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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.

# Text Key

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## Unit 1: From the Bible

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### The Boy Who Dreamed Pages 1–4

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#### Notes to the Teacher

This story is taken from Genesis 37, 39–47, and 50. It shows how God used Joseph to save his family—even when Joseph likely thought that God had forgotten him. Discuss with your student about times when bad things have happened in his or her own life (especially if the student does not think he has been doing something wrong) and how God might be using them to prepare the student for some greater purpose.

Also, Genesis 50:15–21 shows how the brothers repented for their sin against Joseph, Joseph’s understanding of the purposes of God for their evil actions against him, and how Joseph chose to forgive them. This can be used as an example of how we are to treat others who have done wrong to us.

#### Notable Story Character – Fun Facts

*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 also dreamed that he saw the sun and the moon and the stars all bowing 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 doing something bad. 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.

#### Extension Activity

Here is a good place to find information about the Nile River:

<https://education.nationalgeographic.org/resource/nile-river>

#### Answers to Nile River Questions

The Nile River begins at Lake Victoria in Tanzania. The Nile River flows into the Mediterranean Sea.

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### The Girl Who Gathered Barley Pages 5–9

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#### Notes to the Teacher

This story is taken from the book of Ruth in the Bible. Emphasize to the student that Ruth’s decision to remain with Naomi involved more than simply changing where she lived. It included turning away from the gods of Moab in favor of the one true God of Israel.

#### Notable Story Characters – Fun Facts

*Boaz*—wealthy landowner in Bethlehem; relative of Naomi’s deceased husband Elimelech; married Ruth; father of Obed and great-grandfather of King David

*Naomi*—widow of Elimelech and mother of Mahlon and Chilion; moved from Bethlehem to Moab; returned to Bethlehem after the deaths of her husband and sons

*Ruth*—daughter-in-law of Naomi; moved, with Naomi, from Moab to Bethlehem; married Boaz; mother of Obed and great-grandmother 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.



- Ruth gleaned barley and wheat from the fields of Boaz.
- Ruth's good habits and her faithfulness to Naomi proved to Boaz that she was a girl worth having as his wife.

### Extension Activity

#### Answers to the "Fill in the blank"

Barley is a member of the **grass** family.

Barley is used in **soups**, **stews**, and **bread**.

Barley may be **green**, **yellow**, or **brown** in color.

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## The Shepherd Boy and the Giant Pages 11–13

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### Notes 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).

#### Notable Story Characters – Fun Facts

**David**—second king of Israel; from the tribe of Judah; youngest son of Jesse; was a shepherd before becoming king; played the lyre; established the line of kings that lasted until the conquest of Judah by Babylon

**Saul**—first king of Israel; from the tribe of Benjamin; youngest son of Kish; was a shepherd before becoming king; mortally wounded during battle with the Philistines

### Comprehension Questions

- The giant's name was Goliath.
- No one in King Saul's army wanted to fight the giant because they were all afraid of his size and strength.
- David used a leather sling with five good stones to fight the giant.
- David said he was able to kill the giant because he knew that God would help him.

### Extension Activity

#### Answers to the "Fill in the blank"

David said, "The LORD delivered me from the paw of the **lion** and from the paw of the **bear**."

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## The Twenty-third Psalm Page 14

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### Extension Activity

The Twenty-third Psalm is probably the best-known psalm in the Bible and is one of seventy-three attributed to David in Scripture.

Imagine if you were a sheep and the LORD was your shepherd. As you read the psalm with your student, do the words have more meaning?

This is a good psalm to memorize. If putting words to a tune helps your student in this process, you may 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. You can create your own tune, or there are several renditions that can be found on <<https://www.youtube.com/>>.

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**Note:** Memorization often takes time, so this may be a project that you do over the course of a week. Remember to ask the student from time to time throughout the year to recite the passage so it is not forgotten.

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## The First Christmas Song Pages 15–18

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### Notes to the Teacher

This and the next two selections are appropriate for the Christmas season.

This story is based on Luke 2:1–20; the first Christmas song is located in verse 14. The third story is taken from Matthew 2:1–18.

As you discuss these selections, 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."\*

Also, there are many simple, beautiful Christmas songs that may be sung with the children at this season in connection with these stories and others of similar character.

### Comprehension Questions

- The first Christmas song was "Glory to God in the highest, and on earth peace, goodwill toward men!"
- The shepherds were the ones who heard the first Christmas song.

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\* For Scripture proof texts of the Westminster Shorter Catechism questions, visit <<http://shortercatechism.com/>>.