

History For Little Pilgrims



TEACHER'S MANUAL

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Written by Edward J. Shewan

Edited by Lars R. Johnson

Copyediting by Kathleen A. Bristley

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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.

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.

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.

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 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.

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.”⁶ 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*).⁷

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.

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.

- Read Genesis 1:6–8 to your student and have him color the picture for **Day 2** of creation on page 4 of the *History for Little Pilgrims Coloring Book*. On this day, God separated the *waters above* from the *waters below*. Have your student color the “waters above” sky blue and the waters that covered the earth darker blue.
- Read Genesis 1:9–13 to your student and have him color the picture for **Day 3** of creation on page 4 of the *History for Little Pilgrims Coloring Book*. God divided the *dry land* from the waters; and the earth brought forth *grass, herbs, and trees*. Have your student color the grass, plants, and leaves green and the ground and wood of the tree brown.

God commanded the waters below to be gathered into one place, and the dry land appeared. God called the dry land “Earth” and the gathered waters “Seas.” We call the major land masses **continents** and the large bodies of water **oceans**.⁸ *Have your student color page 3 in the coloring book.*

Lesson 2

Review Lesson 1 and go over the memory verse for this unit. To complete the sequence of the Creation Week, go over the next three days in Genesis 1.

- Read Genesis 1:14–19 to your student and have him color the picture for **Day 4** of creation on page 5 of the *History for Little Pilgrims Coloring Book*—God made the *sun, moon, and stars*. Have your student color the sun yellow and the moon and stars white.
- Read Genesis 1:20–23 to your student and have him color the picture for **Day 5** of creation on page 5 of the *History for Little Pilgrims Coloring Book*. God made the birds of the air and the creatures of the sea. Have your student color the bird and fish.
- Read Genesis 1:24–27, 31 to your student and have him color the picture for **Day 6** of creation on page 5 of the *History for Little Pilgrims Coloring Book*. God made all kinds of living creatures that live on the dry land; He also created Adam and Eve after His own image.⁹ Have your student color Adam with the animals in the garden.

Cover the section entitled “Adam and Eve” on pages 9–10 with your student. It is interesting to note that Adam’s name comes from the word for “ground” since he was made from the dust of the ground; Eve’s name means “life” because she is the mother of all living people. *Have your student color page 6 in the coloring book.*

In the beginning, God gave Adam only one command to obey—“Do not eat of the tree of knowledge of good and evil because, if you do, you will surely die!” When Adam obeyed God, he was happy. We are happy too when we love and obey our great Creator.

Lesson 3

Review the section entitled “Adam and Eve” on pages 9–10, emphasizing that God gave Adam the job to care for the beautiful garden in which he lived. God also gave Adam the job of naming all the animals. Ask your student what kinds of jobs God has given him to do (glorifying God, learning about God’s creation, obeying his parents, doing his chores, etc.)

Cover the sections entitled “The First Sin” and “God’s Great Curse” on pages 10–12. This is the story of how Adam and Eve fell into **sin**¹⁰ when Satan¹¹ tempted Eve to disobey God and eat from the tree of knowledge of good and evil. Explain that Satan lied to Eve and tried to undo God’s

8. The present continents and oceans were formed—or at least altered—during the flood and may have been configured differently at creation.

9. The Apostle Paul describes the similarity between God’s image and man’s as consisting in *knowledge, righteousness, and true holiness* (Ephesians 4:22–25 and Colossians 3:9, 10).

work; but God is greater than the devil, and Christ defeated him at the cross. When Adam and Eve disobeyed God, they sinned and the whole world was cursed (i.e., everyone fell into sin; Romans 3:23). Punishment followed. *Have your student color page 7 in the coloring book.*

Explain to your student that when he disobeys you, he is disciplined; likewise, when he disobeys God's commands, discipline follows. Ask your student, "How did God discipline Adam and Eve?" They had to leave the Garden of Eden, were no longer close to God, had a hard life, became sick, and would die someday. "Does God still punish people today?" Yes, the Bible says "For the wages of sin is death..." (Romans 6:23a). Those who disobey God will surely die (Genesis 2:17).

Emphasize that God's great story does not end here, but God gave Adam and Eve a great promise. Read "God's Great Promise" on page 12. Ask your student if he knows what the promise is. If he says Jesus Christ, he is correct. He is the Promised One who defeated Satan and took away the sins of His people. The Bible says, "...The gift of God is eternal life through Jesus Christ our Lord" (Romans 6:23b). At this time, review the memory verse for this unit. *Have your student color page 8 in the coloring book.*

Lesson 4

Review Lessons 1–3 and do the activity on page 13. You will need a globe or world map for this exercise. Tell your student that the world looks like a ball. Find where you live on the globe or map and show it to your student. Point to a mountain range, river, lake, or ocean close by so your child can learn where to find his home town or area on his own. Spin the globe or turn the map and have him look for where he lives.

Now find where Adam and Eve lived on the globe or map. It has been traditionally located in the country of Syria which is north of Israel, south of Turkey, and west of Iraq. If you cannot locate Syria, find the Atlantic Ocean first; move your finger to the right and find the Mediterranean Sea (between the continents of Africa and Europe); continue moving your finger right to the far eastern edge of the sea—here you will find Syria. Some believe that Eden was in the north-central part of this country.

If you have time, read the creation stories from the Scriptures or a Bible story book¹² to your student. Go over the memory verse for this unit.

Lesson 5

Review by going over the timeline that your student made in Lesson 4 of Unit 1. Go over the Creation Week pictures that your student colored. Next, have your student complete the unit review on page 13 in the textbook; answers include (1) God, (2) continents, (3) oceans, (4) Eden, (5) curse, and (6) glory. Read the directions aloud and have him write the correct answers on a separate sheet of paper.

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10. "Sin is any want of conformity unto, or transgression of, the law of God," as defined in the Westminster Shorter Catechism (WSC) 14.
 11. Satan has more than one name, which may be confusing to a young child; therefore, explain that everyone has more than one—a first (or given) name, perhaps a middle name, a last name (or surname), and even a nickname. Satan, likewise, has many names: the devil (Luke 4:13; 1 John 3:8), the "adversary" (or *enemy* of God; 1 Peter 5:8), the serpent (Genesis 3; Revelation 20:2), the prince of the power of the air (Ephesians 2:2), the prince of this world (John 12:31, 14:30), the father of lies (John 8:44), the angel of the bottomless pit (Revelation 9:11), wicked or lawless one (2 Thessalonians 2:8), dragon (Revelation 20:2), etc.
 12. *The Child's Story Bible* by Catherine F. Vos is an excellent work for young children; chapters 1–7 of the Old Testament section of Vos's book cover the creation narratives in a lively and interesting way. Eerdmans publishes an edition that has been revised by her daughter, Marianne Catherine Vos Radius. Banner of Truth still publishes the original.

Close the lesson by glorifying God through songs that praise and honor Him as Lord and Creator.¹³ Have your child recite the memory verse for this unit.

Vocabulary Study

Review the “Words to Know” for this unit.

- **glorify**—to honor and praise God with our hearts
- **oceans**—large areas of water on the surface of the earth; called the “Seas” in the Bible
- **curse**—the effect of Adam and Eve’s sin; all the bad things that came upon people after they sinned: thorns, sickness, pain, and death
- **continents**—dry land on the surface of the earth; called “Earth” in the Bible
- **sin**—disobeying God’s rules; “any want of conformity unto, or transgression of, the law of God,” as defined in the Westminster Shorter Catechism (WSC) 14.
- **promise**—when a person agrees to do something; a serious pledge to do what you say you will do; even though man may not always keep his promises, God always does.
- **history**¹⁴—God’s Story; the story of how God works out His plan for people and nations

13. A wonderful children’s book of spiritual songs is Isaac Watts’s *Divine and Moral Songs for the Use of Children* (or simply *Divine Songs*), which was first published in 1715. This treasure was republished by Thoburn Press in 1975; then in 1991, Carris J. Kocher compiled, arranged, and edited music to fit these enduring words (published by Cumberland Missionary Society). The first two songs of praise would especially apply to this lesson.

14. Although this vocabulary word does not appear in the “Words to Know” section of this unit, it has been included to help your student understand the material in this unit better.

Unit 9

A New World is Found

Memory Verse:

Awake, you who sleep, arise from the dead, and Christ will give you light.

Ephesians 5:14

At the time of the Reformation, something else was taking place that would change the course of history. Although the Vikings had discovered North America hundreds of years earlier, it was not until Columbus set sail in 1492 that the known world learned of the “hidden” continents of the Americas. The student will learn about the first Americans and later the Pilgrims who came to begin a new life of freedom under the authority of God’s Word.

Often young children are not exposed to stories of great men of God who played an important role in the founding of America. The student, therefore, will be introduced to one great man who was used of God to bring revival to the Church in New England and other parts of the colonies. His name was Jonathan Edwards. As God’s plan of redemption is revealed in the Bible, so His great plan for the nations is made plain in the lives of godly men and women such as Edwards.

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.

Lesson 1

Cover pages 66–67, up to the section entitled “Columbus Finds the New World,” with your student and explain the words in **bold**. Up until now our focus has been on God’s great story beginning with creation, through the stories of the Bible, the central figure of history—Jesus Christ, and the spread of the gospel in the Middle East, North Africa, and Europe. Now we turn to the New World and its discovery during the Age of Exploration. Go over the timeline on page 66 and relate how it fits into the overall timeline you created in Unit 1, page 7.

Spend some time using a globe or world map to help your student understand the size and location of the Americas—North and South. Ask your child where he lives; perhaps he will remember from the study of creation in Lesson 4 of Unit 2. (*See page 6 of this manual.*) Ask your student, “Why did it take so long for people to discover America?” Since America is so far from where God created man, it took thousands of years before it was explored.

Ask your child, “What does *explore* mean?” It means to travel to a new place and learn about the land and the people that live there. This is exactly what your student is doing, exploring “the land of history” as a Little Pilgrim and learning how God was working in different parts of the world at different times. Ask where people now go to explore; there is still much to be explored in God’s great creation. Scientists are discovering new things every day, and so will your student as he travels through time.

Ask your student the following questions:

QUESTIONS	ANSWERS
1. Who were the first Americans?	The Indians were the first people to live in America.
2. Where did they come from?	They were part of the people God sent from the Tower of Babel to fill the earth. ^a
3. What kind of work did they do?	They were hunters and farmers.
4. How did they live?	They lived in small groups called tribes; many traveled from place to place in search of food, while others built houses in the mountains (<i>See image on page 67 of the textbook</i>).
5. Did they know Christ?	No, they worshiped spirits that they thought lived in trees, hills, and the sky. ^b

- a. If your child is curious and asks how did they get there, you may suggest that they probably traveled over land through India, China, and eastern Russia; across to what is now the state of Alaska; and down through Canada to the rest of the Americas. Use a map or globe.
- b. Discuss what *worship* means and why the first Americans worshiped these spirits.

Work on the memory verse for this unit.

Lesson 2

Cover pages 67–69 with your student, starting with the paragraph that begins as follows: “For many years, only the American Indians lived in North America.” The Indians came long before the explorers found the New World. Ask your child, “Who were the first brave explorers to come to America?” They were the Vikings, men from Norway (and possibly Denmark) who were skilled sailors. Use the map on page 68 to explain how the Vikings traveled to North America. Have your student trace with his finger on the map the path they took.

Little is known about the exploration of North America by the Vikings, but some artifacts exist of their failed attempt to start a new life in what is now Newfoundland, Canada.⁶¹ As early as A.D. 986, Viking explorers are believed to have sailed in the waters of Newfoundland and may have established temporary settlements, including L’Anse-aux-Meadows—perhaps, the legendary **Vinland**.

Vinland was a Viking settlement on North America’s eastern coast in the early eleventh century. Leif Eriksson led an expedition that touched *Helluland* (probably Baffin Island), *Markland* (probably Labrador), and *Vinland* (probably L’Anse-aux-Meadows). Leif stayed at Vinland only a year, and then it was abandoned altogether in A.D. 1015, apparently because of the hostility of the native Skraelings.

Leif Eriksson was a Viking explorer who reached North America about the year A.D. 1000. His exploits are known through the Icelandic sagas⁶² of the thirteenth century. Leif grew up in Greenland, the land his father, Eric the Red, colonized. Later, he visited Norway, where he was converted to Christianity. According to one story, he was then commissioned by King Olaf I to convert the Greenlanders to Christianity, but he was blown off course, missed Greenland, and reached North America.

61. Newfoundland is primarily an island but does include the mainland territory of Labrador. The coastal area of Labrador is rugged and deeply indented with fjords that probably reminded the Vikings of their homeland.

62. Stories of battles, customs, and legends explaining the history of an important Viking family.

Use the above information to supplement the material in the book. Note that the gospel had reached as far north as Norway by A.D. 1000, and that God perhaps used Leif Eriksson to take the good news back to Greenland. Perhaps Leif was the first missionary to North America.

Spend time going over the rest of the lesson with your student. Emphasize that Christopher Columbus is credited with discovering America. In 1492, he sailed west from Spain across the Atlantic Ocean in hopes of finding an easier way to reach the Far East, because Spain was always looking for better trading routes to the Middle East, India, and China. Use the map on the bottom of page 68 to show the trips Columbus made. Have your student trace with his finger on the map his four trips.⁶³

Close the lesson by talking about how the Pilgrims came to America to start a new life free from the persecution of godless people in England. The year 1620 is a good date to memorize; this was the year that the Pilgrims first landed in North America and established Plymouth Colony. Talk about the first Thanksgiving meal that the Pilgrims celebrated with the Indians. Ask your student, “Why did the Pilgrims have a time of prayer and praise like this?” To thank God Almighty for His provision and protection. *Have your student color page 25 in the coloring book.*

Lesson 3

Have your student read pages 69–73, starting with the section entitled “The American Colonies,” and explain the words in **bold**. As the years passed, the monarchs of England declared that most of the land of North America belonged to England, including the thirteen colonies along the eastern coast of the continent. Use the map on page 70 to show their location. Mention the unfair rules and taxes that the king placed on the people.

Many colonists, however, had turned their hearts away from God. They had forgotten how their parents and grandparents had suffered for following Christ. They were too busy working and making money. God, therefore, raised up men like Jonathan Edwards to once again preach the gospel and teach His Word. Through these men, God began a great work of the Spirit.

Spend time talking about the Great Awakening. Ask your student, “What is an awakening?” It is like getting up in the morning—fresh and strong. Ask him, “What was the Great Awakening?” It was when God awakened the sleepy hearts of the colonists to new faith in Christ. Once again the people understood the good news of God’s forgiveness of sins through Christ’s death and resurrection. Ask your child, “Whom did God use to wake up the American people?” (*Jonathan Edwards*—others who were obedient to God’s call to preach were *George Whitefield*, a leader of Calvinistic Methodism; *Theodorus Frelinghuysen*, a Dutch Reformed minister of New Brunswick, N.J.; and *Gilbert Tennent*, a Presbyterian minister also from the same town).

Talk about Jonathan’s early childhood and how he came to faith in Christ. (*See the top of page 72.*) Use this as an opportunity to share the gospel with your child if you have not done so earlier. Often a child, even a young child, needs to hear the truth over and over again so the Holy Spirit may work in his heart and mind. Use the prayer given on pages 72–73 as an example of what he could pray to receive Christ. This might be the moment of *great awakening* in your child’s heart.

As time permits, tell your student about how revival⁶⁴ broke out in New England in 1734. Jonathan Edwards preached clearly and with great conviction, declaring the results of sin and the horrors of hell. Many, therefore, repented and trusted in Christ. During the first year of revival, hundreds of people were converted. God also used Edwards to bring the gospel to the Housatonic

63. If time permits, review the life of Augustine (pages 44–49 in the textbook) as you discuss the fact that the first city in America was named after him. Point out the location of St. Augustine, Florida, on a globe or map of the United States.

64. Revival is the work of God in the hearts of people who have become indifferent to the gospel message; it is accomplished through evangelistic preaching in public meetings (Romans 10:14–17).

Indians and, just prior to his death in 1758, he became president of Princeton College. *Have your student color page 26 in the coloring book.*

There were other results of the Great Awakening that are not mentioned in the textbook. If time permits, you may want to discuss some of the following:

- Many churches were founded, and tens of thousands became converts of Christ.
- Christians renewed their zeal for Christ, and many social and moral changes resulted.
- Several schools were established to train godly men to be pastors and missionaries.
- Political freedom was spurred on, and the U.S. Constitution was influenced accordingly.

Lesson 4

Review Lessons 1–3 and go over the “Words to Know” with your student. You may also have your student go back in the text and mark these words with a highlighter. When you have covered these vocabulary terms, go to the activity on page 73 and discuss the importance of thanking God for the food He provides.

As you work on this activity, have your child recite the memory verse for this unit.

Lesson 5

Review by going over the timeline on page 66 and the stories about the first Americans, the Vikings, Christopher Columbus, the Pilgrims, the English colonies, and Jonathan Edwards. Emphasize how God brought the gospel to America and strengthened His Church during the Great Awakening. Then have your student complete the unit review on page 73 in the textbook; answers include (1) Indians, (2) Vikings, (3) Columbus, (4) Pilgrims, (5) America, and (6) Edwards. Read the directions aloud and have him write the correct answers on a separate sheet of paper.

Close the lesson by glorifying God for His sovereignty. Have your child recite the memory work for this unit.

Vocabulary Study

Review the “Words to Know” for this unit.

- **explore**—travel to a new place and learn about the land and the people that live there
- **worship**—to serve someone or something with all your heart; the Bible says that we should worship God, and God alone.
- **colony**—a place that is ruled by a faraway country
- **tribes**—small groups of people that live and work together; they are usually related to each other and have the same language, laws, and customs.
- **Pilgrims**—Christians who suffered much for following Christ and left England to start a new life in America
- **Great Awakening**—when large numbers of American colonists had their hearts turned to faith in Christ; they finally understood the good news of Christ’s death and resurrection.