

# *A Child's History of the World*

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A Guided Study by Lisa Kelly



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# History Lesson Outline for Each Week

## Before the Reading

- Connect prior chapters and lessons to new ones through the connection question.
- Words to Know: Discuss these words orally, as needed.
- Present any images, if indicated, to capture interest and provide visuals.
- Using the proper nouns list, locate any places on a map or globe which need further clarification.
- Complete any additional map work, if included, or feel free to add more as you see beneficial.
- Read any notes pertinent to lesson preparation before reading the chapter.

## Reading

- Read from *The Child's History of the World* one chapter at a time, but be sure to pause the reading as indicated in the section titled "Narration Break", as needed.
- Ask for an oral narration after the first break, allowing your student to use the list of proper nouns, if needed.

## After the Reading

- After the chapter has been completed, ask for another oral narration or choose one of the options listed under "Narration Suggestions". These may be written, dictated, creative or oral narrations.
- You students may use the words from the proper nouns list for reference when giving a narration, but they are only meant to be referred to for spelling, pronunciation or single memory purposes, such as momentarily forgetting the specific name of a place or event but wishing to refer to it correctly in the narration. This chart serves the same purpose as when a teacher writes some specific words on the board. The proper nouns list is not meant to be used as a crutch for the entire narration.
- Allow time for a brief discussion after your student has narrated. The discussion questions are entirely optional and can be omitted as needed.
- Add any suggested additional reading or any additional activities as you would like. You may wish to convert some of the suggested books for reading aloud to books for independent reading or vice versa.

# Teaching Notes

**Connections** are questions or narration prompts which allow students to share what they recall of the previous lesson or from the previous chapter read. These short discussions allow students to better connect prior knowledge to new knowledge.

**Words to Know** are some specific words which may need a quick explanation before the reading selection has begun. Complete these orally, as needed.

**Present Images** as they are referenced in the beginning notes. Each image was given a letter in the notes and this letter corresponds to the images included in the Resource Pages. The entire collection can be found in a free PDF file at the website under the tab “Resources” and then under *A Child’s History of the World*. Present Image “A” means to show your student(s) the picture labeled Image A from the Resource Pages to spark their interest in the chapter about to be read.

**Proper Nouns for an Oral Narration** can be either written on a board or the child can be provided with a copy of them to refer to while narrating. These lists allow the child to narrate more completely as the more obscure names are provided for them.

The proper nouns are divided into categories in order to separate the nouns of place. This makes it easier to handle the map work. The map work can be as simple as just looking for some of the places on a map or globe before reading. It can be as complex as coloring and labeling a separate map which was added. Please note that I often include proper nouns of place under the category for “Other”. This is because many proper nouns of place such as the name of a church or the name of a school are not needed for map work but are needed for narrations. The proper nouns under the category “Map Work” are meant to be a list of places which can be found using a map or globe and give context to the reading.

**Narration Break Suggestions** are simply a place with a slight break in scene in a place that reasonably broke the reading into another section. This break is to allow the child a smaller section of the reading to narrate. If your child can handle the entire chapter, then please just overlook this note. Generally, even with older students, it is helpful to break the reading into sections of not more than 4-5 pages. With students new to narrations, the readings might also need to be broken into even smaller sections. The number of pages read for a narration can be increased over time.

**Narration Suggestions** will follow the general layout for narrations for the level in which the book is used. For example, *A Child’s History of the World* is used for Years 1-3 and therefore the guide will offer narration suggestions which are appropriate for these levels. Feel free to alter the suggestions if you are using this book with a student in a Year higher than this. For example, you can turn a narration which reads “Tell about...” into a written narration.

Narration Suggestions are alternative ideas for that particular reading. Any other narration style or idea can be used at any time; these are just some options. The additional suggestions allow the child

more creative options and offer more focused written work for older students. Remember, at least some of your student's narration work should be oral as it is just as important in building writing skills as written narrations.

**Discussion questions** will follow your student's narration. If your student has chosen a written narration or creative narration rather than an oral narration, and this work will not be complete within the allotted time for history for the day, then feel free to go forward with the discussion, **if** you feel it does not require more than your student is prepared to give without having completed the narration. Otherwise, omit the discussion or save it for another time. This part of the reading and narration task is meant to be very flexible, particularly for Form I.

Overall, the discussions are extensions of the reading and the child's connection to that reading. Always follow your student's own knowledge path, so ignore the questions if your student needs to discuss a different aspect of the chapter. Also, use your student's narration as your guide towards what needs clarification and expansion. These questions are merely included to offer the teachers a few ideas to follow if no natural questions or conversations arise on their own. You do **not** have to use the question exactly as is given, so feel free to adapt it as you wish.

## Additional Notes

**The page numbers in this guide are based on the Calvert School edition, 1997.**

Activities, maps, coloring pages and other resources protected by copyright laws accompanying the lessons are linked at *A Mind in the Light*. Look under Resources and then World History. Once here, look for *A Child's History of the World*. I will abbreviate this note and all subsequent references to it as RWH: CHOW, Chapter #, depending on the week in which the link or resource is needed. Be sure to download and print the Resource Pages (PDF), which can be found in this same location. These contain the images used in the lessons. An outline map of the world, the US and the 13 colonies can be found in the appendix.

Students in Years 1-3 are not meant to keep a Book of Centuries. If you are having a student above Year 5 use this book, then you may wish to have your student select an important date to be included for their entries into a Book of Centuries as they are introduced. This book keeps dates to a minimum, but many of the chapters have one important date highlighted at the very end of the chapter.

This guide does not include a specific reading schedule. It is divided into three sections, each one corresponding to the year in which that section is read: Year One –Ancients; Year Two –Medieval and Year Three –Modern. For those using the book over the course of 3 years, then you will need **approximately** one day per week to read the scheduled chapters of *A Child's History of the World*. This would not include the supplemental readings, which could be read on the second allotted history day. The third day allotted for history could be set aside for your student to accomplish any

independent reading, which starts in Year Two. [See “Exams” below to help create a reading schedule.]

If you are planning to complete the book in one year, then you would need to read 2-3 chapters per week, using 2-3 allotted history days per week, or read this at a pace which best fits your schedule. Be sure that you read only one chapter per day if following this plan.

## Exams

At the end of each year/time period division, exam prompts will be listed. These lists are further divided into three sections –one section per term. They are designed to coordinate with a specific number of chapters from *A Child's History of the World*. If you wish to follow this set-up then this will be –essentially- a reading schedule. Feel free to adapt this as needed. Simply remove specific topics which have not yet been covered, as needed.



# Ancient Time Period





# History Reading List for Ancient Time Period

## For Reading Aloud

*Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs* by James Rumford

*Mummies, Pyramids and Pharaohs: A Book about Ancient Egypt* by Gail Gibbons

*Cleopatra* by Diane Stanley

*Trojan Horse* by Emily Little [Also, OPT –Independent Reading]

*Pompeii Buried Alive* by E. K. Davis [Also, OPT –Independent Reading]

*Hidden Army: Clay Soldiers of Ancient China* by Jane O' Connor [Also, OPT –Independent Reading]

## OPT -Additional Reading

*Archeologists Dig for Clues* by Kate Duke

*The Nile River* by Allan Fowler

*A is For Apple and Why: The Story of Our Alphabet* by Solveig Paulson Russell

## OPT -Independent Reading

*Tut's Mummy Lost and Found* by Donnelly and Watling



## Chapter 2: People Who Lived in Caves (pp. 11-16)

### Before the Reading

- Connection: Where should a history book begin with its story of people?
- Chapter 1 is optional. If you choose to include this chapter, then simply read and discuss as needed. Pre-read this chapter to decide if it fits your family.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

### Proper Nouns for an Oral Narration

Map Work	Other
East Africa	Stone Age

### Narration Break

Pause the reading on page 13 just before the last paragraph.

### After the Reading

#### Narration Suggestions –Choose One

- Give your opinion of whether you would have liked to live in the Stone Age.
- Create a menu which includes the types of food you might have eaten while living in the Stone Age. Add some pictures to your menu and be as creative as you would like.

#### Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- Would you have liked to live in the Stone Age? Tell about this.

### OPT –Additional Reading

*Archeologists Dig for Clues* by Kate Duke

## Chapter 3: Fire! Fire!! Fire!!! (pp. 17-21)

### Before the Reading

- Connections: Tell about the Stone Age.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

### Proper Nouns for an Oral Narration

Other
Native Americans
Stone Age
Bronze Age
Iron Age
Golden Age

### Narration Break

Pause the reading at the top of page 19.

### After the Reading

#### Narration Suggestions –Choose One

- Tell how bronze was created.
- What important discovery did primitive man make? In what ways did this discovery help man?

#### Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- What would a Golden Age look like to you?

## Chapter 4: From an Airplane (pp. 22-26)

### Before the Reading

- Connection: How did fire and bronze help early man?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

### Working with Maps A

Use the map on page 23 of *A Child's History of the World* to complete the map work below.

Note: The number of places listed for this chapter can be overwhelming to a younger student. Locate as many places as will best suit your student.

Potential List of Younger Students	Potential List for Older Students
Tigris River	All locations from the list to the left.
Euphrates River	Persian Gulf
Mesopotamia	Mediterranean Sea
Nile River	Sahara Desert
Egypt	Nubia
Europe	Red Sea
Africa	Black Sea
India	Caspian Sea
	Mount Ararat
	Mount Sinai

## Proper Nouns for an Oral Narration

Map Work	Other
Mesopotamia	Stone Age
Euphrates River	Bronze Age
Tigris River	Iron Age
Persian Gulf	Semites
Africa	Modern Arabs
Egypt	Jews
Nile River	Hebrews
Mediterranean Sea	Egyptians
Babylon	Berbers
Assyria	Nilo-Saharans
Syria	Shalom
Middle East	Salaam
Sahara Desert	
Nubia	
Iran	
India	
Europe	
Red Sea	
Black Sea	
Caspian Sea	

### Narration Break

This chapter jumps around a bit. Narrate small sections at a time, if needed. You can also create a break in the reading (approximately half) on page 24 just before the last paragraph.

### After the Reading

#### Narration Suggestions –Choose One

- Tell about the Mediterranean Sea.
- Tell about some of the many groups of peoples from the Bronze and Iron Ages.



## Discussion Suggestions

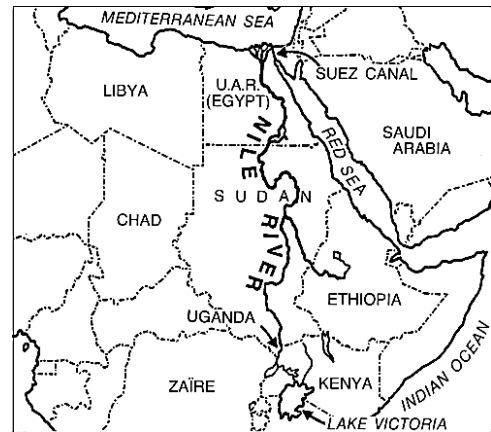
This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- If you could travel back in time, then which group of people would you most like to visit?  
Tell why.

## OPT –Working with Maps B

- \* Read *-The Nile River* by Allan Fowler

Read the book together. Take your time and discuss anything that is unclear. When you've completed this, use a map or globe to find the Nile River in Egypt. This allows practice with beginning with a location and using a tool, such as a map or globe, to find it. Be sure to look at the map in the book (p. 3).



Optional Activities –Together with your student, complete “Map of Egypt at the Time of the Pharaohs” (p. 3) or “Let’s Make a Model of the Nile” (pp. 8-end) from the PDF file *The Discovery of King Tut*.

RWH: CHOW, C4



# Exams



# End of Term Exam Prompts

Choose one from the following narration prompts:

## General Narration Prompts

Draw a picture of the most interesting person, place or event that you learned about in history. Be prepared to tell your teacher about your picture.

Reenact a battle scene for your teacher. [You can create models from modeling clay, Play-Doh, LEGO® bricks etc. and create props or scenery from paper, cardboard, blocks, etc.]

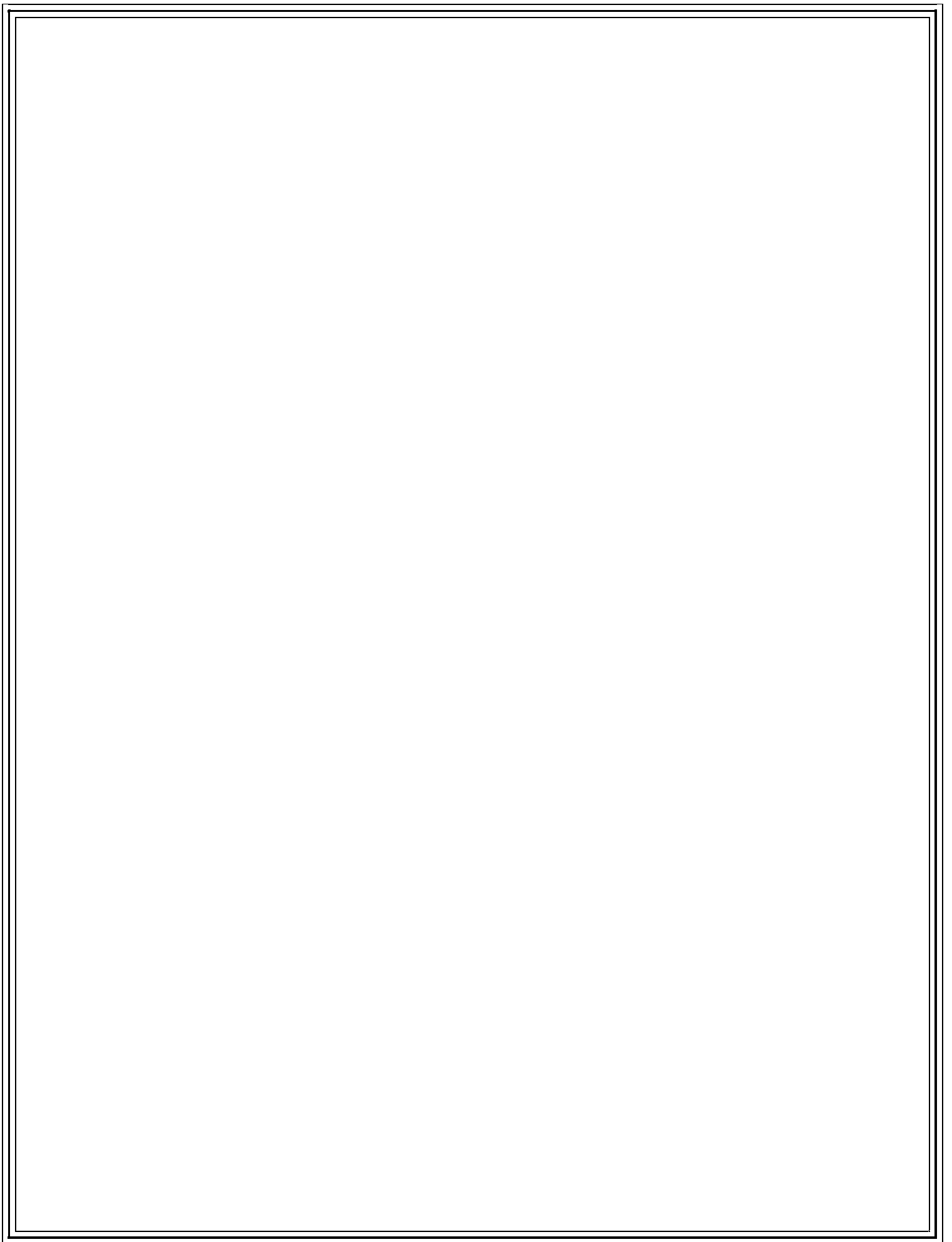
## Chapters 2-14

- a) Choose a people: Egyptian, Israelite, Greek, Babylonian or Phoenician and tell all that you know of their life.
- b) Share what you know of any one of the following: Hatshepsut, Cheops, Ramses II, Moses, Hammurabi, Solomon or Lycurgus.
- c) Describe the Sphinx, the Tower of Babel, the Trojan Horse or the Nile River.

## *Mummies, Pyramids and Pharaohs: A Book about Ancient Egypt*

- d) If you could travel back into time and meet an Ancient Egyptian, what three questions would you ask?
- e) Tell of the most interesting part of this book. What made it so interesting?

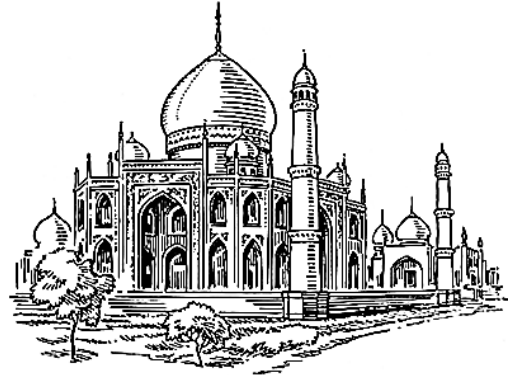
**This is a sample only.**



## Chapter 45: Muhammad and the Early Years of Islam (pp. 272-279)

### Before the Reading

- Connection: What do you know of Islam?
- Words to Know: caliph and muezzin
- Consider discussing the idea that the 6th century includes the years 501-600; the 7th century includes the years 601-700, etc. in more detail.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. Use the map on page 244 to locate most of the places listed below.



### Proper Nouns for an Oral Narration

People	Places	Other
Muhammad	Middle East	Judaism
Khadija	Arabia	Christianity
Abu Bakr	Mecca	Islam
Omar	Arabian Desert	Muslim
Abraham	North Africa	Qur'an (Koran)
Moses	Mediterranean Sea	Hegira
Jesus	Medina	Ka'ba
Charles the Hammer	Constantinople	Mayor of the Palace
	Asia	
	Strait of Gibraltar	
	Spain	
	Pyrenees Mountains	
	France	
	Tours	

### Narration Break

Pause the reading at the beginning of the last paragraph on page 275.

## After the Reading

### Narration Suggestions –Choose One

- Give an account of Muhammad and the early years of Islam.
- Draw a picture of any scene from this chapter. Give your picture a title and be sure to share it with someone, telling about the scene illustrated.
- Write a list of some of the main points about Islam with your teacher.

### Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- How might Europe be different if Charles the Hammer had not defeated the Muslims?



## Chapter 83: A Different Kind of Revolution (pp. 534-541)

### Before the Reading

- Connection: Tell about James Watt or Robert Fulton.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

### Proper Nouns for an Oral Narration

People	Map Work	Other
James Watt	England	Industrial Revolution
Robert Fulton	France	<i>Cottage Industry</i>
	Germany	
	Italy	
	United States	
	Japan	
	Africa	
	India	
	Korea	
	Hawaii	
	Caribbean Sea	
	Cuba	

### Narration Break

Pause the reading on page 539 just after the first full paragraph.

## After the Reading

### Narration Suggestions –Choose One

- Give an account of the Industrial Revolution.
- Write a list of the four big ideas to remember about the Industrial Revolution. Tell about each one.
- Do you have ideas on how some of the problems caused by the Industrial Revolution could have been solved? Write a list of your ideas.
- Research endangered animals of today. Create a poster of endangered animals from either magazine cut-outs, cut-outs of printed online pictures or pictures you've drawn yourself. Be sure to give your poster a title and to share your finished work with someone.

### Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- What advantages did the Industrial Revolution bring to the world? What disadvantages did it bring?

## OPT –Additional Reading

*Will We Miss Them? Endangered Species* by Alexandra Wright

*The Great Kapok Tree* by Lynne Cherry