NEW WORLD

## *Test, Page 2*

8. What did Columbus believe God had called him to do?

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### *Review*

1. Where was Prince Henry born? What year?

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2. Define *cartography*.

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3. Define *navigation*.

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4. What was Prince Henry's contribution to navigation and cartography?

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5. Was Prince Henry the Navigator a navigator?

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# MAGELLAN CIRCUMNAVIGATES THE EARTH

## *Worksheet*

1. Who was Ferdinand Magellan?

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2. What famous expedition did Magellan command?

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3. Who financed this famous voyage?

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4. How many ships went on this voyage? Name them.

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5. What occurred on the voyage that caused problems for Magellan?  
What was the outcome of these events?

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# MAGELLAN CIRCUMNAVIGATES THE EARTH

## *Worksheet, Page 2*

6. What did Magellan discover on this voyage?

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7. How many ships returned to Spain? In what year was the return?

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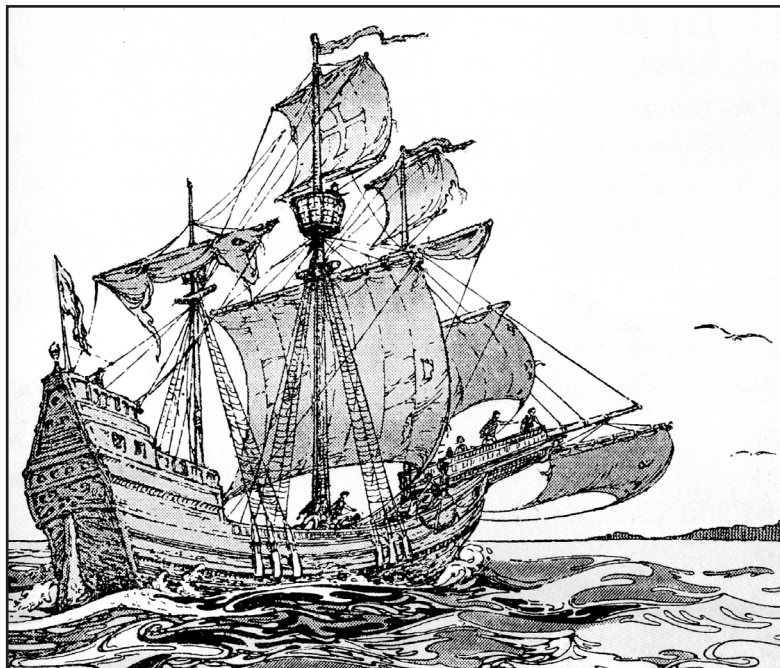
8. Did Magellan complete the voyage with his crew?

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# MAGELLAN CIRCUMNAVIGATES THE EARTH

## *Project 1—Magellan Explores*

*Read the following account then discuss Magellan's impact on trade. Compare Columbus's first voyage with Magellan's voyage. What are the similarities and differences?*



After the death of Columbus, people began to suspect the newly discovered lands were not part of Asia. But the Spaniards were still eager to explore the new world, especially if gold was involved in the explorations. In 1513 Vasco Nuñez de Balboa led a Spanish expedition in Central America. As the Spanish were quarreling over the gold they had found, an Indian chief's son, perhaps wishing to rid his own country of the Spaniards, claimed he could show them an ocean on the shores of Peru that was rich in gold. Balboa and his men crossed the isthmus and, wading fully armed into the water of the Pacific Ocean, took possession of what he called the "South Sea" and all the countries on its coast for the King and Queen of Spain.

With the discovery of the Pacific Ocean on the west coast of Central America, the goal became to find a way by ship through or around America in order to reach the rich trade of India, which the Portuguese had reached by the Cape of Good Hope. The Spanish achieved this goal by an expedition under Ferdinand Magellan. Magellan was a native of Portugal. He served the Portuguese

government in the East Indies, and he was in the expedition that discovered the Spice Islands. Having been slighted by the Portuguese government, he renounced his country and entered the service of the King of Spain. In September 1519, Magellan sailed off with five ships in hope of circumnavigating the earth. It was unknown then that it was possible to sail around Cape Horn because South America was thought to reach the South Pole. Magellan was intent on finding a way of getting through South America. On the coast of South America he lost one of his vessels, and he suppressed a mutiny. In October 1520, he entered the straits that now bear his name. His men were very reluctant to continue, and one ship did turn back and sail home. The remaining three ships entered the Pacific Ocean. At the Philippine Islands, Ferdinand Magellan was killed in a battle with the natives. Only one of the five ships, the *Victoria*, succeeded in getting around the world. Only eighteen sick, starving men were alive when the ship reached Spain. Thus ended the first voyage around the globe.

Magellan's route was, indeed, too long for a trade route, and other navigators continued to sail up and down the American coast hoping to find some passage to China, India, and Japan. They did not understand that America was a continent; they believed it might prove to be cut through by straits like the Straits of Magellan, if they could only find them. Several great English navigators tried to discover what they called the Northwest Passage by sailing along the coast of Labrador and into rivers and bays, while the French thought to reach China by passing up the St. Lawrence River and through the Great Lakes. Obviously all these attempts failed, but the explorers were ready to keep trying.

# MAGELLAN CIRCUMNAVIGATES THE EARTH

## Project 2—Salt Relief Map

### Supplies

cardboard box lid for legal size paper  
(available from printing companies)

copy of world map (next page)

white glue

pencil

two mixing bowls

spoon

measuring cups

flour

salt

water

food coloring

yarn

### Directions

1. Photocopy map up to 120% onto legal size paper then glue the map to the inside of the box lid.
2. Using green dough, cover the land areas.
3. Using blue dough, cover the bodies of water.
4. Allow one week for drying.
5. After drying, cut labels out and glue them in the appropriate places.
6. Glue yarn along Magellan's route.

### Salt Dough Recipe

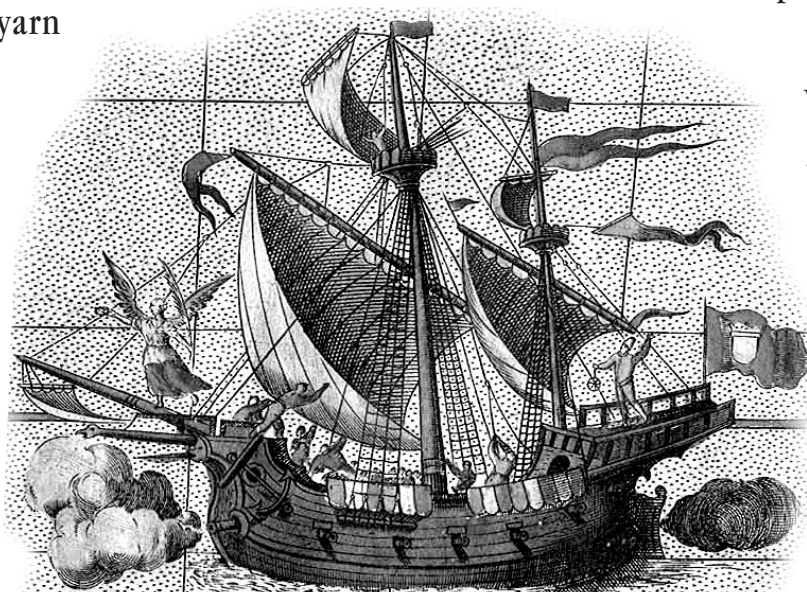
(enough to make three maps)

6 cups of salt

6 cups of flour

2-3 cups of water

Combine salt and flour, mix well. Add two cups of water and mix until smooth. Add remaining water as needed. Divide dough in half. Add green food coloring to one portion and blue to the other. Cover and set aside. (This can be mixed the day before and stored in a refrigerator. It may also be frozen to use later.)



*Prima ego velivolis ambivi cursibus Orbem,  
Magellane novo te duce ducta freto.  
Ambivi, meritoq; vocor VICTORIA: sunt mi  
Vela, alæ; precium, gloria; pugna, mare*



*Labels*

PACIFIC OCEAN
ATLANTIC OCEAN
INDIAN OCEAN
ASIA
CHINA
JAPAN
AUSTRALIA
NORTH AMERICA
SOUTH AMERICA
PHILIPPINES
BRAZIL
EUROPE
AFRICA
CAPE OF GOOD HOPE



## The Story of Redemption from Day One

In our early exposure to teaching ancient history to grammar school students, it became apparent to us that most children believed that biblically recorded events occurred before non-biblically recorded events. Few students understand the simultaneous nature of pyramid-building in Egypt and God raising up a people to serve and worship Him through Abraham.

Furthermore, in most modern grammar schools, children spend most of their time studying American history and hardly any studying earlier times. To spend so much time studying so limited a time period seems tragic. It also tends to rip the study of one period out of context.

Have you considered the difficulty of studying the puritan settlements of New England without an understanding of the Reformation? And how do you understand the Reformation without studying Huss, Wycliffe, Augustine, etc.? This peeling back stops only when you get to the beginning of Creation.

This teacher's manual and the accompanying history flashcards and memory songs are a valuable aid in teaching children the tremendous way that the God of the Bible has been at work throughout all of history redeeming His people. The series is designed for a 36-week school calendar, allowing one week at the end of each quarter for review and testing. Some events deserve more than a week, some less. All of the worksheets, tests, and projects in the manual are clearly written, with instructions that are "user-friendly" for even the newest of homeschooling parents or school teachers.

The materials provided herein are intended to make the job of teaching easier. Since this program is designed to be used for a variety of ages, there is more material in it than one student could adequately cover in one year. We strongly encourage teachers to adapt the material to the needs of the student.

May your efforts contribute significantly to the raising of a godly generation.