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# *History Stories for Children*

THIRD EDITION



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**TEACHER'S MANUAL – REVISED**

Third Edition – Revised  
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# Contents – Holiday Usage

As mentioned in the preface of the reader, a number of the stories in the reader are related to specific holidays and events. If you are looking for stories

related to these events, the following table of contents may be of use to you.

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# Introduction

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

This teacher's manual provides model or representative answers to the Comprehension Questions at the end of most of the reading selections in *History Stories for Children*. The student does not need to use the same wording in his or her responses, but should give the same information. When responding to the Comprehension Questions, the student should (a) use complete sentences, and (b) answer all parts of each question. The phrase *Answers may vary* refers to questions for which there are more than one possible answer. We have attempted to provide helpful information in these cases. The phrase *Answers will vary* refers to questions for which there is no explicit answer. These are usually writing exercises or questions that ask for the student's opinion.

This manual also supplies answers to a few of the extension activities found in the *Student Exercises*

workbook. These activities are designed to allow students to take a deeper look at certain readings and to reflect on what they have learned.

We also have created a set of tests to help parents and teachers further evaluate their students' understanding of the reading selections. Both the *Student Exercises* workbook and the tests may be purchased separately from Christian Liberty Press.

**Note:** Both the text and the *Student Exercises* workbook contain a number of website links for use with the Extension Activities. Since website addresses change often, you may find that a link no longer works. When that occurs, check this manual. The links contained here have been updated as needed, and should provide the access you need to complete the activities.

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

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

*The Staff of Christian Liberty Press*

# Tips for Better Reading

A good reading teacher will constantly work to improve a student's reading skills. The four fundamental reading skills are:

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

The best way to improve a student's **reading comprehension** is to discuss with the student the major points of his reading lesson until you are certain that he understands its meaning, purpose, and moral implications. Students should be encouraged to read and study the reading lessons until they fully understand the *who*, *what*, *when*, *where*, and *why* of the selections they have read.

**Vocabulary recognition** must also be developed so that students can read with increasing speed and accuracy. To develop proper vocabulary growth, instructors should insist that their students look up in the dictionary and, if possible, write out the definitions of new vocabulary words they encounter in their reading lessons.

**Articulation** is the ability to correctly pronounce vocabulary words. The basis for proper articulation

is a thorough knowledge of phonics concepts and rules. Students who struggle with articulation do so because they cannot break down a particular word into its phonetic parts. Encourage your student to read aloud on a regular basis so that you can determine whether his articulation reflects proper style and familiarity with phonics rules. If your student struggles with articulation, we recommend holding a few review sessions covering phonics rules.

A student's **reading speed** will improve as his vocabulary recognition and articulation skills increase. Perhaps the best way to develop the ability to read quickly is 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 then begin to think in complete thoughts instead of just reading words.

The old saying "practice makes perfect" applies to the discipline of reading. The more your student reads, providing he understands the fundamentals, the better he will read.

## Unit 2: Around the World

### Alexander the Great Pages 39–41

#### Notes to the Teacher

After the death of his father and putting down a rebellion among the southern Greek city-states, Alexander began twelve years of military campaigns. He conquered the entire Persian Empire and extended his realm into what is now Pakistan. Alexander died soon afterward, and his empire was eventually divided into four parts after his death. Although his empire was short-lived, Alexander's conquests led to the widespread influence of Greek (Hellenistic) thinking throughout much of the Middle East, parts of Southeast Asia, and northeastern Africa.

After reading this story, use a world map to show your student the extent of Alexander's conquests—from Greece in the west to Pakistan and parts of India in the east, and Egypt to the south.

#### Notable Story Character – Fun Facts

**Alexander**—one of the ancient world's greatest military commanders and conquerors; as a child, taught by the great Greek philosopher Aristotle; became king at twenty years old

A map of his empire can be found at <<https://www.britannica.com/biography/Alexander-the-Great>>.

#### Comprehension Questions

1. The name of the horse was Bucephalus.
2. Bucephalus was wild because it was afraid of its shadow.
3. Alexander calmed Bucephalus by turning the horse's face toward the sun, handling it gently, and then letting the horse run with all of its might.
4. Alexander's father said to Alexander: "My son, go find a kingdom for yourself; my kingdom is too small for you."

#### Extension Activity

If you do not have access to the book *Black Beauty*, it can be found online for free at <<https://www.gutenberg.org/ebooks/271>>.

#### Answer to the "Fill in the blank"

The word *Bucephalus* means **ox head**.

### Saint Valentine Pages 43–45

#### Notes to the Teacher

**Note:** There have been many St. Valentines throughout history (three can be attributed to the day we recognize today), so if you do a search for more information on this saint, be sure to check several reputable sources.

The connection between St. Valentine and romance began during the Middle Ages. Some historians believe this connection was created to replace the pagan festival Lupercalia, which occurred on February 15<sup>th</sup>.

When reading this story, there may be an inclination to think about the holiday as it is marketed today. Steer your conversation toward the biblical definition of love as found in 1 Corinthians 13:4-7. Remind the student that love is expressed through serving others as Christ did.

#### Comprehension Questions

1. St. Valentine was a good man who lived in Europe about 2,000 years ago. He was put to death because he kept on teaching men to be Christians.
2. Emperor Claudius II of Rome hated the Christians, so he had St. Valentine put to death.
3. The true purpose of Valentine's Day is for good friends to try to make one another happy. It is a day for beautiful words, pictures, thoughts, and deeds.

#### Extension Activity

Making a card does not have to be limited to the Valentine season, but can occur anytime throughout the year.

### Charles the Great Pages 47–50

#### Notes to the Teacher

Charles the Great was originally King of the Franks. When he became emperor, he ruled over many kingdoms. He was considered "great" because he united most of Western Europe for the first time.

You may wish to show your student a map of his empire <<https://www.britannica.com/biography/Charlemagne/King-of-the-Franks>>, which

included much of France, Germany, and Italy. Compare it to a map of Europe today to see how many of today's countries were affected by his rule.

#### Notable Story Character – Fun Facts

*Charles the Great*—king/emperor also known as Charles I and Charlemagne; first ruler of what would later become the Holy Roman Empire

#### Comprehension Questions

1. King Charles often read in the Bible about King David, so he liked to be called (call himself according to the story) “David.”
2. Charles the Great wanted to build schools and churches.
3. King Charles had a hard time learning to write because he did not start learning when he was a boy. When he started, his hands were hard and stiff, and he could not fit his fingers around the slender staff of a pen.
4. King Charles considered the rich boys in his palace school very lazy because they were not studying as well as the poor boys.

#### Extension Activity

As your student writes his thoughts, encourage him to think about his own life and how he views schooling. Would he think of himself as being in the sheep group or the goat group?

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### Alfred the Great Pages 51–53

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#### Notes to the Teacher

Alfred the Great lived just a hundred years after Charles the Great and was like him in many ways. Even during his wars with the Danes, King Alfred did what he could to improve life within his kingdom. He was a devout Christian who sought to strengthen the church after it had been weakened by the attacks of the Danes. He did much to improve learning in England and educate the local clergy. He also reorganized his kingdom and established a new legal code that included aspects from the Mosaic Code and principles of Christianity.

#### Notable Story Character – Fun Facts

*Alfred the Great*—improved his kingdom by translating important books from Latin into English, and also encouraging people to learn to read. The result was that it made English a common language for books.

#### Comprehension Questions

1. Alfred the Great lived in England.
2. Alfred's mother used the Bible to teach Alfred and his brothers.
3. King Alfred had to spend much of his time fighting the Danes because they kept coming to England in boats to live there, and to rob and kill Alfred's people.
4. King Alfred built schoolhouses and hired school teachers. He gathered together many good books in the language of the people so that they could read them.

#### Extension Activity

If you desire to learn Latin, you might try Duolingo at <<https://www.duolingo.com/>>.

One source for children's books written in Latin is Bolchazy-Carducci Publishers:

<https://www.bolchazy.com/Childrens-C1061.aspx>

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### How a King Got Out of Prison Pages 55–57

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#### Notes to the Teacher

After reading the story, you may want to talk about what it means to persevere through a difficult task. Use Blondel as an example for how he persevered through a seemingly impossible task until he finally succeeded.

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**Note:** According to the story, Leopold was the one who demanded the ransom. In reality, Leopold handed King Richard over to the German Emperor Henry IV, who officially demanded payment.

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#### Notable Story Characters – Fun Facts

*King Richard*—aka Richard I; captured while returning from fighting in the Third Crusade; was the absent king at the time the Robin Hood stories took place

*Duke Leopold*—Austrian ruler; upset with Richard for insulting him during the Crusade

#### Comprehension Questions

1. Duke Leopold put King Richard in prison.
2. The people of England liked to call their king “Richard the Lionheart.”