

Teaching and Learning History and Geography

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Chain of Christianity®



Teaching from the Timeline

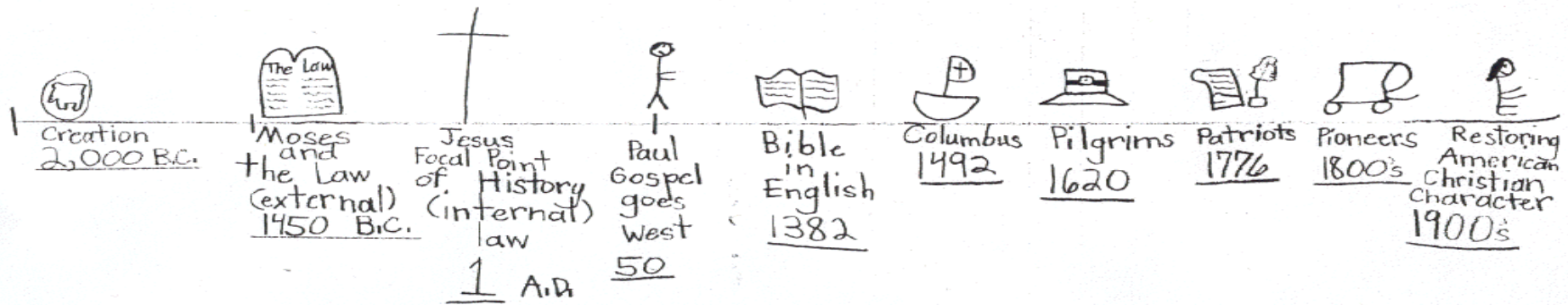
- The Chain of Christianity® is the name given to the concept of God's use of men and nations to move His Gospel westward and bring liberty to men.
- A timeline is an essential tool used to teach the chronological sequence of events on the Chain of Christianity in every subject, especially history. It is a linear portrait spanning from Creation to the present. It consistently illustrates the same ten major links that moved liberty westward.

Teaching from the Timeline

- It provides our students with a permanent mental image of the westward move of liberty and its relationship to the Gospel for a lifetime.
- Studying the links on the Chain of Christianity become “pockets” into which children deposit their growing knowledge of history.

A Sample Student's Timeline

(Grade 3, Age 9)



The Chain of Christianity®

The same ten major links on the Chain of Christianity are taught each school year with one particular link emphasized:

- **Creation**
- **Moses and the Law**
- **Jesus Christ, the Focal Point of History**
- **Paul and the Christian Church**
- **The Bible in English (Second grade)**
- **Columbus (First grade)**
- **Christian Founding (Third)**
- **American Christian Republic (Fourth grade)**
- **Expansion and Erosion (Fifth grade)**
- **Restoration**

The Chain of Christianity®

- The Chain of Christianity has two leading ideas:
 - How are men governed?
(Hint: By Christ self-government or pagan self-government)
 - How did God use individual character to further liberty?
(Hint: Examine Pilgrim character traits, i.e. faith and steadfastness)



Teaching History Through Individuals

- Studying the lives of individuals requires the reading of biographies and autobiographies, letters, journals, and primary sources about the individual. It connects the student to the period of history and the character of the individual emerges.
- Studying history through the lives of the individuals provides role models for the students to emulate.

Key Person (Who Impacted His-story): William Bradford

Verna M. Hall. *The Christian History of the Constitution, 176-177*)

Jean S. Ryland. *America's Christian History: Self-Government, Level D, 25-27*

Mark A. Beliles & Stephen McDowell. *America's Providential History, 61*

Providential Setting	Spheres of Influence	Characterization	Contributions
Born in 1588, at Austerfield, England (Ryland, 25) Orphaned at an early age (Ryland, 25) "... while confined to the bed with a long illness, he had read the Bible continuously." (McDowell, 61) Persecution of believers by the Church of England (Ryland, 25)	Grandparents—early education (Ryland, 25) Uncle—educated him in the art of farming (Ryland, 25) "... bred to husbandry." (CHOC I, 176) "Became impressed by the divine truth in reading the Bible at the age of 12." (Ryland, 25) "... attended the Church of England in Bobworth because he was impressed by the Scriptural preaching of Rev. Richard Clyton." (McDowell, 61) "Joined the Separatist Church in Scrooby headed by Richard Clyton and John Robinson." (Ryland, 25)	Thirst for knowledge and truth "When Clyton withdrew and joined the Scrooby Congregation, Bradford followed." (McDowell, 61) Defender of faith "... able to defend his opinion and views . . ." (Ryland, 25) Able to reason "... reasoned that the Church of England was unbiblical and removed himself from it." (McDowell, 61) Listened to his conscience (Ryland, 25) "... fled with the rest of Scrooby church to Holland." (CHOC I, 176) Willing learner "... silk-dying." (Ryland, 25 & CHOC I, 176) Wise and strong leader "... wise head and strong hand . . ." (Choc I, 176) Patient, devout, and kind "magnanimous temper, resolute but patient, devotedly religious, but neither intolerant nor austere" (CHOC I, 176) Courage and wisdom "... to be rid of the pernicious system . . ."" (CHOC I, 177) Caring and nurturing (Ryland, 27) Adopted second wife's children and her sister's children Took in four orphan boys Helped educate all the children	Governor of Plimoth Plantation "continuously till his death—for about thirty-seven years." (CHOC I, 176) "Allowed no man to trample on the laws, or disturb the peace of the Colony." (Ryland, 25) Business manager (Ryland, 27) "Overseer of the colony's trade" "Handled the colony's debts" "Managed his farm and household" Judge (Ryland, 27) Minister— "Married young couples" (Ryland, 27) Author, <i>Of Plimoth Plantation</i> (McDowell, 61)

Preparing to Teach History

- Your personal research and written record should be organized in such a way that will enable you to teach any age group of learners.
- Organize your research in a three-ring binder with dividers that relate the whole subject.

Teacher Notebook Setup

Arrange a notebook to include the following:

- **History Title Page**
- **Dividers labeled:**
 - **Biblical Foundation**
 - **Principles**
 - **Leading Ideas**
 - **Vocabulary**
- **One divider for each key link on the Chain of Christianity**
- **Geography**
- **Enrichment**
- **Bibliography**
- **Grade-level History and Geography Guideline**

History and Geography Student Notebook Setup

Arrange a notebook to include the following:

- History Title Page
- Classroom Constitution
- History Overview
- Christian History Timeline
- Notebook Grading Sheet
- History Dividers Marked: Research, Reason, Relate
- Geography Title page
- Geography Overview
- Student Atlas



A Plan for Teaching History in the Principle Approach

Step 1

Review the History Grade-level Overview for your student's grade. Select the unit to be developed.

Step 2

Examine the History Curriculum Chart for your student's grade-level. Highlight details to be taught in this unit (*NPH&G*, 7–33).



A Plan for Teaching History in the Principle Approach

Step 3

Use the Quarterly Plan Sheet for Teaching History to identify the history component to be taught weekly (*NPH&GG*, 108).

Step 4

Refer to sample lessons plans for inspiration and guidance (*NPH&GG*, 111-113, 116–117).



A Plan for Teaching History in the Principle Approach

Step 5

Write your lesson plan using the History Lesson Plan format and the Guide to Writing Lesson Plans (*NPH&GG*, 109–110).



A Sample Third Grade History Lesson

Biblical Principle: America's Heritage of Christian Character

Leading Idea: The Pilgrims gave us the foundations of America's Christian character.

Key Link: Christian Founding 1620

A chalkboard with two pieces of pink chalk and a white arrow pointing upwards.

A Sample Third Grade History Lesson

Goals:

- **To review previously learned information about the Pilgrim**
- **To learn the Pilgrim dynamic and character qualities**
- **To model the Pilgrims' character which pulled them through their difficulties**
- **To guide the students in their understanding of the Pilgrim character qualities that produced our Christian republic**
- **To form the character of the American Christian republic in the student towards the goal of restoring our heritage of Christian civil liberty**
- **To complete and file notebook work**



A Sample Third Grade History Lesson

Teacher Preparation:

- Supplies: Chalkboard; the poem “Four Things,” by Henry Van Dyke (This Dutch author’s poem expresses the character of the Pilgrims.)
- Primary Documents: Bible; Webster’s 1828 *Dictionary*; *NPH&GG*, 14–15; *T&L*, 73–75, 210–224; *CHOC I*, 185–240



A Sample Third Grade History Lesson

Content

Introduce the lesson. Engage the student in the lesson by reading the poem, “Four Things,” by Henry Van Dyke.

“Four Things”

**Four things a man must learn to do
If he would make his record true:
To think without confusion clearly;
To love his fellow-men sincerely;
To act from honest motives purely;
To trust in God and Heaven securely.**



A Sample Third Grade History Lesson

Review the Pilgrim Story with the students.

**Introduce and write the title of the lesson
“Pilgrim Dynamic and Character Qualities”
on the board.**

Ask the students to:

- **Read the title and tell what they think it means.**
- **Define the key terms in the above title using Webster’s 1828 *Dictionary*.**
- **Reread the title using the definitions from the *Dictionary*.**
- **State what they think the title means after their research exercise.**



A Sample Third Grade History Lesson

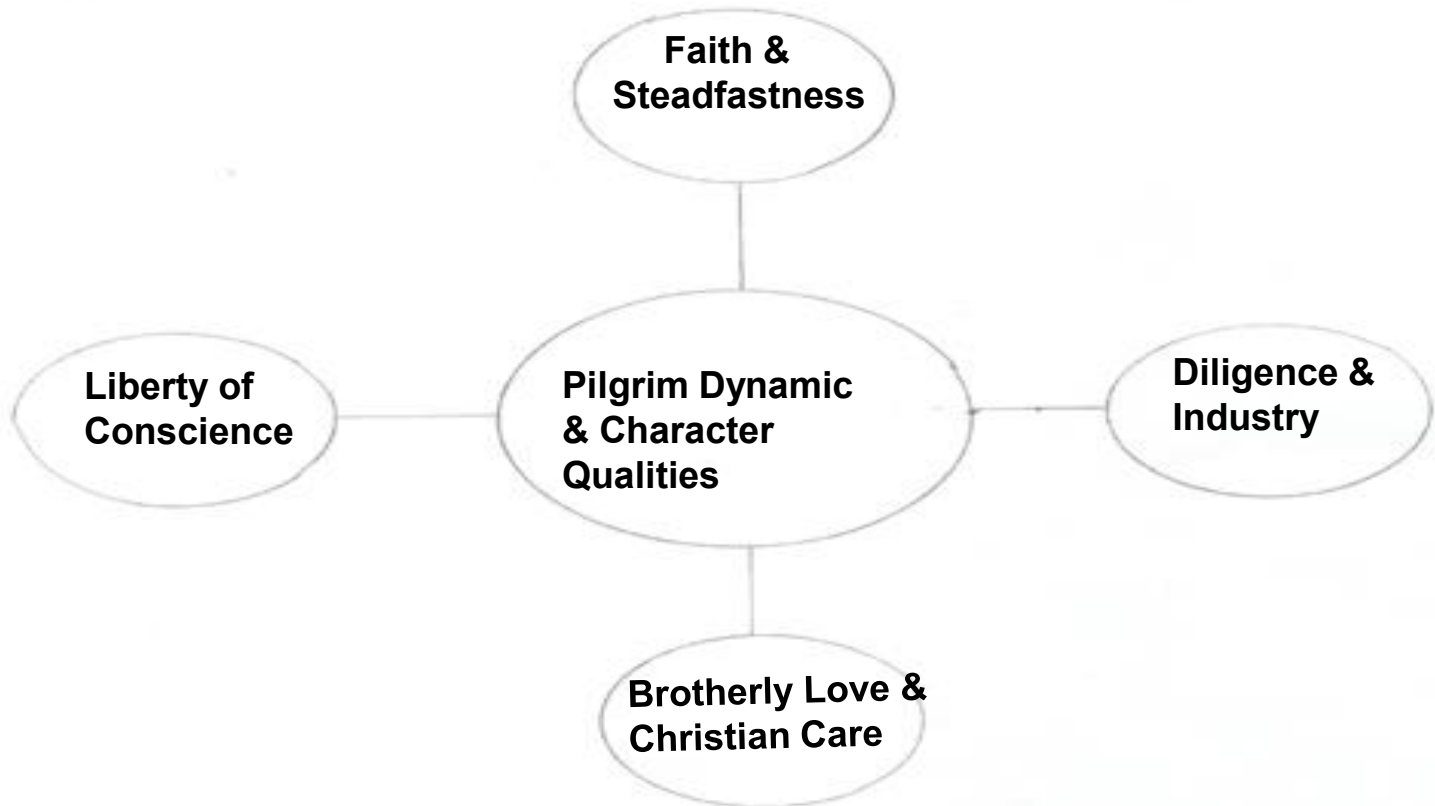
Identify, define, and discuss the Christian character traits of the Pilgrims. Then, read aloud or ask a student to read aloud Scripture verses that relate to each Christian character quality.
(See T&L, 215–224).

A Sample Third Grade History Lesson

Distribute a graphic organizer (diagram) for the student to record each Pilgrim character quality.

While you read excerpts from William Bradford's "History Of Plimoth Plantation," model the completion of the Character Diagram form (*T&L*, 216–224).

A Sample of a Completed Character Diagram





A Sample Third Grade History Lesson

Reason and relate by asking the student:

- “How does the poem, “Four Things,” relate to this history lesson?”
- “How does this poem apply to your life?”

Teaching Geography in the Classroom

- The subject of geography reveals “God’s handwriting on the earth” to the young student, and provides a “home” for the many places where he ventures in literature, history, Bible, foreign language, and current events. It is a revelation of God’s handiwork and purposes in His Story.
- It includes mastery of basic knowledge in mathematical, physical, and political geography and map skills.

A decorative background on the left side of the slide, featuring a green chalkboard texture. Two pieces of pink chalk are visible, one standing upright and one lying horizontally. A white chalk arrow points upwards from the bottom left corner.

Teaching Geography in the Classroom

Geography is both a science and a skill to be mastered by elementary school-aged students.

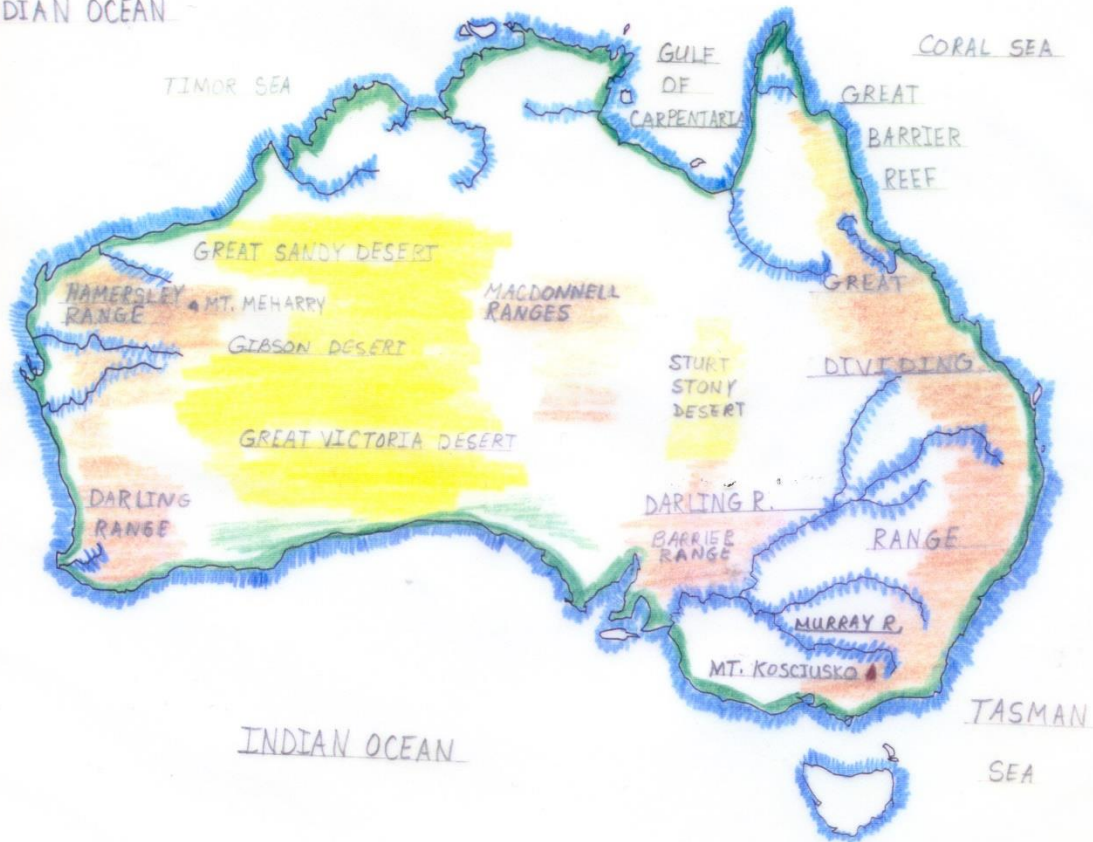
Map studies are routinely assigned in geography, Bible, history, literature, classical and modern languages, and occasionally in science throughout the elementary curriculum.

Teaching Geography in the Classroom

Map studies are an invaluable teaching tool designed to give the students extensive practice in map reading and interpretation, two of the most important of all geography skills.

AUSTRALIA - PHYSICAL

INDIAN OCEAN



INDIAN OCEAN

PACIFIC
OCEAN

POLITICAL MAP OF EUROPE



Tools for the Study of Geography in the Classroom

1. Physical and political map of the world, United States, and your state
2. Historic maps pertaining to your history curriculum
3. Large globe and atlas



A Plan for Teaching Geography in the Principle Approach

Step 1

Review the Geography Grade-level Overview. Select the unit to be developed.

Step 2

Examine the Geography Curriculum Chart for the grade-level to be taught. Highlight details to be taught in this unit (NPH&GG, 128–134).



A Plan for Teaching Geography in the Principle Approach

Step 3

Use the Quarterly Plan Sheet for Teaching Geography to identify the geography Component to be taught weekly (NPH&GG, 143).

Step 4

Refer to sample lessons plans for inspiration and guidance (NPH&GG, 145).

A Plan Teaching for Geography in the Principle Approach

Step 5

Write your lesson plan using the
Geography Lesson Plan format and
the Guide to Writing Lesson Plans
(*NPH&GG*, 143; 110).

Student Map Studies

- Master maps for student map studies should be plain and uncolored, with simple outlines of continents, countries, or states (NPH&GG, 226–240).
- The teacher provides each student with a blank map and a list of geographic sites to locate and label on this map.

Student Map Studies

- For primary grades (K–3), the teacher writes the geographic sites on the chalkboard or transparency.
- At the beginning of each school year, the teacher should teach and demonstrate the map standard using a transparency. A sample physical map and a sample political map should be displayed in the classroom.

Student Map Studies

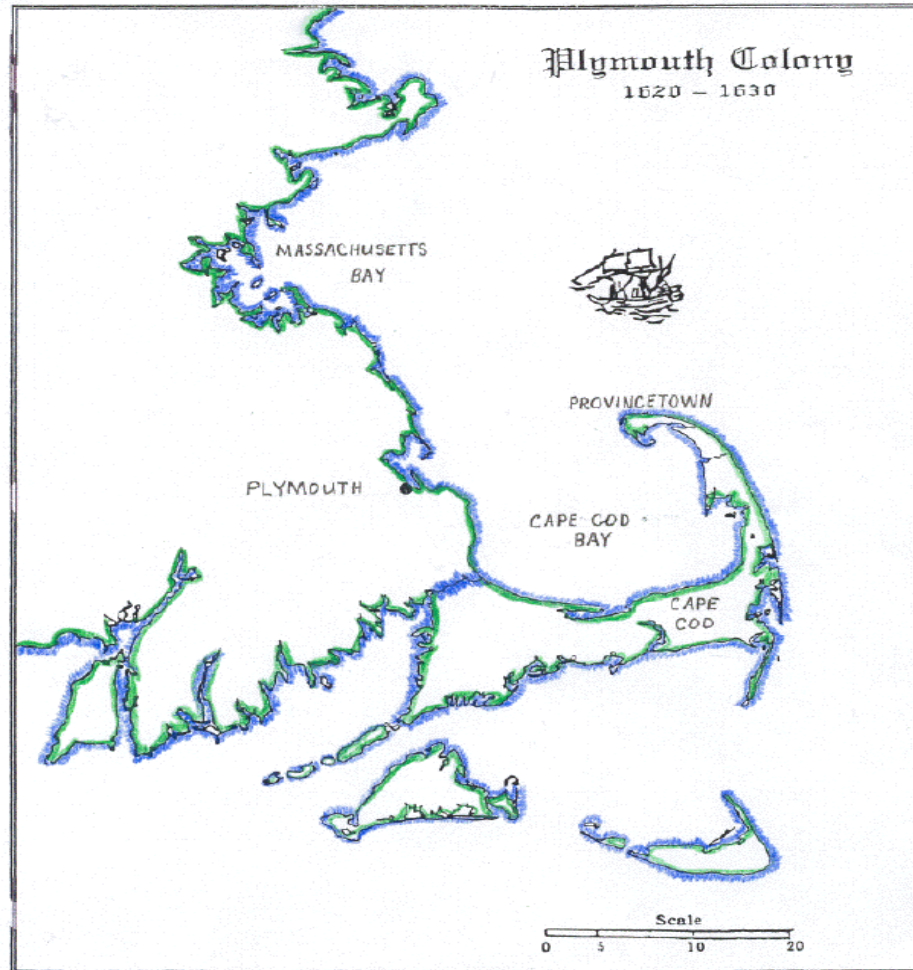
- After labeling is completed, follow the map standard for the type of map assigned (NPH&GG, 148–149).
- Only colored pencils are used for map work.
- “Caterpillar hairs” outline all shore lines. This continuous zigzag motion is kinesthetic in nature, enabling the outline being followed to remain in the child’s memory more easily.

Student Map Studies

- Have a map exhibition with continually changing displays of the maps as they are completed in every area of the curriculum. Give “Cartographer” Awards for excellent maps.

A Sample Student's Map

(Grade 3, Age 9)



Summary

The teaching of His Story separate from geography is unthinkable. The drama of history takes place and unfolds on the stage of geography. One subject cannot take place without the other and have its fullest value. Props disconnected from the drama are useless. The masterful Principle Approach teacher always remembers the relationship between history and geography and conveys it to the students through his teaching method.