

SCHOOL LAUNCH · EXPLORE TRACKS

EXPLORE TRAVEL AND FARAWAY PLACES

Track 8 of the Explore Tracks: four trails for children who love maps and journeys: reading the world, planning a trip, great journeys of history, and an armchair tour of faraway places.

First edition

*If I take the wings of the morning, and dwell in the uttermost parts of the sea;
even there shall thy hand lead me, and thy right hand shall hold me.
Psalm 139:9-10 (KJV)*

COURSE GUIDE

Explore Tracks are for children who want more of what they love. Each track is a set of short stops. At every stop the child hears a true story, studies a great picture, does something with his or her hands, plays a game and adds a page to a Travel Journal.

The Travel track has four trails of eight stops. Trail A learns to read the world: globes, the compass rose, latitude and longitude, time zones and old maps like the Hereford Mappa Mundi. Trail B plans a trip, from choosing a place and packing one bag to budgets, passports and good manners abroad. Trail C follows great journeys, from Abraham leaving Ur and Paul's missionary journeys to Lewis and Clark, Nellie Bly and Amelia Earhart. Trail D takes an armchair tour of faraway places, from Jerusalem and Rome to Mount Fuji and the Grand Canyon, and ends with a set of postcards written from every stop.

Each stop links to the matching lesson in the School Launch Geography course (Grade 4, Grade 8, or Technology Overcoming Geography), and some also point to History, Arithmetic or Art.

WHO IT IS FOR

Written for children about ages 7-9 who are read to by a parent, or who read short passages on their own. Older siblings working at the Ranger or Expert level can share the same stops. No trip is needed. Nothing earlier is required.

HOW TO USE THIS COURSE

1. **One stop at a time.** A stop takes 15-25 minutes: read the story aloud, look at the picture, do the hands-on part and play the game. Two or three stops a week works well.
2. **Any order.** The four trails are independent, though Trail A's map skills help with the others.
3. **Travel Journal.** Every stop ends with a page for the journal: a map, a sketch, a pressed ticket or a page for a place. Each trail builds something: a map of your town, a packed-suitcase checklist and trip plan, a hand-drawn map of Paul's journeys, or a postcard set. A parent signs each trail certificate.
4. **Badge quizzes.** Each trail has a short, optional oral quiz. They are for fun, not grades.

SCOPE AND SEQUENCE

Trail 1: Travel and Faraway Places 🗺️ **Trail A: Reading the World** (Self-paced)

Trail 2: Travel and Faraway Places 🗺️ **Trail B: Planning a Trip** (Self-paced)

Trail 3: Travel and Faraway Places 🗺️ **Trail C: Great Journeys** (Self-paced)

Trail 4: Travel and Faraway Places 🗺️ **Trail D: Armchair Tour of Faraway Places** (Self-paced)

MATERIALS

- **Travel Journal (a sketchbook or composition book)** One for the whole track.
- **Colored pencils, a ruler, scissors, glue, string and index cards** For maps, postcards and measuring distances.
- **A globe or world map, and a road map of your state (optional)** A free printed map or an atlas from the library works well.
- **A small bag or backpack (optional)** For the one-bag packing challenge.
- **A Bible (KJV)** For the verse at each stop.

GRADING

Explore Tracks are not graded. A stop is done when the child has heard the story, done the hands-on part and made a journal page.

Badges and trail certificates are earned by finishing the stops.

A NOTE TO PARENTS

You do not need to be a traveler. Read the story aloud, look at the picture together and ask, “What do you notice?” Each stop has a short *For families* note with sources and any facts that are uncertain.

Safety: no stop requires a real trip. The planning stops (Trail B) are pretend trips; if you do travel, the safety stop’s rules for staying together and knowing what to do if lost are worth practicing first. Map walks around the neighborhood should be done with an adult.

Bible journeys (Abraham, Paul) are told as true history from the King James Version. Explorers are told plainly and judged by the standards of their own day: Columbus’s courage and his real wrongs are both named, and Sacagawea’s part in the Lewis and Clark journey is told from the expedition’s journals, with uncertain details (such as her birth year) marked as uncertain.

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CONTENTS

Trail 1: Travel and Faraway Places 🗺️ **Trail A: Reading the World**

- 1.1 Globe and Map: Why Maps Stretch
- 1.2 The Compass Rose and the Four Directions
- 1.3 Latitude and Longitude: The Earth's Address Lines
- 1.4 Scale and Distance: How Far Is It?
- 1.5 Time Zones: Morning Travels Around the World
- 1.6 Reading a Road Map and a Subway Map
- 1.7 Old Maps: Ptolemy, the Hereford Mappa Mundi and Mercator
- 1.8 Draw a Map of Your Town

Trail 2: Travel and Faraway Places 🗺️ **Trail B: Planning a Trip**

- 2.1 Where Shall We Go? Choosing a Destination
- 2.2 Getting There: Train, Car, Ship or Plane
- 2.3 A Trip Budget: Travel, Rooms, Food and Extras
- 2.4 An Itinerary, Day by Day
- 2.5 Packing Lists and the One-Bag Challenge
- 2.6 Passports, Customs and Currency
- 2.7 Courtesy Abroad: Greetings, Manners and Being a Good Guest
- 2.8 Safety and Staying Together

Trail 3: Travel and Faraway Places 🗺️ **Trail C: Great Journeys**

- 3.1 Abraham Leaves Ur
- 3.2 Paul's Missionary Journeys
- 3.3 Marco Polo Goes to China
- 3.4 Columbus Sails West (1492)
- 3.5 Lewis and Clark, with Sacagawea (1804-1806)
- 3.6 Isabella Bird in the Rocky Mountains (1873)
- 3.7 Nellie Bly Around the World in 72 Days (1889-1890)
- 3.8 Amelia Earhart Flies the Atlantic (1932)

Trail 4: Travel and Faraway Places 🗺️ **Trail D: Armchair Tour of Faraway Places**

- 4.1 The Holy Land: Jerusalem, Bethlehem and Galilee
- 4.2 Rome and the Colosseum
- 4.3 London and the Tower
- 4.4 Paris and the Eiffel Tower
- 4.5 The Swiss Alps
- 4.6 Egypt and the Pyramids
- 4.7 Japan and Mount Fuji
- 4.8 America's National Parks: Yellowstone and the Grand Canyon

Trails may be done in any order.

TRAVEL AND FARAWAY PLACES TRAIL A: READING THE WORLD

The first trail of the Travel track teaches the traveler's first skill: reading the world on paper. It starts with why a round globe and a flat map look different, then goes on to the compass rose and the four directions, latitude and longitude, scale and distance, time zones, road maps and subway maps, and three famous old maps (Ptolemy, the Hereford Mappa Mundi and Mercator). It ends with the child drawing a map of their own town.

This is the  **Scout** level, for ages 7 to 9. A parent reads the story aloud, or a strong reader reads it alone. Every stop stands by itself. Each stop adds a page to the **travel journal** that the child keeps through the whole Travel track.

Five stops earn the **Map Scout badge, part 1**; eight stops earn part 2 and the **Trail A certificate**.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Tell left from right, and count and measure with a ruler (a grown-up may help).

MASTERY CHECKLIST

- ☐ I can tell why a flat map stretches the round earth.
- ☐ I can name the four cardinal directions and use a compass rose.
- ☐ I can find the equator and the prime meridian, and use a scale bar to measure distance.
- ☐ I can read a map legend and trace a route on a road map or a subway map.
- ☐ I have drawn a map of my town with a title, a compass rose, a legend and a scale.

OPTIONAL BOOKS AND RESOURCES

- **Library of Congress: Geography and Map Division** (<https://www.loc.gov/maps/>): Thousands of free old maps, including the bird's-eye panoramic maps of American towns for Stop A8.
- **Hereford Cathedral: The Mappa Mundi** (<https://www.themappamundi.co.uk>): Pictures and an explorable view of the Hereford map for Stop A7.
- **Royal Museums Greenwich** (<https://www.rmg.co.uk>): The prime meridian, John Harrison and his sea clocks, for Stops A3 and A5.
- **Jack Knowlton, *Maps and Globes* (1985), illustrated by Harriett Barton** (<https://www.worldcat.org>): A clear picture book on maps, globes and their history. Look for it at the library.

1.1 GLOBE AND MAP: WHY MAPS STRETCH

OBJECTIVES

- Tell why a globe is the truest picture of the whole earth.
- Show with an orange peel why a flat map must stretch or tear.
- Compare Greenland and Africa on a globe and on a flat map.

Warm-up. Hold a ball in one hand and a sheet of paper in the other. Try to wrap the paper smoothly around the ball. What happens? Keep that in mind for the story.

Video slot. Video coming. Globes and maps for children: why a flat map stretches the round earth (map projections, the orange-peel demonstration). Search approved channels (National Geographic Kids, Homeschool Pop, Library of Congress); preview first.

KEY TERMS

globe

A ball with a map of the whole earth on it.

map

A flat drawing of a place as seen from above.

continent

One of the seven great pieces of land on the earth, such as Africa or North America.

North Pole

The very top of the earth, the point farthest north.

CORE IDEAS

The earth God made is round, like a great ball. A **globe** is a little copy of that ball, with the land and the seas painted on it. The oldest globe of the earth that still survives was made in Nuremberg, Germany, in 1492, the same year Columbus sailed. Its maker, Martin Behaim, called it his “earth apple.”

A globe is the truest picture of the whole earth, but you cannot fold it into a book or carry it in your pocket. So people make **maps**: flat drawings of places as if seen from high above. And here is the problem. A round thing will not lie flat without stretching or tearing. Peel an orange and try to press the peel flat on the table. It splits apart!

Mapmakers must choose. Some maps keep the shapes of the land looking right but stretch the places near the top and bottom. On many classroom maps, the island of Greenland, near the **North Pole**, looks about as big as the whole **continent** of Africa. On a globe you can see the truth: Africa is about fourteen times bigger!

So a wise traveler uses both. A map is handy for finding your way. A globe shows how big places really are and how the whole world fits together.

PICTURE STUDY



The Ambassadors, Hans Holbein the Younger, 1533 · Oil on oak panel · The National Gallery, London
Wikimedia Commons · Public domain

Hans Holbein was a German painter who worked in London for King Henry VIII. Here he painted two French visitors with their favorite things: books, music and tools for studying the earth and the sky. On the lower shelf is a globe of the earth. Look at the odd gray shape on the floor. It is a picture of a skull, painted stretched out on purpose! If you look at it from far off to the side, it looks right. Holbein knew all about stretching a picture.

Look closely

- Find the globe of the earth on the lower shelf. Can you see lines and lands on it?
- Find the second globe on the top shelf. It shows the stars, not the land.
- Find the long stretched shape on the floor. Tilt the picture and look from the side.

Talk about it

1. Why do you think the two men wanted globes in their picture?
2. How is the stretched shape on the floor like a flat map of the round world?

HANDS-ON: THE ORANGE-PEEL MAP

Find out for yourself why a flat map has to stretch.

You will need

- An orange
- A washable marker
- A paper plate
- A globe or a picture of one

Steps

1. Look at a globe. With the marker, draw one simple “continent” near the top of the orange and one near the middle.
2. Draw a line around the middle of the orange like a belt.
3. Ask a grown-up to help you peel the orange in as few big pieces as you can.
4. Lay the peel flat on the plate and press gently. Where does it crack and leave gaps?
5. Look at your continents. Which one changed shape more, the one near the top or the one near the middle?
6. Share the orange with your family!

Check your work

- I saw that the round peel cracked when I pressed it flat.
- I can tell which part of the peel stretched or split the most.
- I can say why a map and a globe look different.

TRAVEL JOURNAL

1. **Travel journal page 1: Globe and map.** Draw a circle for a globe and a rectangle for a flat map side by side. Write: “A globe is round like the earth. A map is flat, so it stretches.”
2. Draw Greenland and Africa the size they truly are. Make Africa much, much bigger.

Did you know? Martin Behaim’s globe of 1492 is still kept in a museum in Nuremberg. It has no North or South America on it, because Europeans did not yet know those lands were there! Today the biggest globes in the world are taller than a house.

Goes deeper in. Geography, Grade 4, “Maps and Globes” (coming soon).

For families. Sources: Germanisches Nationalmuseum, Nuremberg (Behaim’s *Erdapfel*, 1492, generally called the oldest surviving terrestrial globe); the National Gallery, London (*The Ambassadors*, NG1314). Africa (about 30.4 million km²) is roughly fourteen times the size of Greenland (about 2.2 million km²); the familiar distortion comes from the Mercator projection, met again in Stop A7. The painting’s anamorphic skull is a reminder of death, common in art of the time; it can be passed over lightly with young children.

PRACTICE

1. **EASY** What is a globe?
2. **MEDIUM** Why does a flat map have to stretch?

3. **MEDIUM** Which is really bigger, Greenland or Africa?

Make it a game • Spin and Point. Spin a globe (or a ball with continents drawn on it). A child stops it with one finger without looking. Everyone says whether the finger is on land or water. Then name the continent or ocean together. Keep score: who finds more land and who finds more water? (Most fingers land on water, because water covers most of the earth.)

Scripture. “It is he that sitteth upon the circle of the earth, and the inhabitants thereof are as grasshoppers; that stretcheth out the heavens as a curtain, and spreadeth them out as a tent to dwell in:” (Isaiah 40:22, KJV)

God sees the whole round earth at once, better than any globe. We need maps and globes to see a little of what He sees all the time.

Practice: answers

1. A ball with a map of the whole earth on it.
2. Because the earth is round, and a round thing cannot lie flat without stretching or tearing, like an orange peel.
3. Africa, by about fourteen times.

1.2 THE COMPASS ROSE AND THE FOUR DIRECTIONS

OBJECTIVES

- Name the four cardinal directions in order: north, east, south, west.
- Find the compass rose on a map and use it.
- Tell how a magnetic compass helps a traveler.

Warm-up. Early in the morning, stand outside and point to where the sun is coming up. That way is east. Now spread your arms: if your right hand points east, which way are you facing?

Video slot. Video coming. Cardinal directions and the compass rose for children; how a magnetic compass works. Search approved channels (National Geographic Kids, Homeschool Pop, Scouting America); preview first.

KEY TERMS

cardinal directions

The four main directions: north, east, south and west.

compass rose

The star-shaped drawing on a map that shows which way is north, east, south and west.

compass

A tool with a magnetic needle that always swings to point north.

magnet

A piece of iron or other metal that pulls on iron and lines up with the earth's north and south.

CORE IDEAS

Every traveler needs to know which way to go. The four main ways are called the **cardinal directions**: north, east, south and west. To remember their order around a circle, say “**N**ever **E**at **S**oggy **W**affles.” In between are four more: northeast, southeast, southwest and northwest.

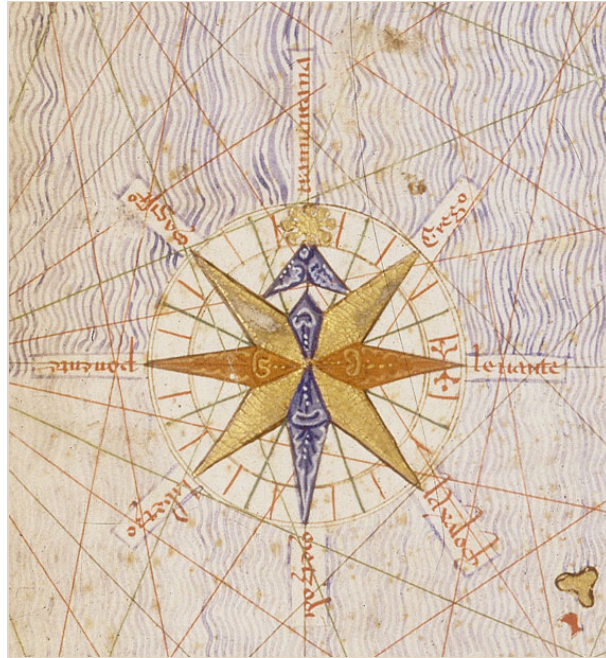
Long ago, sailors on the open sea had no roads to follow. By day they watched the sun, which rises in the east and sets in the west. By night they watched the North Star. But on cloudy days they could get lost. Then, about eight hundred years ago, sailors in China and in Europe learned a wonderful secret: a needle rubbed with a **magnet** and allowed to float or spin will always swing to point north. That was the first **compass**.

Mapmakers began to draw a star of directions on their maps so sailors could match the map to their compass. Because the points spread out like the petals of a flower, it is called a

compass rose. Often the north point is the fanciest, with a star or a fleur-de-lis (a lily shape) on top.

On most maps today, north is at the top. So when you read a map, up is north, down is south, right is east and left is west. Always check the compass rose to be sure!

PICTURE STUDY



The Catalan Atlas, Attributed to Abraham Cresques and his workshop, 1375 · Ink, paint and gold on vellum (calfskin) · Bibliothèque nationale de France, Paris
Wikimedia Commons · Public domain

This atlas was made on the island of Majorca, in the Mediterranean Sea, for a king of France. Abraham Cresques was a famous mapmaker there. It is often called the first map ever to have a compass rose painted on it. See all the straight lines spreading out like spider webs? Sailors used them with a compass to steer from one harbor to another.

Look closely

- Find the round compass rose. How many points can you count?
- Find the straight lines that run out across the sea.
- Find a ship, a city or a person painted on the map.

Talk about it

1. Why would a sailor need a compass rose on his map?
2. Why do you think the maker used gold and bright colors?

Safety first. A grown-up should handle the sewing needle in the project. Keep magnets away from babies and small children, who might swallow them, and away from phones

and computers.

HANDS-ON: MAKE A FLOATING COMPASS

Make a real compass from a needle, a magnet and a bowl of water, then label your room with the four directions.

You will need

- A sewing needle (a grown-up handles it)
- A strong refrigerator magnet
- A small piece of cork or a leaf
- A bowl of water
- Four sticky notes and a pencil

Steps

1. A grown-up strokes the needle along the magnet about 30 times, always in the same direction, not back and forth.
2. Lay the needle carefully on the cork or leaf and float it in the middle of the bowl.
3. Wait until it stops turning. One end points north and the other south. Check it against the sunrise or a phone compass.
4. Write N, E, S and W on the sticky notes. Stick each one on the wall of your room that faces that way.
5. Stand in the middle and practice: “Turn east! Turn south! Turn northwest!”

Check your work

- My needle swung and pointed north-south.
- I put N, E, S and W on the right walls.
- I can say the four directions in order around the circle.

TRAVEL JOURNAL

1. **Travel journal page 2: My compass rose.** Draw a big compass rose with eight points. Label N, E, S, W and the four in between. Decorate the north point.
2. Write: “Never Eat Soggy Waffles.”

Did you know? A compass needle does not point exactly to the North Pole. It points to the *magnetic* north pole, which is near it in the far north of Canada and the Arctic Ocean, and it slowly moves a little each year. Map readers learn to allow for the difference.

Goes deeper in. Geography, Grade 4, “Maps and Globes,” and Earth Science, “Magnetism and the Earth” (coming soon).

For families. Sources: Bibliothèque nationale de France (Catalan Atlas, Esp. 30, 1375); Britannica on the magnetic compass. The magnetic compass appears in Chinese writings by the late 1000s and in European writings by about 1190; the stop says “about eight hundred years ago” to keep it simple. The Catalan Atlas is widely described as the earliest map with a drawn compass rose; this is the usual claim, though earlier wind roses existed in other forms. The atlas’s attribution to Abraham Cresques is standard but not signed.

PRACTICE

1. **EASY** Name the four cardinal directions.
2. **EASY** On most maps, which direction is at the top?
3. **MEDIUM** You face north. Which way is your right hand pointing?

Make it a game • Captain Says. Put the N, E, S and W notes on the walls. The “captain” calls out “Captain says, sail east!” and everyone turns and takes three steps that way. If the captain calls a direction without saying “Captain says,” anyone who moves walks the plank (sits down for one round). Add northeast and southwest for older children.

Scripture. “As far as the east is from the west, so far hath he removed our transgressions from us.” (Psalm 103:12, KJV)

You can walk north until you reach the North Pole, and then you must turn south. But east and west never meet, no matter how far you go. That is how far God takes away the sins of those who trust Him.

Practice: answers

1. North, east, south and west.
2. North.
3. East.

1.3 LATITUDE AND LONGITUDE: THE EARTH'S ADDRESS LINES

OBJECTIVES

- Find the equator and the prime meridian on a globe.
- Tell latitude lines (across, like ladder rungs) from longitude lines (long, pole to pole).
- Find a place on a grid using two numbers.

Warm-up. Draw a tic-tac-toe grid. Put an X in one box and tell a friend where it is without pointing. Was it hard? Two numbers can make it easy.

Video slot. Video coming. Latitude and longitude for children: the equator, the prime meridian at Greenwich, and finding places with coordinates. Search approved channels (National Geographic Kids, Royal Museums Greenwich, Homeschool Pop); preview first.

KEY TERMS

equator

An imaginary line around the middle of the earth, halfway between the North and South Poles.

latitude

Lines that run east and west around the globe, telling how far north or south a place is.

longitude

Lines that run from the North Pole to the South Pole, telling how far east or west a place is.

prime meridian

The longitude line marked 0, which runs through Greenwich, near London, England.

CORE IDEAS

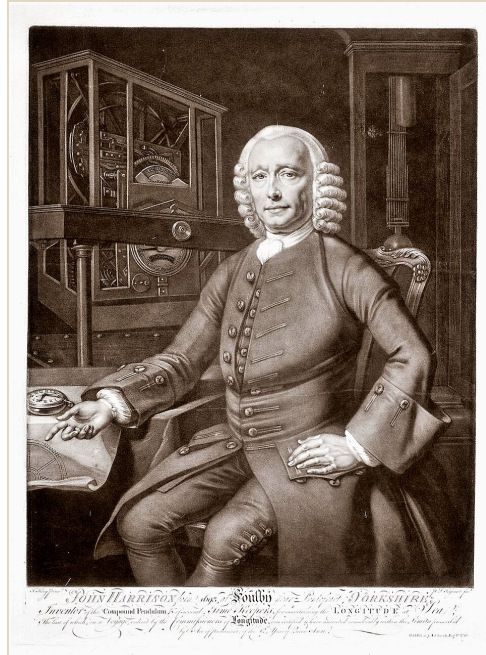
Your house has an address so letters can find it. The whole earth has address lines too. Mapmakers draw a net of lines on globes and maps. They are not really on the ground; they are helpers we imagine.

The lines that go across, east and west, are called **latitude**. Think “ladder-tude,” because they stack like the rungs of a ladder. The middle rung is the **equator**, at 0 degrees. The North Pole is at 90 degrees north. Sailors could find their latitude at night: the higher the North Star stood in the sky, the farther north they were.

The lines that run long from pole to pole are called **longitude**. Their starting line, 0 degrees, is the **prime meridian**. It runs through Greenwich, near London. Finding longitude at sea was very hard. A sailor had to know exactly what time it was back at home, and the swinging clocks of the day could not keep good time on a rolling ship.

An English carpenter and clockmaker named John Harrison spent most of his life working on that problem. In 1759 he finished a large pocket watch that kept time so well that sailors could at last find their longitude. With latitude and longitude together, any spot on earth has its own two-number address.

PICTURE STUDY



Portrait of John Harrison, Thomas King, About 1767 · Oil on canvas · Science Museum, London
Wikimedia Commons · CC BY-SA 4.0

John Harrison taught himself to build clocks, first out of wood. He worked for over thirty years on clocks for ships. In this portrait he is an old man, sitting with one of his inventions and drawings of clockwork. His famous sea watch helped sailors know where they were on the wide ocean.

Look closely

- Find the clock parts near John Harrison.
- Look at his face and hands. What kind of man does he seem to be?
- Find the drawings behind him.

Talk about it

1. Why would a clock help a sailor find where he was?
2. Harrison worked on one problem for most of his life. What does that teach us?

HANDS-ON: TREASURE GRID

Make a treasure map with address lines and use two numbers to find the treasure.

You will need

- Graph paper or a sheet with a grid drawn on it (about 6 by 6 boxes)
- A pencil and crayons
- A small coin or button for “treasure”

Steps

1. Number the lines across the bottom 0 to 6. Number the lines up the side 0 to 6.
2. Draw an island in the middle with trees, a hill and a beach. Color the sea blue.
3. Pick a crossing point for the treasure. Write its address secretly, like “4 across, 2 up.”
4. Give a family member the address. Can they put the coin on the right spot?
5. Trade turns. Then find the equator and the prime meridian on a real globe.

Check your work

- My grid has numbers across and up.
- I used two numbers to name a spot.
- I found the equator and the prime meridian on a globe.

TRAVEL JOURNAL

1. **Travel journal page 3: The earth’s lines.** Draw a circle. Add three lines across (latitude) and three curved lines from top to bottom (longitude). Color the equator red and the prime meridian blue.
2. Write: “Latitude is like a ladder. Longitude is long.”

Did you know? In 1714 the British government offered a prize of up to £20,000 (a huge fortune then) for a way to find longitude at sea. John Harrison’s sea watch, now called H4, is about 5 inches across. You can still see it at the Royal Observatory in Greenwich.

Goes deeper in. Geography, Grade 4, “Maps and Globes,” and History, “The Age of Exploration” (coming soon).

For families. Sources: Royal Museums Greenwich (Longitude Act 1714; Harrison’s H4, completed 1759 and tested on voyages in 1761–1762 and 1764); Dava Sobel, *Longitude* (1995), a good adult read-aloud for older children. Greenwich was chosen as the prime meridian at the International Meridian Conference in 1884. The Thomas King portrait is usually dated about 1767; the stop gives the date as “about.” The Polaris method (its height above the horizon roughly equals your latitude) works only north of the equator.

PRACTICE

1. **EASY** What is the name of the line around the middle of the earth?
2. **MEDIUM** Which lines run from the North Pole to the South Pole: latitude or longitude?
3. **MEDIUM** What did John Harrison make to help sailors find their longitude?

Make it a game • Human Grid. Lay out a grid on the floor with tape or chalk, 4 lines by 4 lines, and number them. A caller says two numbers, “3 across, 1 up!” Players hop to that crossing. Use a hula hoop or a pillow as the “equator” across the middle line.

Scripture. “He telleth the number of the stars; he calleth them all by their names.”
(Psalm 147:4, KJV)

Sailors found their way by the North Star, which God set in its place. He knows every star by name, and He knows exactly where each of us is.

Practice: answers

1. The equator.
2. Longitude.
3. A very accurate clock (a sea watch) that kept good time on a ship.

1.4 SCALE AND DISTANCE: HOW FAR IS IT?

OBJECTIVES

- Tell what a map scale means.
- Use a scale bar and a strip of paper to find how far apart two places are.
- Draw a room to scale on squared paper.

Warm-up. Look at a toy car next to a real car. The toy is the same shape, only much smaller. A map is like that: a small copy of a big place.

Video slot. Video coming. Map scale for children: what a scale bar means and how to measure distance on a map. Search approved channels (National Geographic Kids, Homeschool Pop, Ordnance Survey); preview first.

KEY TERMS

scale

How much smaller a map is than the real place.

scale bar

A little ruler printed on a map that shows how far a real mile or kilometer is on that map.

distance

How far it is from one place to another.

mile

A distance of 5,280 feet; walking a mile takes most people about 20 minutes.

CORE IDEAS

A map has to be small enough to fit on paper, so everything on it is shrunk down the same amount. How much smaller the map is than the real land is called its **scale**. On a map of your town, one inch might stand for half a mile. On a map of the whole country, one inch might stand for hundreds of miles!

How can you tell? Look in a corner of the map for the **scale bar**. It looks like a tiny ruler with marks such as 0, 1, 2 and 3 miles. It tells you how far a real mile is on that map.

To find a **distance**, lay the edge of a strip of paper between two places and make two pencil marks. Then hold the strip against the scale bar. If the marks are as far apart as “2 miles” on the bar, then the two places are about 2 miles apart. If the road is curvy, bend a piece of string along it instead.

Mapmakers long ago used a tool called **dividers**, two pointed legs joined at the top, to measure distances on maps. Sailors and explorers still use them today. Measuring carefully helps a traveler know how long the trip will take and how much food and water to bring.

PICTURE STUDY



The Geographer, Johannes Vermeer, About 1669 · Oil on canvas · Städel Museum, Frankfurt, Germany
Wikimedia Commons · Public domain

Johannes Vermeer was a Dutch painter who loved to paint quiet rooms filled with window light. In his day, Holland was full of sailors, traders and mapmakers. This geographer has stopped his work for a moment to think. In his right hand he holds dividers for measuring distances on his map.

Look closely

- Find the dividers in the man's hand. What do they look like?
- Find the globe on top of the cabinet.
- Find where the light comes from. What does it shine on?

Talk about it

1. What do you think the geographer is thinking about?
2. Why would a mapmaker need to measure so carefully?

HANDS-ON: MY ROOM TO SCALE

Draw a map of your bedroom where one square on the paper stands for one foot in the room.

You will need

- Graph paper with large squares (or draw 1-inch squares)
- A tape measure or a ruler
- A pencil and colored pencils

Steps

1. With a grown-up, measure how many feet long and how many feet wide your room is. Round to the nearest foot.
2. Write the scale at the bottom of your paper: "1 square = 1 foot."
3. Count squares and draw the walls the right size.
4. Measure your bed. Draw it in the right place, the right number of squares long and wide.
5. Add the door, a window and one more thing, like a dresser or a rug.
6. Draw a scale bar: a line 3 squares long marked "3 feet."

Check your work

- My map has a scale written on it.
- My walls and bed are the right number of squares.
- I drew a scale bar.

TRAVEL JOURNAL

1. **Travel journal page 4: Scale.** Draw a small scale bar marked 0, 1, 2 and 3 miles. Write: "A map is a small copy of a big place."
2. Using a map of your state, measure how far it is from your town to another town. Write the distance.

Did you know? Some maps write their scale as a number like 1:24,000. That means one inch on the map is 24,000 inches on the ground, which is 2,000 feet. Hikers in America use maps with that scale.

Goes deeper in. Geography, Grade 4, "Maps and Globes," and Arithmetic, "Measuring Length" (coming soon).

For families. Sources: Städel Museum, Frankfurt (*The Geographer*), usually dated 1669 from a date on the painting; the U.S. Geological Survey on map scales (its 7.5-minute topographic maps use 1:24,000). Walking speed varies; "about 20 minutes a mile" is a typical figure for an adult. For a younger child, the project can be done with paces instead of feet.

PRACTICE

1. **EASY** What does a scale bar on a map show?
2. **MEDIUM** On a map, 1 inch stands for 1 mile. Two towns are 3 inches apart. How far apart are they really?
3. **MEDIUM** How can you measure a curvy road on a map?

Make it a game • Giant Steps. Choose a scale: “One giant step = one mile.” A caller names a trip, like “Grandma’s house is 5 miles away!” Players take that many giant steps across the yard. The first to reach the far fence calls the next trip. Change the scale to “one tiny step = one mile” and see how the same trip looks shorter.

Scripture. “Who hath measured the waters in the hollow of his hand, and meted out heaven with the span, and comprehended the dust of the earth in a measure, and weighed the mountains in scales, and the hills in a balance?” (Isaiah 40:12, KJV)

We use rulers and scale bars to measure a little of the earth. God measured all the seas and all the heavens Himself. He is far greater than anything we can measure.

Practice: answers

1. How far a real mile (or kilometer) is on that map.
2. 3 miles.
3. Lay a piece of string along the road, then straighten it against the scale bar.

1.5 TIME ZONES: MORNING TRAVELS AROUND THE WORLD

OBJECTIVES

- Show with a lamp and a ball why it is day on one side of the earth and night on the other.
- Tell why the world is divided into time zones.
- Tell how the railroads gave America standard time in 1883.

Warm-up. If you could telephone a child on the other side of the world right now, would they be eating breakfast, playing outside, or sound asleep? Guess, and then find out in the story.

Video slot. Video coming. Time zones for children: why the earth's turning makes day and night, and how the railroads brought standard time. Search approved channels (National Geographic Kids, Homeschool Pop, Smithsonian); preview first.

KEY TERMS

time zone

A wide strip of the earth where everyone sets their clocks to the same time.

noon

Twelve o'clock in the middle of the day, about when the sun is highest in the sky.

standard time

The official clock time everyone in a time zone agrees to use.

rotate

To spin around, as the earth spins once each day.

CORE IDEAS

The earth **rotates**, spinning like a top, once every day. Only half of the earth faces the sun at a time. On that side it is day. On the other side it is night. As the earth turns, morning moves around the world from east to west, like a wave of light.

Long ago, every town set its clocks by its own sun. When the sun stood highest over the town, the church bell rang **noon**. But a town a little to the west would see the sun highest a few minutes later. So a town a few miles away might keep a different time!

That was fine when people traveled by horse. Then came the railroads, rushing from town to town. Railroad timetables became a muddle of dozens of different "noons." So on November 18, 1883, the American railroads agreed on **standard time**, with four big **time zones** across the country. Clocks in each zone were set the same. People called it "the day of two noons," because some towns heard noon ring twice as they changed their clocks.

Today the whole world is divided into time zones, about twenty-four of them, one for each hour of the day. When you fly east, you set your watch ahead. When you fly west, you set it back. When it is lunchtime in New York, it is already suppertime in Rome!

PICTURE STUDY



The Railway Station, William Powell Frith, 1862 · Oil on canvas · Royal Holloway, University of London, Egham, England
Wikimedia Commons · Public domain

William Powell Frith was an English painter who loved busy crowds. This is Paddington Station in London. Dozens of people are hurrying to catch their train: families saying goodbye, porters carrying trunks, a bride and groom, and even two policemen making an arrest. Trains ran on timetables, so every traveler needed to know exactly what time it was.

Look closely

- Find a family saying goodbye to a child.
- Find the steam train. Which way is it pointed?
- Find someone who seems to be in a hurry.

Talk about it

1. Why did train travelers need clocks to agree?
2. What would happen if the train left by one clock and you came by another?

HANDS-ON: LAMP AND BALL DAY-AND-NIGHT

Make morning move around a ball, then make a clock card for a faraway place.

You will need

- A lamp with the shade off, or a flashlight, in a dim room
- A ball or a globe
- A small sticker
- Two paper plates, two brass fasteners and paper strips for clock hands

Steps

1. Put the sticker on the ball where you live.
2. Shine the lamp on the ball. Slowly turn the ball from west to east (counterclockwise, as seen from above the North Pole).
3. Watch your sticker come out of the dark into the light. That is sunrise! Keep turning to see noon, sunset and night.
4. Make two paper-plate clocks. Label one with your town and one with a faraway city, such as London or Tokyo.
5. With a grown-up, look up the time in that city. Set both clocks. Is the faraway city ahead of you or behind?

Check your work

- I showed day and night with a lamp and a ball.
- I turned the ball the right way, west to east.
- I set two clocks for two time zones.

TRAVEL JOURNAL

1. **Travel journal page 5: Time zones.** Draw the earth with the sun on one side. Color the sunny half yellow and the night half dark blue. Draw yourself on the earth.
2. Write: "When it is noon here, it is ___ in ___."

Did you know? Some countries are so wide that they have many time zones; Russia has eleven! China, though very wide, uses only one. Out in the Pacific Ocean there is a line called the International Date Line. Cross it going west and you skip ahead to tomorrow.

Goes deeper in. Geography, "Technology Overcoming Geography," and Earth Science, "The Earth's Motions" (coming soon).

For families. Sources: Smithsonian National Museum of American History; Library of Congress ("Uniform Time"). North American railroads adopted standard time on November 18, 1883, with four zones in the United States (Eastern, Central, Mountain, Pacific); Congress made time zones law in the Standard Time Act of 1918. The world has more than 24 local time offsets, because some places use half-hour or 45-minute offsets; the stop says "about twenty-four." Frith's painting (Royal Holloway) includes a small scene of an arrest; it may be passed over with young children.

PRACTICE

1. **EASY** Why is it night on one side of the earth while it is day on the other?
2. **MEDIUM** Who brought standard time to America in 1883?
3. **MEDIUM** You fly east to a new time zone. Do you set your watch ahead or back?

Make it a game • Sunrise Relay. Players stand in a circle, the “earth.” One child holds a flashlight still as the “sun.” The circle walks slowly around. Whoever is in the light shouts “Good morning!” while the players in the dark pretend to snore. Change the sun every round.

Scripture. “If I take the wings of the morning, and dwell in the uttermost parts of the sea; Even there shall thy hand lead me, and thy right hand shall hold me.” (Psalm 139:9–10, KJV)

Morning races around the whole world every day, as if on wings. Even if we could fly that fast and that far, God would still be with us, leading us and holding us.

Practice: answers

1. Because only half of the earth faces the sun at a time as it turns.
2. The railroads.
3. Ahead.

1.6 READING A ROAD MAP AND A SUBWAY MAP

OBJECTIVES

- Use a map legend to read symbols.
- Trace a route from one town to another on a road map.
- Read a subway map: colored lines, stops and changing trains.

Warm-up. Think of a trip your family takes often, to church, a store or a grandparent's house. Can you tell the turns in order? That list of turns is a route.

Video slot. Video coming. How to read a road map and a subway map for children: legend, symbols, routes and transfers. Search approved channels (National Geographic Kids, London Transport Museum, Homeschool Pop); preview first.

KEY TERMS

legend

The box on a map that tells what each symbol and color means. It is also called the key.

symbol

A small picture or mark that stands for something real, like a star for a capital city.

route

The way you choose to go from one place to another.

subway

A railway that runs underground beneath a city.

CORE IDEAS

A road map is full of little pictures called **symbols**. A star might mean a state capital. A tiny tent might mean a campground. A thick red line might be a big highway and a thin gray line a country road. To learn what they mean, look at the **legend**, the map's key.

American highways have numbers. Big interstate highways that run north and south have odd numbers, like I-95. Those that run east and west have even numbers, like I-80. To plan a **route**, put one finger on where you start and another on where you want to go. Then trace the roads between them and write down each road number and turn.

A **subway** map is different. A city's underground trains are drawn as bright colored lines, and each dot is a stop. The lines are made straight and neat, so the map does not show the real twists of the tunnels or the true distances. It only shows the order of the stops and where the lines meet. Where two lines cross, you can get off and change trains.

The famous London Underground map was drawn this way in 1933 by Harry Beck, who drew electrical plans for his job. People said it was too simple, but riders loved it. Now cities all

over the world draw their subway maps the same way.

PICTURE STUDY



Britannia: A Road Map Page (The Road from London), John Ogilby, 1675 · Engraving on paper, colored by hand in some copies · Copies in many libraries, including the British Library, London
Wikimedia Commons · Public domain

John Ogilby made the first book of road maps of England and Wales. His workers walked the roads pushing a big measuring wheel that counted the miles. Each road is drawn as a long strip, like a scroll you unroll as you travel. Little compass roses on each strip show which way is north.

Look closely

- Find the long strips. Each one is a piece of the same road.
- Find a tiny picture of a bridge, a hill or a church.
- Find a little compass rose. Does north always point up?

Talk about it

1. Why would a traveler on horseback like a map shaped like a scroll?
2. How is Ogilby's map like a subway map?

Safety first. On a real trip, stay with your grown-up the whole time, hold hands on crowded platforms and stand back from the edge. Agree ahead of time what to do if you get separated: stay where you are, or tell a worker in uniform.

HANDS-ON: MY HOUSE SUBWAY MAP

Trace a real route on a road map, then design a subway map for your own house.

You will need

- A state road map (free at many rest areas and visitor centers) or a printed one
- A large sheet of paper
- Colored markers and round stickers or coins to trace

Steps

1. On the road map, find your town and a town you would like to visit. Look at the legend and find two symbols on the map.
2. Trace the route with your finger. Write the road numbers in order.
3. Now make a subway map of your home. Each room is a “station.” Draw a dot for each one.
4. Join the dots with straight colored lines. Maybe the Red Line runs from the kitchen to the bedrooms, and the Blue Line from the front door to the back yard.
5. Mark a big “change here” circle where two lines meet. Make a legend that tells what each color means.
6. Give a family member a ride: “Take the Red Line to the kitchen, then change to the Blue Line!”

Check your work

- I traced a route and wrote the road numbers.
- My subway map has colored lines, station dots and a legend.
- I showed where to change lines.

TRAVEL JOURNAL

1. **Travel journal page 6: Map symbols.** Draw five map symbols (for a city, a highway, a park, a bridge and a train station) and write what each means.
2. Glue in a ticket stub, a bus pass or a printed map from a real trip, if you have one.

Did you know? The first subway in the world opened in London in 1863. Its trains were pulled by steam engines through tunnels! Many people still call the London Underground “the Tube.”

Goes deeper in. Geography, “Technology Overcoming Geography,” and Geography, Grade 4, “Maps and Globes” (coming soon).

For families. Sources: London Transport Museum (Harry Beck’s diagram, published 1933; the Metropolitan Railway opened January 1863); British Library (Ogilby’s *Britannia*, 1675, with 100 strip maps measured with a “waywiser” wheel and using the

1,760-yard statute mile). Beck's map is still under copyright, so it is described but not shown; view it on the London Transport Museum's website. The interstate numbering rule (odd north-south, even east-west) comes from the Federal Highway Administration and has a few exceptions.

PRACTICE

1. **EASY** What part of a map tells you what the symbols mean?
2. **MEDIUM** Interstate 80 has an even number. Which way does it run?
3. **MEDIUM** On a subway map, what does it mean where two colored lines meet?

Make it a game • Next Stop!. Lay out pillows or paper plates as “stations” in a line around the room, with one where two lines cross. The “driver” calls “Next stop, Kitchen!” and the train (a line of children holding shoulders) chugs there. At the crossing station the driver shouts “Change here for the Blue Line!” and the train switches tracks.

Scripture. “In all thy ways acknowledge him, and he shall direct thy paths.” (Proverbs 3:6, KJV)

A map helps us choose a road, but God guides our whole life's path. On every trip, and every day, we can ask Him to direct us.

Practice: answers

1. The legend (or key).
2. East and west.
3. You can get off there and change to the other line.

1.7 OLD MAPS: PTOLEMY, THE HEREFORD MAPPA MUNDI AND MERCATOR

OBJECTIVES

- Name three great mapmakers or maps from long ago and put them in order.
- Tell why the Hereford Mappa Mundi puts Jerusalem in the middle and east at the top.
- Tell what the Mercator map was made for.

Warm-up. Look at a map of the world today. Now imagine you had never seen America, Australia or Antarctica. What would your world map look like?

Video slot. Video coming. The Hereford Mappa Mundi explained; Ptolemy’s Geography; Mercator’s 1569 world map, for children. Search approved channels (Hereford Cathedral, British Library, Library of Congress); preview first.

KEY TERMS

mappa mundi

Latin for “map of the world”; the name for the great world maps of the Middle Ages.

vellum

Fine writing material made from calfskin.

orient

The east; to orient a map means to turn it the right way.

navigator

The person who finds the way for a ship.

CORE IDEAS

About 1,900 years ago, in the city of Alexandria, Egypt, lived a Greek scholar named **Ptolemy** (say “TOL-uh-mee”). He wrote a great book called the *Geography*. In it he listed thousands of places, each with numbers for its latitude and longitude, so that anyone could draw a map. For a long time his book was lost to western Europe. When it was found and copied again, about 600 years ago, it helped explorers plan their voyages.

About the year 1300, in England, a mapmaker drew the **Hereford Mappa Mundi** on one huge sheet of **vellum**, taller than a grown man. It is not a map for finding your way. It is a picture of the world as Christians understood it then, full of Bible stories. Jerusalem is in the very middle. East is at the top, because the sun rises there and the Garden of Eden was thought to lie far to the east. That is why turning a map the right way is called “orienting” it, from *orient*, “the east.”

In 1569 a Flemish mapmaker named **Gerardus Mercator** made a new world map for sailors. On his map, a **navigator** could draw a straight line from one port to another and follow that one compass direction the whole way. To do it, Mercator had to stretch the lands near the poles. That is why Greenland looks so big on many maps today!

Each of these maps was made for a reason. Ptolemy wanted to measure the world, the Hereford map wanted to teach about God and His world, and Mercator wanted to help sailors steer.

PICTURE STUDY



The Hereford Mappa Mundi, Unknown English mapmaker (the map names “Richard of Haldingham”), About 1300 · Ink and paint on a single sheet of vellum (calfskin) · Hereford Cathedral, Hereford, England
Wikimedia Commons · Public domain

The Hereford Mappa Mundi is the largest map from the Middle Ages that still survives. It has been kept at Hereford Cathedral for over 700 years. It holds about 1,100 pictures and words: cities, rivers, animals and Bible scenes, such as Noah’s ark and the Tower of Babel. At the very top, above the world, Christ sits as King and Judge.

Look closely

- Find Jerusalem, the circle in the center.
- Find the Red Sea. The mapmaker really colored it red!
- Find Noah’s ark, resting on the mountains.

Talk about it

1. Why do you think the mapmaker put Jerusalem in the middle?
2. Would this map help you find your way to the next town? What was it for?

HANDS-ON: DRAW A T-O MAP

Many maps of the Middle Ages, like the Hereford map, were built on a simple plan called a T-O map: an O for the ocean around the world and a T for the waters that divide it. Draw one yourself.

You will need

- A sheet of paper and a plate to trace a circle
- A pencil, a blue crayon and colored pencils

Steps

1. Trace a big circle. Color a band around the edge blue: that is the ocean, the “O.”
2. Draw a “T” inside the circle. The top bar of the T is a river line across the middle. The upright of the T is the Mediterranean Sea, running down from the center.
3. The top half is Asia. Write “Asia” and “East” there.
4. The bottom left is Europe. The bottom right is Africa. Label them.
5. Put a dot in the center for Jerusalem.
6. Draw a tiny picture in each part, like a camel in Africa or a castle in Europe.

Check your work

- My map has an O of ocean and a T of water.
- East is at the top.
- I labeled Asia, Europe, Africa and Jerusalem.

TRAVEL JOURNAL

1. **Travel journal page 7: Old maps timeline.** Draw a line across the page. Mark “Ptolemy, about AD 150,” “Hereford Mappa Mundi, about 1300,” and “Mercator, 1569.” Draw a little picture over each.
2. Write one sentence: which old map would you most like to see, and why?

Did you know? The Hereford Mappa Mundi is about 5 feet 2 inches tall and 4 feet 4 inches wide. It was made from the skin of one calf. Visitors can still see it in a special library at Hereford Cathedral, next to old books chained to their shelves.

Goes deeper in. History, “The Middle Ages,” and Geography, Grade 8, “The History of Mapmaking” (coming soon).

For families. Sources: Hereford Cathedral, “The Mappa Mundi” (about 1300, 1.59 × 1.34 m, one calfskin, about 1,100 inscriptions); Britannica on Ptolemy (*Geography*, about AD 150) and on Mercator (1569 map “for the use of navigators”). Ptolemy’s *Geography* was translated into Latin about 1406–1410; the stop rounds this to “about 600 years ago.” The Hereford map credits “Richard of Haldingham and Lafford”; scholars debate whether

he drew it or ordered it, so the stop does not name him as the maker. The map's margins include a few small "wonders" figures from old travelers' tales; they are tiny, but a parent may wish to look first. Mercator's map keeps compass directions true (rhumb lines are straight) and enlarges areas toward the poles.

PRACTICE

1. **EASY** What is in the very middle of the Hereford Mappa Mundi?
2. **MEDIUM** Put in order, oldest first: Mercator's map, Ptolemy's Geography, the Hereford Mappa Mundi.
3. **MEDIUM** Who was Mercator's map made to help?

Make it a game · Which Map Am I? A grown-up gives clues one at a time: "I was drawn on calfskin." "East is at my top." "I helped sailors steer." "I listed thousands of places with numbers." Children hold up a card that says Ptolemy, Hereford or Mercator. Score a point for each right card.

Scripture. "Thus saith the Lord GOD; This is Jerusalem: I have set it in the midst of the nations and countries that are round about her." (Ezekiel 5:5, KJV)

Mapmakers of the Middle Ages read this verse and put Jerusalem in the center of their maps. The city where Jesus died and rose again was, for them, the heart of the world.

Practice: answers

1. Jerusalem.
2. Ptolemy's Geography (about AD 150), the Hereford Mappa Mundi (about 1300), Mercator's map (1569).
3. Sailors (navigators), so they could steer by one compass direction.

1.8 DRAW A MAP OF YOUR TOWN

OBJECTIVES

- Draw a place as if seen from above (a bird’s-eye view).
- Put a title, a compass rose, a legend and a scale on a map.
- Mark landmarks in the right places along the streets.

Warm-up. Stand on a chair (carefully!) and look down at a table set for dinner. Draw what you see from above: plates are circles, cups are little rings. That is a bird’s-eye view.

Video slot. Video coming. How to draw a map of your neighborhood for children: bird’s-eye view, landmarks, compass rose, legend and scale. Search approved channels (National Geographic Kids, Library of Congress, Homeschool Pop); preview first.

KEY TERMS

bird’s-eye view

A picture of a place as a bird would see it, looking down from above.

landmark

A building or place that is easy to see and remember, like a church steeple or a water tower.

title

The name at the top of a map that tells what place it shows.

mapmaker

A person who draws maps. A mapmaker is also called a cartographer.

CORE IDEAS

Every map in the world began with someone who looked carefully at a place and drew it. Today you will be the **mapmaker**, and your map will be of the place you know best: your own town or neighborhood.

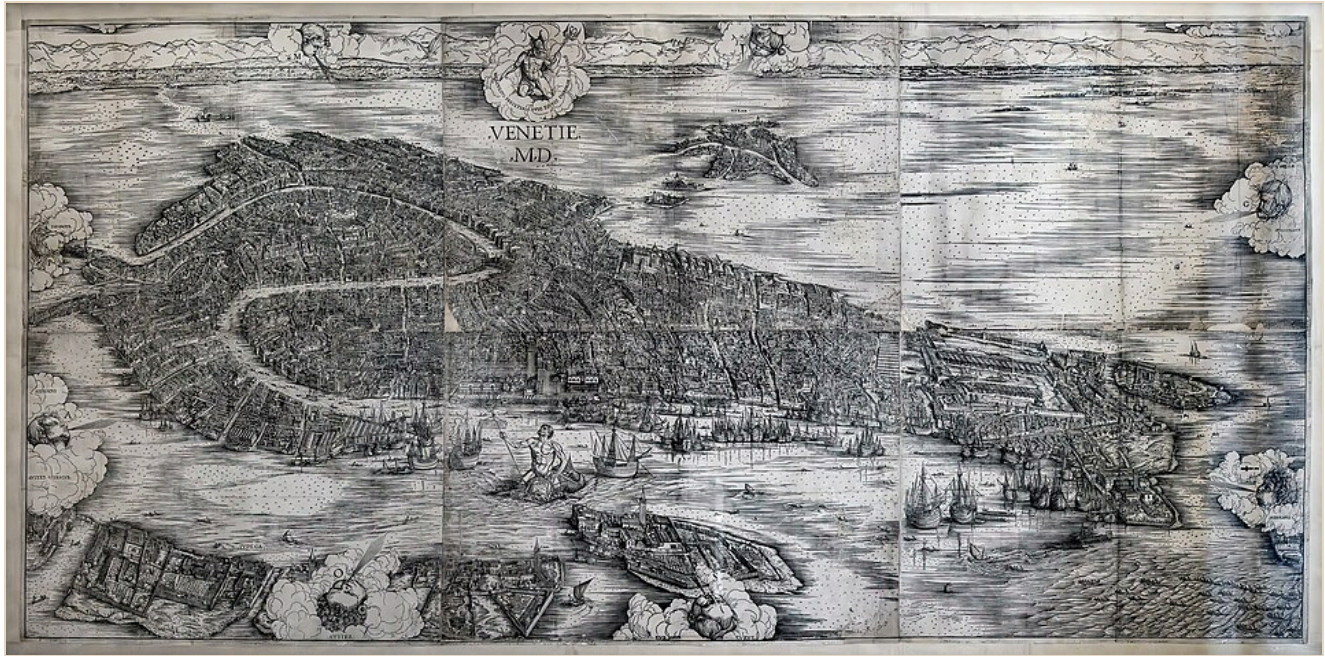
First, go for a walk with a grown-up and notice. Which way does your street run? What are the **landmarks**, the places anyone could find: a church, the library, a park, a big oak tree, a red barn, the post office? Count how many blocks or houses lie between them.

Then draw a **bird’s-eye view**. Imagine you are a bird flying high over your town. Streets look like ribbons. Houses look like little squares. Trees look like round puffs. You do not see the fronts of the buildings, only their roofs.

Last, add the parts every good map needs. Put a **title** at the top, like “My Town.” Add a compass rose so readers know which way is north. Make a legend that tells what your

symbols mean. Add a scale, even a simple one like “1 block = 1 inch.” Now your map can help a visitor find the way!

PICTURE STUDY



View of Venice, Jacopo de' Barbari, 1500 · Woodcut printed from six wooden blocks · Museo Correr, Venice (which keeps the original woodblocks); prints in many museums
Wikimedia Commons · Public domain

Over 500 years ago, Jacopo de' Barbari made this enormous picture of Venice, a city built on islands. No one could fly then! He and his helpers climbed bell towers and drew what they saw, then joined it all into one view, as if from a bird high in the sky. It is about 9 feet wide and shows nearly every church, canal and house.

Look closely

- Find the widest canal curving through the city like a backward S.
- Find a church with a dome or a tall bell tower.
- Find the boats on the water and the faces blowing wind at the edges.

Talk about it

1. How do you think the artist drew a city from above without flying?
2. What would a bird's-eye view of your town show?

Safety first. Take your mapping walk with a grown-up. Stay on the sidewalk, stop at every corner, and look left, right and left again before you cross. Never walk onto private property without asking.

HANDS-ON: MY TOWN MAP

Walk, notice and draw a real map of your neighborhood or town, with every part a good map needs. This is the last page of your Trail A travel journal.

You will need

- A clipboard and paper for notes on the walk
- A large sheet of paper or poster board
- A pencil, an eraser, a ruler and colored pencils or markers
- Your compass from Stop A2, or a phone compass

Steps

1. Walk your street with a grown-up. Use a compass to find which way the street runs. Write down five landmarks and the order you pass them.
2. At home, draw your street in pencil first. Put your house on it.
3. Add the other streets and the landmarks in the right order. Use bird's-eye shapes: squares for buildings, circles for trees.
4. Make up a symbol for each kind of place and draw a legend.
5. Add a title, a compass rose and a simple scale such as "1 block = 1 inch."
6. Color it, then test it: can a family member follow your map from your house to one landmark?

Check your work

- My map has a title, a compass rose, a legend and a scale.
- I drew it from a bird's-eye view.
- Someone else could follow my map to a landmark.

TRAVEL JOURNAL

1. **Travel journal page 8: My town.** Fold your town map into the journal, or draw a smaller copy on this page.
2. Write: "The landmark I like best in my town is ___ because ___."

Did you know? In the 1800s, American artists traveled from town to town drawing bird's-eye views of each one, called panoramic maps. Families bought them to hang on their walls. The Library of Congress has more than a thousand of them online; see if your town has one!

Goes deeper in. Geography, Grade 4, "Maps and Globes," and Art, "Drawing What You See" (coming soon).

For families. Sources: Museo Correr, Venice (de' Barbari's *View of Venice*, 1500, six woodblocks, about 1.35 × 2.8 m when joined); Library of Congress, Geography and Map

Division (“Panoramic Maps” collection, about 1,500 maps). The tower-by-tower drawing method is the usual explanation scholars give; the details of how de’ Barbari worked are not fully known. For a child in the country, the “town” can be the farm, the road to church, or the nearest crossroads.

PRACTICE

1. **EASY** What is a bird’s-eye view?
2. **EASY** Name four parts a good map needs.
3. **MEDIUM** What is a landmark? Name one in your town.

Make it a game • Landmark Hunt. One player secretly picks a landmark on their town map and gives directions from home: “Go north two blocks, turn east, it is on your left.” The others trace the route with a finger. The first to land on the right place gives the next set of directions.

Scripture. “But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judæa, and in Samaria, and unto the uttermost part of the earth.” (Acts 1:8, KJV)

Jesus told His followers to begin at home, in their own city, and then go out to the whole world. Our own town is where we first love our neighbors and tell of Him.

Practice: answers

1. A picture of a place as seen from high above.
2. A title, a compass rose, a legend and a scale.
3. A place that is easy to see and remember. Any real landmark, such as a church, library or water tower.

TRAIL 1 BADGE QUIZ

The badge quiz is optional. Read each question aloud; the child may answer by talking, pointing or drawing. Four right out of five earns the first badge; four right out of five in the second quiz earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. Why does a flat map have to stretch?
2. Name the four cardinal directions.
3. What is the line around the middle of the earth called?
4. What does a scale bar show?
5. Why is it night on one side of the earth while it is day on the other?

Badge quiz 2 (Stops 6-8)

6. What part of a map tells what the symbols mean?
7. On a subway map, what can you do where two colored lines meet?
8. What city is in the middle of the Hereford Mappa Mundi?
9. Who was Mercator's map of 1569 made to help?
10. Name four parts every good map needs.

TRAIL CERTIFICATE: MY TRAVEL JOURNAL: READING THE WORLD, AND THE TRAIL A CERTIFICATE

Gather the eight Trail A pages of your travel journal, with your compass rose, scale room map, time-zone clocks, house subway map, T-O map and town map. Put your name and the dates on the first page.

Show your town map to a family member and guide them from your house to a landmark using the map.

When the pages are done, a parent signs the Trail A certificate.

- **Journal:** A page for each stop, with a drawing and a sentence or label.
- **Directions:** The child can name and point to north, east, south and west and use a compass rose.
- **Map reading:** The child can read a legend and a scale bar and trace a route.
- **Mapmaking:** The town map has a title, a compass rose, a legend and a scale, and drawings are neat and labeled.

Answer key

1. Because the earth is round, and a round thing cannot lie flat without stretching, like an orange peel.
2. North, east, south and west.

3. The equator.
4. How far a real mile (or kilometer) is on the map.
5. Only half of the turning earth faces the sun at a time.
6. The legend (or key).
7. Get off and change trains.
8. Jerusalem.
9. Sailors.
10. A title, a compass rose, a legend and a scale.

TRAVEL AND FARAWAY PLACES TRAIL B: PLANNING A TRIP

The second trail of the Travel track plans a whole trip from start to finish: choosing a destination and the reason for going, deciding between car, train, ship and plane, making a budget for travel, rooms, food and extras, writing a day-by-day itinerary, packing one bag, learning about passports, customs and currency, being a courteous guest abroad, and staying safe and together in busy places.

This is the  **Scout** level, for ages 7 to 9. A parent reads the story aloud, or a strong reader reads it alone. Every stop stands by itself, and the trip may be real or pretend. Each stop adds one page to a **Trip Plan** in the travel journal of the Field Notebook, so by the end the child holds a complete plan with a budget, an itinerary and a packing list.

Five stops earn the **Trip Planner badge, part 1**; eight stops earn part 2 and the **Trail B certificate**.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Add small numbers and count pretend money (a grown-up may help).

MASTERY CHECKLIST

- ☐ I can choose a destination, find it on a map and tell why I want to go.
- ☐ I can name four ways to travel and one good thing about each.
- ☐ I can make a simple budget and a day-by-day itinerary.
- ☐ I can pack for two days in one bag and say what a passport is for.
- ☐ I can greet people politely, be a good guest, and tell what to do if I am lost.

OPTIONAL BOOKS AND RESOURCES

- **National Geographic Kids: Countries**
(<https://kids.nationalgeographic.com/geography/countries>): Free pages with photos and facts about countries around the world; good for choosing a destination (Stop B1) and learning its money and manners (Stops B6–B7).
- **U.S. Department of State: Passports for Children Under 16**
(<https://travel.state.gov/content/travel/en/passports/need-passport/under-16.html>): For parents: the official rules for children's passports, for Stop B6.
- **Aleksandra Mizielińska and Daniel Mizieliński, *Maps* (2013)**
(<https://www.worldcat.org>): A big picture atlas full of landmarks, foods and customs from many countries. Look for it at the library.
- **Miroslav Šašek, *This Is London, This Is Paris* and others (1959 onward)**
(<https://www.worldcat.org>): Classic illustrated city books for children, a gentle armchair guidebook for planning a pretend trip. Look for them at the library.

2.1 WHERE SHALL WE GO? CHOOSING A DESTINATION

OBJECTIVES

- Say what a destination is.
- Give two good reasons for choosing a place to visit.
- Find your chosen destination on a map or globe.

Warm-up. Close your eyes. If you could go anywhere in the whole world, where would you go? Now open your eyes and tell a grown-up one reason why.

Video slot. Video coming. Venice for children: the Grand Canal, gondolas and bridges; how families choose a place to visit. Search approved channels (National Geographic Kids, Homeschool Pop, a city or national tourism office channel); preview first.

KEY TERMS

destination

The place you are traveling to.

journey

A trip from one place to another, often a long one.

landmark

A famous building or natural place that is easy to know, like a tall tower, a bridge or a mountain.

guidebook

A book that tells travelers what to see in a place and how to get around.

CORE IDEAS

Every trip begins with a question: “Where shall we go?” The place you are going is called your **destination**. It might be Grandma’s farm two hours away, a lake in the woods, a big city, or a country across the sea.

Good travelers also ask, “Why?” People travel to visit family, to see a famous **landmark**, to stand where history happened, to rest, or to worship and serve. Knowing your reason helps you choose. If you love animals, a zoo or a national park might be best. If you love stories of kings, a castle might be just right.

Next, travelers find out more. A library book, a map or a **guidebook** tells what there is to see, how far away it is, and what the weather will be like. Some families write three places on slips of paper and talk about each one. What could we see there? How long would it take? Could we afford it?

About three hundred years ago, many young men from England took a long **journey** through Europe to see its great cities and art. One favorite destination was Venice in Italy, a city with water for streets. Many of them carried home a painting of Venice, the way you might bring home a postcard. Choosing well, and asking God to guide your plans, makes the whole trip better.

PICTURE STUDY



The Grand Canal, Venice, Giovanni Antonio Canal, called Canaletto, 1720s–1730s · Oil on canvas · Canaletto painted many views of the Grand Canal; examples hang in the National Gallery, London, and the Royal Collection, Windsor Castle
Wikimedia Commons · CC BY-SA 4.0

Canaletto was born in Venice and painted his home city again and again. Visitors from far away wanted to take home a picture of the place they had traveled so far to see, so he painted the Grand Canal, the city’s main “street” of water, many times.

Look closely

- Find a long, thin boat called a gondola. How is it moved?
- Find a building with a dome or a tall tower.
- What do people in Venice use instead of cars and roads?

Talk about it

1. Would you like to visit Venice? Give one reason why.
2. Why do you think travelers wanted a painting of this place to take home?

HANDS-ON: MY DESTINATION PAGE

Choose a place for your trip plan. It may be a real trip your family is planning or a pretend trip you would love to take.

You will need

- Three small slips of paper
- A map, atlas or globe
- Paper and colored pencils

Steps

1. Write three places you would like to visit, one on each slip.
2. For each place, say one thing you could see there and one reason to go.
3. Find each place on the map or globe. Which is closest? Which is farthest?
4. Choose one. Ask your family what they think.
5. On your page, write the name of your destination in big letters and draw one landmark you hope to see.

Check your work

- I chose a destination and found it on a map.
- I can tell two reasons for going there.
- My page shows a landmark from that place.

TRAVEL JOURNAL

1. **Trip Plan page 1: My destination.** Write: "I want to go to ____ because ____." Draw the landmark you most want to see.
2. Trace or draw a small map with a star on your destination and a dot where you live.

Did you know? Venice is built on more than one hundred small islands in a shallow lagoon. Canals take the place of many streets, and hundreds of bridges join the islands together. People ride water buses, water taxis and gondolas, and deliveries come by boat.

Goes deeper in. Geography, Grade 4, "Maps, Places and Regions," and Geography, Grade 8, "Europe" (coming soon).

For families. Sources: National Gallery, London; Royal Collection Trust. Canaletto (1697–1768) painted many versions of the Grand Canal; the 1720s–1730s date covers the best-known group, many sold to British visitors on the Grand Tour through the merchant Joseph Smith, whose collection later went to King George III. Because there are many versions, the stop names no single painting; pick any public-domain view on Wikimedia Commons. The trip in this trail may be real or pretend; both work.

PRACTICE

1. **EASY** What is a destination?
2. **EASY** Name one good reason people travel.
3. **MEDIUM** Name two places where you could find out about a destination before you go.

Make it a game • Guess My Destination. One player thinks of a place and gives clues one at a time: “It is very cold.” “It has penguins.” The others guess. Whoever guesses right gives the next set of clues. Find each place on the globe after it is guessed.

Scripture. “In all thy ways acknowledge him, and he shall direct thy paths.” (Proverbs 3:6, KJV)

When we plan where to go, we can pray and ask God to guide us. He leads His people on every path, near or far.

Practice: answers

1. The place you are traveling to.
2. Any one: to visit family, to see a landmark, to learn history, to rest, to worship or serve.
3. Any two: a library book, a map, a guidebook, a museum or park website, a person who has been there.

2.2 GETTING THERE: TRAIN, CAR, SHIP OR PLANE

OBJECTIVES

- Name four ways to travel a long way: car, train, ship and plane.
- Tell one good thing about each way.
- Choose the best way to reach a destination and say why.

Warm-up. Think of the last long trip you took. How did you get there? What did you see out the window?

Video slot. Video coming. Kinds of transportation for children: cars, passenger trains, ocean liners and airplanes; how a jet flies. Search approved channels (Smithsonian National Air and Space Museum, National Geographic Kids, Homeschool Pop); preview first.

KEY TERMS

transportation

Ways of carrying people and things from place to place.

route

The way you go to get from one place to another.

station

A building where trains or buses stop to let people on and off.

port

A town or harbor where ships come in to load and unload.

CORE IDEAS

Once you know where you are going, you must decide how to get there. Today there are four main kinds of **transportation** for a long trip: the car, the train, the ship and the plane.

A **car** lets a family go when they like and stop when they like, at a farm stand or a pretty lookout. On a highway a car goes about sixty miles in an hour. A **train** runs on steel rails from **station** to station. You can walk down the aisle, eat a snack and watch the towns and fields roll by.

A **ship** sails from **port** to port across lakes and oceans. Before there were airplanes, crossing the Atlantic Ocean took about a week on a fast steamship. An **airplane** is the fastest of all. A big jet flies about five hundred miles in an hour, so it can cross the whole United States in about five or six hours.

How do travelers choose? They ask: How far is it? How fast must we go? What does it cost? What would we like to see along the **route**? Sometimes the slow way is the best way,

because the journey is part of the fun.

PICTURE STUDY



Rain, Steam and Speed – The Great Western Railway, J. M. W. Turner, 1844 · Oil on canvas · The National Gallery, London

Wikimedia Commons · Public domain

When Turner was an old man, trains were new and amazing. He painted a steam train racing over a bridge across the River Thames in the rain. Some people say he once leaned out of a train window in a storm to see how it felt.

Look closely

- Find the dark front of the train and its chimney.
- Find the little boat on the river below the bridge.
- Look very closely on the track ahead of the train. Can you find a tiny hare running?

Talk about it

1. How does the painter show that the train is fast?
2. Would you rather ride this train or row the little boat? Why?

Safety first. Travel safety: wear your seat belt in cars and planes and keep it on when the sign is lit; stand behind the yellow line on a train platform; on a ship, never climb or lean over the rails. Stay with your grown-up in every station, port and airport.

HANDS-ON: HOW SHALL WE GO? CHART AND TICKET

Compare four ways to reach your destination, choose one, and make your own ticket.

You will need

- Paper, a ruler and colored pencils
- A map showing your home and your destination
- An index card for the ticket

Steps

1. Draw a chart with four boxes: car, train, ship, plane. Draw a small picture in each.
2. In each box write one good thing and one hard thing, like “fast” or “can’t stop to look.”
3. Look at the map. Could you reach your destination by all four? Cross out any that won’t work (a ship can’t sail to a mountain town!).
4. Choose the best way and circle it.
5. Make a ticket on the index card: your name, “From” your town, “To” your destination, and the way you will travel.

Check your work

- My chart shows all four ways to travel.
- I chose one way and can tell why.
- My ticket shows where I am going from and to.

TRAVEL JOURNAL

1. **Trip Plan page 2: How we will get there.** Glue in your ticket and draw the car, train, ship or plane you chose.
2. Draw a line on your small map from home to your destination. That line is your route.

Did you know? The first railway built to carry passengers between two cities by steam power was the Liverpool and Manchester Railway in England, which opened in 1830. The Wright brothers made the first powered airplane flight on December 17, 1903, at Kitty Hawk, North Carolina. The first flight lasted only twelve seconds!

Goes deeper in. Geography, “Technology Overcoming Geography” (coming soon), and History, “Inventions That Changed Travel” (coming soon).

For families. Sources: The National Gallery, London; Smithsonian National Air and Space Museum. The bridge in the painting is Brunel’s Maidenhead Railway Bridge over the Thames. The story of Turner leaning from a train window comes from a later account and may not be true, so it is told as “some people say.” Speeds are rounded for young children: about 60 miles an hour on a highway; airliners cruise at roughly 500–575 miles an hour; fast Atlantic liners of the early 1900s took about five to seven days.

PRACTICE

1. **EASY** Name the four ways to travel a long way in this stop.

2. **EASY** Which is the fastest way to travel?
3. **MEDIUM** Why might a family choose a car instead of a plane?

Make it a game · Car, Train, Ship, Plane!. A grown-up calls out a way to travel. Children act it out: steer a wheel and say “beep beep” for a car, chug with arms like wheels for a train, sway side to side for a ship, or zoom with arms out for a plane. When the caller says “Station!” everyone freezes.

Scripture. “If I take the wings of the morning, and dwell in the uttermost parts of the sea; Even there shall thy hand lead me, and thy right hand shall hold me.” (Psalm 139:9–10, KJV)

King David knew that no trip could take him away from God. By car, train, ship or plane, God’s hand leads and holds us.

Practice: answers

1. Car, train, ship and plane.
2. The airplane.
3. Any good reason: they can stop when they like, it may cost less for a short trip, they can carry more things, they can see the land along the way.

2.3 A TRIP BUDGET: TRAVEL, ROOMS, FOOD AND EXTRAS

OBJECTIVES

- Say what a budget is.
- Name the four parts of a trip budget: travel, rooms, food and extras.
- Add up a small pretend budget and see whether it fits.

Warm-up. Hold out ten pennies. If you could spend them on a day trip, what would you buy first? What would you need most?

Video slot. Video coming. Budgeting and saving for children: needs and wants, saving jars, planning a family trip. Search approved channels (Homeschool Pop, a public library or credit union kids' channel, Federal Reserve education); preview first.

KEY TERMS

budget

A plan for how money will be spent, made before you spend it.

cost

How much money something takes to buy.

lodging

A place to sleep while you travel, such as a hotel, an inn, a cabin or a campsite.

save

To keep money aside now so you can use it later.

CORE IDEAS

Trips cost money, and money runs out if no one plans. So wise travelers make a **budget**, a plan for money made before any of it is spent.

A trip budget has four parts. **Travel** is gas for the car or tickets for the train, ship or plane. **Rooms**, or **lodging**, is where you sleep: a hotel, a cabin, a tent, or a bed at a cousin's house. **Food** is every meal and snack. **Extras** are tickets to a museum, a boat ride, or a small souvenir.

Pretend a family has \$100 for a day trip. Gas costs \$30, the museum costs \$40, and lunch costs \$20. That adds up to \$90, so \$10 is left for extras. But what if lunch at a café costs \$35? Then the plan is too big. The family can pack a picnic instead, or choose a smaller extra.

Many families **save** for months before a big trip, putting a little aside each week. Jesus said that a man who wants to build a tower first sits down and counts the **cost**. A budget is counting the cost before you go.

PICTURE STUDY



The Moneylender and His Wife, Quentin Massys (also spelled Matsys), 1514 · Oil on wood panel · The Louvre, Paris
Wikimedia Commons · Public domain

Quentin Massys lived in Antwerp, a busy trading city in what is now Belgium. Merchants came there from many lands with many kinds of gold and silver coins. This man's job was to weigh and count coins carefully, so that everyone was paid what was fair.

Look closely

- Find the small scale in the man's hand. What is he weighing?
- Find the round mirror on the table. What can you see in it?
- Find the book the woman is holding. It is a prayer book with pictures.

Talk about it

1. Why would someone need to weigh coins instead of just counting them?
2. The woman looks at the coins and not at her book. What do you think the painter wants us to think about?

HANDS-ON: THE FOUR-JAR TRIP BUDGET

Use pretend money to plan the cost of your trip and make it fit.

You will need

- Four jars, cups or envelopes
- Labels and a marker
- Pretend money: play bills, or 20 paper slips each marked "\$5" (\$100 in all)

Steps

1. Label the jars: Travel, Rooms, Food, Extras.
2. With a grown-up, decide what each part of your trip might cost. Round to the nearest \$5.
3. Put the pretend money into each jar. Did you run out before the Extras jar?
4. If you ran out, change the plan: a picnic instead of a café, or one souvenir instead of two.
5. Write your final budget: four lines and a total.

Check your work

- I used all four jars: travel, rooms, food and extras.
- My total is not more than the money I have.
- I changed one thing to make my budget fit, or I can say why I didn't need to.

TRAVEL JOURNAL

1. **Trip Plan page 3: My budget.** Draw four jars and write the amount in each one. Write the total at the bottom.
2. Draw one extra you would choose to skip if money ran short.

Did you know? In Massys's day, people paid with gold and silver coins, not paper money. Some dishonest people shaved or clipped tiny bits of metal off the edges of coins, so moneychangers weighed coins to see how much they were truly worth. That is one reason many coins today have ridged edges.

Goes deeper in. Arithmetic, "Counting Money," and Small Business & Economics, "Saving and Spending" (coming soon).

For families. Sources: Musée du Louvre. Ridged (reeded) edges were added to many silver and gold coins from the late 1600s onward to stop clipping; the stop says "one reason" because reeding also has other uses. Prices in the story are round pretend numbers for adding practice, not real costs. The painting is often read as a quiet warning about letting money draw our eyes away from God, but the stop leaves that question to the child.

PRACTICE

1. **EASY** What is a budget?
2. **EASY** Name the four parts of a trip budget.
3. **MEDIUM** You have \$50. The train costs \$20 and lunch costs \$15. How much is left for extras?

Make it a game · Spend Ten Wisely. Make a price board: train ride \$4, sandwich \$3, apple \$1, postcard \$1, toy boat \$5, museum ticket \$3. Each child gets ten pretend dollars and must buy a ride and something to eat first. Who can spend all ten without going over?

Scripture. “For which of you, intending to build a tower, sitteth not down first, and counteth the cost, whether he have sufficient to finish it?” (Luke 14:28, KJV)

Jesus told this little story about planning ahead. A wise traveler, like a wise builder, counts the cost before starting.

Practice: answers

1. A plan for how money will be spent, made before you spend it.
2. Travel, rooms (lodging), food and extras.
3. \$15, because $\$20 + \$15 = \$35$, and $\$50 - \$35 = \$15$.

2.4 AN ITINERARY, DAY BY DAY

OBJECTIVES

- Say what an itinerary is.
- Plan a short trip day by day, with time for travel, seeing and resting.
- Remember that plans can change, and that God directs our steps.

Warm-up. Tell a grown-up everything you did yesterday, from breakfast to bedtime, in order. You just told an itinerary of one day!

Video slot. Video coming. Making a simple travel plan or schedule for children; Roman roads and milestones. Search approved channels (Homeschool Pop, British Museum, National Geographic Kids); preview first.

KEY TERMS

itinerary

A plan for a trip that shows where you will go and what you will do each day (say “eye-TIN-er-air-ee”).

schedule

A list of things to do and the times to do them.

timetable

A printed list of the times trains, buses, ships or planes leave and arrive.

flexible

Able to bend or change when something unexpected happens.

CORE IDEAS

You know where you are going, how you will get there and what it will cost. Now you need an **itinerary**, a plan that tells what you will do on each day of the trip. The word comes from the Latin word *iter*, which means “journey” or “road.”

The Romans built long, straight roads across their empire. Roman travelers carried lists of the towns along each road and how many miles lay between them. Those lists were itineraries, and they helped people know where they could stop for the night.

A good itinerary starts with travel days. Look at the **timetable** to see when your train or plane leaves. Then plan each day at your destination. Put the biggest thing in the morning, when everyone is fresh. Leave time for meals, rest and play. Don’t squeeze something into every hour! On the Lord’s Day, plan to find a church and worship.

Even the best **schedule** sometimes changes. It may rain on the day of the boat ride, or a train may be late. Good travelers stay **flexible**. They swap two days around, or find

something new to enjoy, and they trust that God is directing their steps.

PICTURE STUDY



Seaport with the Embarkation of the Queen of Sheba, Claude Lorrain, 1648 · Oil on canvas · The National Gallery, London

Wikimedia Commons · Public domain

The Bible tells how the Queen of Sheba traveled from far away to visit wise King Solomon in Jerusalem (1 Kings 10). Claude Lorrain, a French painter who lived in Rome, imagined the morning she set out. A trip that long had to be planned with great care.

Look closely

- Find the sun. Is it morning or evening? How can you tell?
- Find a small boat being rowed out toward a big ship.
- Look for the queen and her helpers coming down the steps toward the water.

Talk about it

1. Why might travelers start a long journey early in the morning?
2. What would the queen need to plan before a trip like this?

HANDS-ON: MY THREE-DAY ITINERARY

Plan a three-day trip to your destination, day by day.

You will need

- A large sheet of paper and a ruler
- Colored pencils

- Your destination page and budget from earlier stops, if you made them

Steps

1. Draw three columns: Day 1, Day 2, Day 3. Draw a line across each column to make a Morning box and an Afternoon box.
2. Day 1 Morning: travel. Draw your car, train, ship or plane.
3. Fill in the other boxes with one thing each: a landmark, a museum, a picnic, a swim, a rest time.
4. Put a small star on the biggest thing. Is it in a morning box?
5. Under your chart, write a “rainy day plan”: one thing you could do instead if it rains.

Check your work

- My itinerary has three days with morning and afternoon.
- I put travel first and left time to rest.
- I wrote a rainy day plan.

TRAVEL JOURNAL

1. **Trip Plan page 4: My itinerary.** Copy or glue your three-day chart into the notebook.
2. Draw a small clock showing what time your trip will begin.

Did you know? A very old map called the Peutinger Table shows the roads of the Roman Empire as one long strip, more than twenty feet long. It marks towns and resting places with little pictures, a bit like the symbols on a road map today. The copy we have was made in the Middle Ages from a much older Roman map.

Goes deeper in. Geography, Grade 4, “Maps and Distance,” and History, “The Roman Empire” (coming soon).

For families. Sources: The National Gallery, London; Austrian National Library (the Tabula Peutingeriana, about 6.7 meters long, a copy made around the 1200s of a Roman original). Scripture says the Queen of Sheba came “with a very great train, with camels” (1 Kings 10:2); a seaport departure is Claude’s own imagining, which children may enjoy noticing. Honoring the Lord’s Day while traveling is suggested; families can shape it to their own practice.

PRACTICE

1. **EASY** What is an itinerary?
2. **MEDIUM** Why is it good to put the biggest thing in the morning?
3. **MEDIUM** It rains on the day of your boat ride. What does a flexible traveler do?

Make it a game • Day-by-Day Shuffle. Write trip activities on cards: “ride the train,” “eat breakfast,” “visit the castle,” “go to sleep,” “eat lunch,” “buy a postcard.” Shuffle

them. Children race to lay the cards in a sensible order for one day, then tell the day as a story.

Scripture. “A man's heart deviseth his way: but the LORD directeth his steps.” (Proverbs 16:9, KJV)

It is good to make a plan. But God is the one who directs our steps, so we hold our plans with open hands.

Practice: answers

1. A plan that shows where you will go and what you will do each day of a trip.
2. Because everyone is fresh and rested then.
3. Changes the plan: swaps days, does a rainy day activity, and stays cheerful.

2.5 PACKING LISTS AND THE ONE-BAG CHALLENGE

OBJECTIVES

- Make a packing list for a short trip.
- Tell the difference between what you need and what is only nice to have.
- Pack everything for two days into one bag you can carry yourself.

Warm-up. Put on a backpack and fill it with five heavy books. Walk around the house once. Would you like to carry that all day? Now take the books out.

Video slot. Video coming. Packing a suitcase for kids: making a list, rolling clothes, packing light. Search approved channels (National Geographic Kids, a scouting or 4-H channel, Homeschool Pop); preview first.

KEY TERMS

packing list

A written list of everything you plan to bring on a trip.

luggage

The bags, suitcases and trunks travelers carry their things in.

essentials

The things you truly need, which you can't do without.

carry-on

A small bag you keep with you on a plane, train or bus.

CORE IDEAS

Whatever you pack, you have to carry: up stairs, through stations and down long hallways. So the best travelers pack light. They begin with a **packing list**, written before a single thing goes into the bag.

First come the **essentials**: clothes for each day, pajamas, a toothbrush, a jacket for rain or cold, and any medicine (which a grown-up packs). Then come one or two things that are nice to have, like a favorite book, a small game, or a notebook and pencils for your travel journal. Leave the rest at home.

Here is a traveler's trick: roll your clothes instead of folding them. Rolled shirts take less room and don't wrinkle as much. Heavy things like shoes go at the bottom. Put small things in a bag of their own so they don't get lost.

Long ago, travelers took huge trunks of **luggage**, and porters carried them. Today many people take the **one-bag challenge**: everything in one bag, small enough to carry yourself.

Before you leave home, and before you leave each place you stay, check your list again and look under the bed!

PICTURE STUDY



The Railway Station, William Powell Frith, 1862 · Oil on canvas · Royal Holloway, University of London, Egham, England
Wikimedia Commons · Public domain

Frith painted Paddington Station in London, full of travelers about to board their trains. Every person in the crowd has a little story. Look at all the bags, boxes and trunks they are bringing along!

Look closely

- Find a porter pushing or carrying luggage.
- Find a family saying goodbye to two boys going off to school.
- Find the roof. What is it made of? Why might a station have a glass roof?

Talk about it

1. Which traveler do you think packed too much? Which packed just right?
2. If you were on this platform, what would be in your bag?

Safety first. Travel safety: a grown-up packs and carries all medicines. Airports have rules about liquids and sharp things, so a grown-up should check the latest rules before packing. Keep your bag with you, and never carry or watch a bag for a stranger.

HANDS-ON: THE ONE-BAG CHALLENGE

Write a packing list for a two-day trip and fit it all into one bag you can carry.

You will need

- Paper and a pencil
- A backpack or small duffel bag
- Your own clothes and things (put them back afterward!)

Steps

1. Write your packing list in two parts: “I need” and “Nice to have.”
2. Gather everything on your list onto your bed.
3. Roll your clothes. Put shoes at the bottom and small things in a little bag.
4. Pack it all into one bag. If it won’t fit, take out something from “Nice to have.”
5. Wear or carry the bag around the house for two minutes. Is it light enough? Check off each thing on your list as you unpack.

Check your work

- My list has “I need” and “Nice to have.”
- Everything fit in one bag.
- I can carry my bag by myself.

TRAVEL JOURNAL

1. **Trip Plan page 5: My packing list.** Copy your finished list, with a check box beside each thing.
2. Draw your packed bag and label three things inside it.

Did you know? Before cars and airplanes, families crossing the ocean often packed a big wooden steamer trunk that could stand on end like a little closet, with drawers and hangers inside. Suitcases with wheels did not become common until the 1970s and later. Before then, travelers carried their bags or paid a porter.

Goes deeper in. Geography, “Technology Overcoming Geography” (coming soon), and Arithmetic, “Sorting and Lists” (coming soon).

For families. Sources: Royal Holloway, University of London (Frith’s *The Railway Station* is in the Royal Holloway collection). The painting also shows two detectives arresting a man at the right; children may spot it, and it can be explained simply. Wheeled suitcases were patented in 1970 by Bernard Sadow, and the familiar upright rolling bag came in the late 1980s; the stop says “1970s and later.” Airport rules for liquids and other items change, so the stop does not give numbers.

PRACTICE

1. **EASY** What should you write before you pack?
2. **MEDIUM** Is a toothbrush an essential or a nice-to-have? What about a third stuffed animal?
3. **MEDIUM** Give one packing trick from this stop.

Make it a game • I Packed My Bag. Sit in a circle. The first player says, “I packed my bag, and in it I put a toothbrush.” The next repeats it and adds one thing: “...a toothbrush and a raincoat.” Keep going around. Whoever forgets the list starts a new bag.

Scripture. “And he said unto them, Take nothing for your journey, neither staves, nor scrip, neither bread, neither money; neither have two coats apiece.” (Luke 9:3, KJV)

Jesus sent His twelve disciples out to preach with almost nothing, so they would trust God to provide. We pack what we need, and we remember that God cares for us wherever we go.

Practice: answers

1. A packing list.
2. A toothbrush is an essential. A third stuffed animal is nice to have (and could stay home).
3. Any one: roll your clothes, put heavy things at the bottom, put small things in their own bag, check your list again before you leave.

2.6 PASSPORTS, CUSTOMS AND CURRENCY

OBJECTIVES

- Say what a passport is and why travelers need one.
- Tell what customs officers do at a border.
- Name the money used in two other countries.

Warm-up. Look at a coin or a bill from your country. What pictures and words are on it? Who do you think made it?

Video slot. Video coming. What is a passport, and what happens at customs, for children; money from around the world. Search approved channels (U.S. Department of State, U.S. Customs and Border Protection, National Geographic Kids); preview first.

KEY TERMS

border

The line where one country ends and another begins.

passport

A small official book with your name, birthday and photo that lets you travel to other countries and come home again.

customs

The officers at a border or airport who check what travelers bring into a country.

currency

The kind of money a country uses, such as dollars, euros or yen.

CORE IDEAS

When you travel from one country into another, you cross a **border**. Some borders are rivers or mountains, and some are just lines on a map. Every country has the right to know who is coming in, so travelers show a **passport**.

A passport is a small book made by your country's government. It has your name, your birthday, your photo, and the name of the country you belong to. Even a baby needs one! Officers look at it, and sometimes they stamp a page with the date. A passport full of stamps tells the story of many journeys.

Long ago, a man named Nehemiah served the king of Persia. When Nehemiah wanted to travel home to rebuild Jerusalem, he asked the king for letters to the governors along the way, so they would let him pass (Nehemiah 2:7). Those royal letters did the work a passport does today.

At the border you also meet **customs**. These officers ask what you are bringing in. Some things are not allowed, such as fresh fruit or plants that might carry harmful bugs. Last, you need the country's **currency**. In much of Europe people pay with euros, in England with pounds, in Mexico with pesos, and in Japan with yen. Prices can look strange at first, because a cup of juice in Japan may cost hundreds of yen!

PICTURE STUDY



The Ambassadors, Hans Holbein the Younger, 1533 · Oil on oak panel · The National Gallery, London
Wikimedia Commons · Public domain

An ambassador is someone a king sends to live in another country and speak for him. Holbein painted a French ambassador and his friend, a bishop, while they were visiting London. Ambassadors crossed borders carrying letters from their king, a little like passports.

Look closely

- Find the globe on the lower shelf. What else on the shelves helps people travel or measure the world?
- Find the musical instrument with strings.
- Find the long, strange shape across the floor. Ask a grown-up to hold the picture so you can look at it from the lower right side. What do you see?

Talk about it

1. Why would a king need to send ambassadors to other countries?
2. What things in this painting would be useful on a long journey?

Safety first. Travel safety: a grown-up keeps the passports in a zipped pocket or bag. Children hand a passport only to their own grown-up, or to an officer at the counter when

their grown-up is standing with them. Never show it to or leave it with anyone else.

HANDS-ON: MAKE A PASSPORT AND PRETEND MONEY

Make your own travel passport for your Field Notebook, and design money for your destination.

You will need

- Two sheets of paper folded in half and stapled into a little book
- Colored pencils or crayons
- A small photo or a self-portrait
- Scissors and glue

Steps

1. Color the cover dark blue, red or green. Write “PASSPORT” and your country’s name.
2. On the first inside page, glue your photo or draw yourself. Write your name and birthday.
3. Leave the other pages blank for stamps. Draw a stamp for each place you have already visited, even in your own state.
4. Look up the currency of your destination. Draw one coin and one bill of your own design for it.
5. Practice the border: hand your passport to a grown-up “officer,” who looks at it and stamps a page.

Check your work

- My passport has my name, birthday and picture.
- I have blank pages for stamps.
- I drew money for my destination and know its name.

TRAVEL JOURNAL

1. **Trip Plan page 6: Papers and money.** Tape a pocket onto the page and keep your homemade passport in it.
2. Draw the flag of your destination and write the name of its money.

Did you know? In the United States, a passport for a child under 16 lasts five years, because children’s faces change as they grow. A grown-up’s passport lasts ten years. Every American passport has pages for stamps and pictures of American places and symbols printed on them.

Goes deeper in. Geography, Grade 8, “Countries and Borders,” and Small Business & Economics, “Money and Trade” (coming soon).

For families. Sources: U.S. Department of State (travel.state.gov) for passport validity; U.S. Customs and Border Protection for food and plant rules; The National Gallery, London. The ambassador in Holbein's painting is Jean de Dinteville; his friend is Georges de Selve, bishop of Lavaur. The stretched shape on the floor is a skull painted in distorted perspective (an anamorphosis), a reminder of death common in art of the time; it is shown here only as a puzzle. Nehemiah 2:7 reads "let letters be given me to the governors beyond the river, that they may convey me over till I come into Judah." The euro is used by most, not all, European Union countries.

PRACTICE

1. **EASY** What is a passport?
2. **MEDIUM** Why might customs officers stop a traveler from bringing in fresh fruit?
3. **EASY** Name the money used in Japan and in England.

Make it a game • Border Crossing. One child is the customs officer at a "border" (a jump rope on the floor). Each traveler shows a passport, says where they are going, and names one thing in their bag. If it is allowed, the officer stamps the passport and says, "Welcome!" If it is fresh fruit, the traveler must eat it or leave it at the border. Take turns being the officer.

Scripture. "Render therefore to all their dues: tribute to whom tribute is due; custom to whom custom; fear to whom fear; honour to whom honour." (Romans 13:7, KJV)

Paul taught Christians to pay what they owe and to honor those in charge. Here "custom" means a tax paid on goods. A Christian traveler obeys the border rules and treats officers with respect.

Practice: answers

1. A small official book with your name, birthday and photo that lets you travel to other countries and come home.
2. Fruit or plants might carry harmful bugs or diseases into the country.
3. Japan uses yen; England uses pounds.

2.7 COURTESY ABROAD: GREETINGS, MANNERS AND BEING A GOOD GUEST

OBJECTIVES

- Show three ways people greet each other around the world.
- Say “hello,” “please” or “thank you” in two other languages.
- Name four ways to be a good guest.

Warm-up. Pretend a grown-up is a visitor at your front door. How do you greet them? What do you say? Now switch places.

Video slot. Video coming. Greetings and manners around the world for children: bowing in Japan, saying bonjour in France, table manners as a guest. Search approved channels (National Geographic Kids, Homeschool Pop, a children’s language-learning channel); preview first.

KEY TERMS

courtesy

Kind, polite words and actions that show respect for others.

greeting

What you say or do when you meet someone, like “hello,” a handshake or a bow.

host

The person who welcomes guests into a home and cares for them.

guest

A visitor who is welcomed into someone’s home or country.

CORE IDEAS

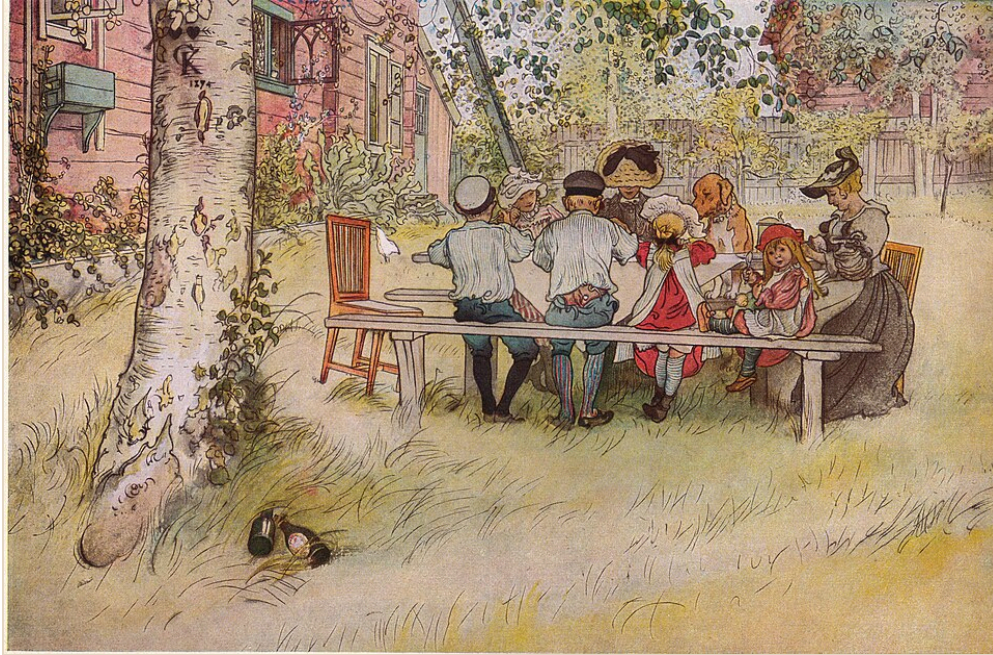
When you visit another country, you are a **guest** there. Every land has its own good manners, and a wise traveler learns a few before going. Showing **courtesy** in their way tells people, “I respect you and your home.”

Start with the **greeting**. In America, people often shake hands and look each other in the eye. In Japan, people bow, and a deeper bow shows more respect. In France, it is polite to say “Bonjour” (bon-ZHOOR) to the shopkeeper as soon as you walk into a shop. In Japan, you take off your shoes at the door of a home.

Learn the magic words in the language of your destination. “Thank you” is *merci* (mair-SEE) in French, *gracias* (GRAH-see-ahs) in Spanish, *danke* (DAHN-kuh) in German, and *arigatō* (ah-ree-GAH-toh) in Japanese. People are often delighted when a child tries, even if the words come out funny.

If you stay in someone's home, be a good guest. Try a little of each food your **host** offers. Follow the house rules. Keep your room tidy. Say thank you, and perhaps leave a thank-you note or a small gift. Jesus taught us to treat others as we want to be treated, and that is good manners in every country.

PICTURE STUDY



Breakfast under the Big Birch, Carl Larsson, 1896 · Watercolor · Nationalmuseum, Stockholm, Sweden
Wikimedia Commons · Public domain

Carl Larsson was a Swedish painter who painted the everyday life of his big family at their home in the village of Sundborn. Here they eat breakfast outside under a birch tree on a summer morning. If you visited Sweden, a meal like this might be where you learned Swedish manners.

Look closely

- Find the big birch tree. How do you know it is a birch?
- Count the people at the table.
- Find someone serving or passing food.

Talk about it

1. If you were a guest at this table, what could you do to be polite?
2. How would you thank the family for breakfast?

Safety first. Travel safety: be friendly and polite to everyone, but stay with your grown-up when meeting new people. Good manners never mean going anywhere with a stranger or taking food or gifts without your grown-up's say-so.

HANDS-ON: MY POLITE WORDS CARD

Make a pocket card of polite words for your destination and practice greetings.

You will need

- An index card
- Colored pencils
- A library book, phrasebook or a grown-up's help to find the words

Steps

1. On the front, write "Hello," "Please," "Thank you" and "Goodbye."
2. Beside each, write the words in the language of your destination, with a way to say them. (If your destination speaks English, choose a second country.)
3. On the back, draw the greeting people use there: a handshake, a bow or a wave.
4. Practice with your family: one is the host, one is the guest. Greet, say please and thank you, and say goodbye.
5. Write a short thank-you note to someone who has been your host, such as a grandparent or a friend.

Check your work

- My card has four polite words in another language.
- I can show the greeting for my destination.
- I wrote a thank-you note.

TRAVEL JOURNAL

1. **Trip Plan page 7: Good manners there.** Glue in your polite words card, or copy it. Draw yourself greeting someone the way people do at your destination.
2. List four ways you will be a good guest.

Did you know? In Japan, many homes have a small step-down entry just inside the door, called a *genkan*, where everyone leaves their shoes. Guests are often given slippers to wear inside. Some homes even have separate slippers just for the bathroom!

Goes deeper in. Geography, Grade 8, "Peoples and Cultures of the World" (coming soon), and Literature, "Letters and Thank-You Notes" (coming soon).

For families. Sources: Nationalmuseum, Stockholm; Carl Larsson-gården, Sundborn. *Breakfast under the Big Birch* belongs to Larsson's watercolor series of his home, published in the book *Ett hem* (A Home, 1899); Nationalmuseum NMB 279. Swedish title: *Frukost under stora björken*. Customs vary within countries and change over time, so the stop gives only common, simple examples. Pronunciations are approximate. Matthew 7:12 is the "Golden Rule."

PRACTICE

1. **EASY** How do people often greet each other in Japan?
2. **EASY** How do you say “thank you” in French or in Spanish?
3. **MEDIUM** Name two ways to be a good guest in someone’s home.

Make it a game • Greetings Around the World. A grown-up calls out a country. Children greet each other its way: a bow for Japan, a handshake for America, “Bonjour!” for France, “¡Hola!” with a wave for Mexico. Then the caller says “Thank you!” and everyone answers in a new language. Speed up as you go.

Scripture. “Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets.” (Matthew 7:12, KJV)

Jesus gave this rule for every person in every land. A traveler who treats others the way he or she would want to be treated is a good guest anywhere.

Practice: answers

1. With a bow.
2. Merci in French; gracias in Spanish.
3. Any two: try the food offered, follow the house rules, keep your room tidy, say thank you, write a thank-you note, bring a small gift.

2.8 SAFETY AND STAYING TOGETHER

OBJECTIVES

- Use the buddy system and choose a meeting place.
- Know what to do if you are lost: stop, stay and find a safe helper.
- Say your grown-up's full name and phone number from memory.

Warm-up. Can you say your grown-up's full name and phone number without looking? Try it now. If not, this stop will help you learn it.

Video slot. Video coming. What to do if you get lost, for children: stay put, find a safe helper, know your phone number; the buddy system. Search approved channels (National Park Service, a children's safety or scouting channel, Homeschool Pop); preview first.

KEY TERMS

buddy system

A rule that everyone has a partner and keeps track of that partner the whole time.

meeting place

A spot everyone agrees on ahead of time, where you will meet if you get separated.

safe helper

A person you can ask for help if you are lost, such as a police officer, a worker in uniform or with a name tag, or a mother with children.

emergency

A serious problem that needs help right away.

CORE IDEAS

Busy places are exciting: train stations, airports, markets, parks and fairs. But crowds move fast, and it is easy to get separated. Good travelers keep each other safe with a few simple rules.

Rule one: **stay together.** Keep your grown-up in sight, and hold hands in crowds. Many families use the **buddy system**, where every child has a partner. Some families also “count off”: each person has a number, and when a grown-up calls “Count off!” everyone shouts their number in order.

Rule two: **choose a meeting place.** When you arrive somewhere new, pick a spot that is easy to find, like the big clock, the front gate or the information desk. If anyone gets separated, everyone goes there.

Rule three: **if you are lost, stop and stay.** Don't run around looking. Stand still where you are, because it is easier for your grown-up to find you if you stay in one place. Then look for

a **safe helper**: a police officer, a worker in a uniform or with a name tag, or a mother with children. Tell them your grown-up's full name and phone number. In an **emergency**, grown-ups call 911 in the United States or 112 in much of Europe. And remember to pray: the Lord watches over your going out and your coming in.

PICTURE STUDY



Snap the Whip, Winslow Homer, 1872 · Oil on canvas · The Butler Institute of American Art, Youngstown, Ohio (a smaller version is at the Metropolitan Museum of Art, New York)
Wikimedia Commons · Public domain

Winslow Homer painted country boys playing a game at recess. They hold hands in a long line and run. The leader swings the line around fast, like the snap of a whip, and the boys at the end have to hold on tight or go flying.

Look closely

- Count the boys in the line.
- Find the boys who have let go. What happened to them?
- Find the little red schoolhouse.

Talk about it

1. What happens in this game when someone lets go of the line?
2. How is a family in a crowd like this line of boys?

Safety first. Travel safety: stay where you can see your grown-up; if you are lost, stop and stay put, then ask a safe helper; never leave with anyone, even someone who says they know your family, unless your grown-up has told you to. Grown-ups: take a phone photo of each child on busy travel days, so you can show what they are wearing.

HANDS-ON: MY SAFETY CARD AND A MEETING-PLACE DRILL

Make a card to carry on trips and practice what to do if you get separated.

You will need

- An index card and a pencil
- Clear tape (to cover the card like a laminate)
- A park, yard or large room for the drill

Steps

1. With your grown-up, write on the card: your name, your grown-up's full name, and their phone number. Cover it with clear tape and keep it in a pocket when you travel.
2. Say the name and phone number out loud five times. Can you say it with your eyes closed?
3. In a park or yard, choose a meeting place together, like a big tree or a bench.
4. Practice: a grown-up calls "Lost!" Everyone freezes right where they are. Then the grown-up calls "Meeting place!" and everyone walks there.
5. Practice asking a safe helper: a grown-up pretends to be a park worker, and you tell them your grown-up's name and number.

Check your work

- I can say my grown-up's full name and phone number from memory.
- I know to stop and stay if I am lost.
- I can name three kinds of safe helpers.

TRAVEL JOURNAL

1. **Trip Plan page 8: Staying safe.** Draw your meeting place and write the three rules: stay together, choose a meeting place, stop and stay if lost.
2. Draw three safe helpers.

Did you know? A program called "Hug-a-Tree" has taught children for many years that if they are lost in the woods, they should hug a tree and stay with it until someone finds them. It began in San Diego, California, after a young boy was lost in the mountains there in 1981. Staying in one place helps searchers find lost children much faster.

Goes deeper in. Geography, Grade 4, "Finding Your Way" (coming soon), and Life Science, "Keeping Healthy and Safe" (coming soon).

For families. Sources: National Park Service and the Hug-a-Tree and Survive program (founded in San Diego after nine-year-old Jimmy Beveridge was lost and died in the wilderness in 1981, by a retired U.S. Border Patrol tracker and a writer who had joined the search); the stop does not dwell on the story. Many child-safety groups recommend

teaching children to look for a mother with children if no uniformed worker is near. 112 is the emergency number across the European Union and in many other countries; check the number for your destination. The Butler Institute holds the larger 1872 painting; the Met's smaller version is also dated 1872.

PRACTICE

1. **EASY** What is a meeting place?
2. **MEDIUM** You can't see your family in a crowded station. What should you do?
3. **EASY** Name two safe helpers.

Make it a game • Count Off and Freeze. Give everyone in the family a number. Walk around the yard or a park. When the leader calls "Count off!" everyone shouts their number in order. When the leader calls "Lost!" everyone freezes and hugs the nearest tree or post until the leader comes to tap them. Anyone who runs instead of freezing becomes the next leader.

Scripture. "The LORD shall preserve thy going out and thy coming in from this time forth, and even for evermore." (Psalm 121:8, KJV)

This psalm was sung by travelers going up to Jerusalem. We follow safety rules, and we trust the Lord who keeps us on every trip and brings us home.

Practice: answers

1. A spot chosen ahead of time where everyone meets if they get separated.
2. Stop and stay where you are (or go to the meeting place if you agreed on one), then ask a safe helper and tell them your grown-up's name and phone number.
3. Any two: a police officer, a worker in uniform or with a name tag, a mother with children.

TRAIL 2 BADGE QUIZ

The badge quiz is optional. Read each question aloud; the child may answer by talking, pointing or drawing. Four right out of five earns the first badge; four right out of five earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. What is a destination?
2. Which is the fastest way to travel: car, train, ship or plane?
3. Name the four parts of a trip budget.
4. What is an itinerary?
5. Give one trick for packing light.

Badge quiz 2 (Stops 6-8)

6. What does a passport show?
7. What money do people use in Japan?
8. Show how people often greet each other in Japan.
9. Name one way to be a good guest.
10. You are lost in a crowd. What do you do?

TRAIL CERTIFICATE: MY TRIP PLAN AND TRAIL B CERTIFICATE

Gather your eight Trip Plan pages into the travel journal: "My Trip to _____," with your name and dates. Add your ticket, passport and polite words card.

Show your plan to your family as if you were a travel guide: where you are going, how you will get there, what it will cost, and what you will do each day.

When the plan is done, a parent signs the Trail B certificate.

- **Pages:** A Trip Plan page for each stop, with a drawing and words.
- **Planning:** The budget adds up and the itinerary has travel days, things to see and time to rest.
- **Courtesy and safety:** The child can greet politely, name ways to be a good guest, and say what to do if lost.
- **Care:** Pages are neat, labeled and kept together in order.

Answer key

1. The place you are traveling to.
2. The plane.
3. Travel, rooms (lodging), food and extras.
4. A day-by-day plan for a trip.
5. Any one: make a list first, roll your clothes, bring only what you need, use one bag you can carry.
6. Your name, birthday, photo and the country you belong to.

7. Yen.
8. With a bow.
9. Any one: try the food offered, follow the house rules, keep your room tidy, say thank you.
10. Stop and stay where you are (or go to the meeting place), then ask a safe helper and give your grown-up's name and phone number.

TRAVEL AND FARAWAY PLACES TRAIL C: GREAT JOURNEYS

The third trail of the Travel track follows eight great journeys: Abraham leaving Ur at God's call, the apostle Paul carrying the gospel across the Mediterranean, Marco Polo on the Silk Road to China, Columbus crossing the Atlantic in 1492, Lewis and Clark with Sacagawea to the Pacific, Isabella Bird riding the Rocky Mountains, Nellie Bly racing around the world in 72 days, and Amelia Earhart flying the Atlantic alone.

This is the  **Scout** level, for ages 7 to 9. A parent reads the story aloud, or a strong reader reads it alone. Every stop stands by itself. Each stop adds a **journey page** to the travel journal: a map of the route, a drawing and a few words.

Five stops earn the **Travel Scout badge, part 1**; eight stops earn part 2 and the **Trail C certificate**.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Find the oceans and the continents on a globe or world map (a grown-up may help).

MASTERY CHECKLIST

- ☐ I can find each traveler's starting place and ending place on a globe.
- ☐ I can name eight great travelers and tell one true thing about each.
- ☐ I can tell how travel changed from walking and sailing to steamships, trains and airplanes.
- ☐ I can say a Bible verse about God being with us when we travel.
- ☐ I have made eight journey pages in my travel journal.

OPTIONAL BOOKS AND RESOURCES

- **Lewis and Clark National Historic Trail (National Park Service)** (<https://www.nps.gov/lecl>): Maps, pictures and kids' pages for Stop C5.
- **Smithsonian National Air and Space Museum: Amelia Earhart's Lockheed Vega 5B** (<https://airandspace.si.edu>): Photos and facts about the red plane from Stop C8.
- **Project Gutenberg** (<https://www.gutenberg.org>): Free old books for parents to read from: Isabella Bird, *A Lady's Life in the Rocky Mountains*, and Nellie Bly, *Around the World in Seventy-Two Days*.
- **A Bible atlas or study Bible with maps** (<https://www.worldcat.org>): For Abraham's route and Paul's journeys (Stops C1 and C2). Look for one at the library.

3.1 ABRAHAM LEAVES UR

OBJECTIVES

- Find Ur, Haran and Canaan on a Bible map.
- Tell how God called Abram to leave his home (Genesis 12:1).
- Say why Abram is remembered for trusting God.

Warm-up. Imagine a grown-up says, “Pack up. We are moving, and I will show you where when we get there.” How would you feel? What would you take? Abram heard something like this from God Himself.

Video slot. Video coming. The call of Abram and his journey from Ur to Haran and Canaan, with a map, for children. Search approved channels (Saddleback Kids, Crossway, a Bible-atlas channel); preview first.

KEY TERMS

Ur

An old city near the Euphrates River in Mesopotamia (today in Iraq), where Abram’s family lived.

Canaan

The land God promised to Abram and his children; later called Israel.

altar

A pile of stones where people worshipped God and gave Him offerings.

faith

Trusting God and doing what He says, even before you can see how it will turn out.

CORE IDEAS

Long, long ago, a man named Abram lived with his father Terah in the city of **Ur**. Ur stood near the great Euphrates River. It had brick houses, busy markets and a tall temple tower. But the people of Ur worshipped idols, not the one true God.

Terah took Abram, Abram’s wife Sarai and his nephew Lot, and they traveled north along the river to a town called Haran. There God spoke to Abram: “Get thee out of thy country, and from thy kindred, and from thy father’s house, unto a land that I will shew thee.” God did not give Abram a map. He gave him a promise.

Abram was 75 years old, but he obeyed. He packed up his tents, his sheep and cattle, his servants and everything he owned. With Sarai and Lot he walked south and west for hundreds of miles, past deserts and hills, to the land of **Canaan**.

When Abram reached Canaan, God said, “Unto thy seed will I give this land.” Abram built an **altar** and worshipped. All his life he lived in tents, moving from place to place. The Bible says he went out “not knowing whither he went.” That is **faith**: following God one step at a time. Later God gave him a new name, Abraham.

PICTURE STUDY



Abraham's Journey from Ur to Canaan, József Molnár, 1850 · Oil on canvas · Hungarian National Gallery, Budapest
Wikimedia Commons · Public domain

József Molnár was a Hungarian painter. He imagined Abram's great move as a long caravan of family, servants and animals winding across open country, with a far-off city behind them.

Look closely

- Find Abram. How did the painter make him stand out?
- Count the kinds of animals you can see.
- Look at the sky and the ground. Does this look like an easy trip?

Talk about it

1. What do you think Abram's family needed to carry?
2. Why do you think the painter put the city behind them, and open land ahead?

HANDS-ON: ABRAM'S JOURNEY MAP

Make the first page of your travel journal: a map of Abram's trip with a piece of string for the road.

You will need

- A Bible map of the Fertile Crescent (from a study Bible or the library)
- Paper and colored pencils
- A piece of yarn or string and glue
- A small tent drawing or sticker

Steps

1. Draw two wavy blue lines for the Tigris and Euphrates rivers, and a blue edge on the left for the Great Sea (the Mediterranean).
2. Put a dot near the bottom of the rivers and label it Ur.
3. Put a dot near the top of the Euphrates and label it Haran.
4. Put a dot near the sea and label it Canaan.
5. Glue the string from Ur up to Haran, then down to Canaan. It makes a big curve, like a smile turned on its side.
6. Draw a tent at Canaan and write: "Genesis 12:1."

Check your work

- My map shows Ur, Haran and Canaan.
- My string road goes the right way: up the river, then down to Canaan.
- I wrote the verse on my page.

TRAVEL JOURNAL

1. **Journey page 1: Abram.** Glue in your map. Under it, draw a tent and a starry sky (God later told Abram his family would be as many as the stars).
2. Write one sentence: "Abram obeyed God and went."

Did you know? Abram did not travel straight across the desert from Ur to Canaan. Travelers followed the rivers, where there was water and grass for the animals, so the road made a great curve called the Fertile Crescent. In the 1920s and 1930s, a British archaeologist named Leonard Woolley dug up the ruins of Ur and found houses, writing tablets and a huge stepped temple tower called a ziggurat.

Goes deeper in. Geography, Grade 4, "The Middle East," and History, "Abraham and the Patriarchs" (coming soon).

For families. Sources: Genesis 11:31–12:9; Acts 7:2–4; Hebrews 11:8–10 (KJV). Genesis 12:1 says the LORD "had said" this to Abram; Stephen in Acts 7:2 says God first appeared to him in Mesopotamia before he lived in Haran, so the story says God called him and he went on from Haran. The usual identification of Ur of the Chaldees with the ruins of Ur (Tell el-Muqayyar) in southern Iraq is followed here; a few scholars suggest a northern site. Distances are given only as "hundreds of miles." Picture: József Molnár, Ábrahám kiköltözése (1850), Hungarian National Gallery.

PRACTICE

1. **EASY** What city did Abram's family leave?
2. **EASY** What land did God lead Abram to?
3. **MEDIUM** God did not tell Abram where he was going at first. Why is Abram remembered for faith?

Make it a game • Follow the Caller. One player is the caller and stands at the far side of the room or yard. The others are Abram's caravan, holding hands in a line. The caller says one step at a time: "Three steps forward," "Two giant steps to the left," "Walk like a camel." The caravan only moves when the caller speaks. When they reach the caller, they shout, "Canaan!" and a new caller is chosen.

Scripture. "Now the LORD had said unto Abram, Get thee out of thy country, and from thy kindred, and from thy father's house, unto a land that I will shew thee:" (Genesis 12:1, KJV)

God called Abram to leave everything he knew. Abram did not know the road, but he knew the One who called him, and that was enough.

Practice: answers

1. Ur.
2. Canaan.
3. Because he trusted God and obeyed, leaving home before he knew the way.

3.2 PAUL'S MISSIONARY JOURNEYS

OBJECTIVES

- Tell why Paul traveled: to tell people about Jesus.
- Find Antioch, Cyprus, Greece and Rome on a map.
- Retell one adventure from Paul's journeys.

Warm-up. If you had the best news in the world, who would you want to tell first? How far would you go to tell people who had never heard it?

Video slot. Video coming. The missionary journeys of the apostle Paul, with a map, for children; the shipwreck on Malta. Search approved channels (Saddleback Kids, Crossway, a Bible-atlas channel); preview first.

KEY TERMS

missionary

Someone sent to another place to tell people the good news about Jesus.

apostle

One of the men Jesus chose and sent out to teach and start churches. Paul was an apostle.

Mediterranean Sea

The large sea between Europe, Asia and Africa. Paul crossed it many times.

shipwreck

When a ship breaks apart or runs aground, often in a storm.

CORE IDEAS

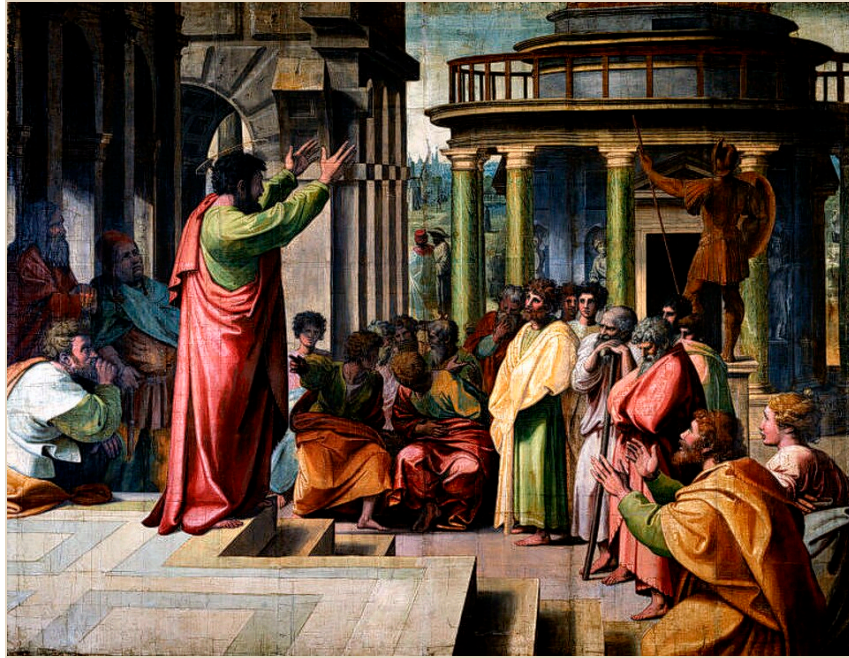
After Jesus rose from the dead and went back to heaven, He told His followers to be witnesses “unto the uttermost part of the earth.” One man who did this with all his heart was Paul. Paul had once fought against Christians, but Jesus met him on the road to Damascus, and his whole life changed.

The church in the city of Antioch prayed, and the Holy Spirit sent out Paul and Barnabas. They sailed to the island of Cyprus and then walked from town to town in the hills of Asia Minor (today Turkey). This was Paul's first **missionary** journey. In each town he told people about Jesus and started a little church.

On his second journey, Paul and his friend Silas crossed over into Greece. In the city of Philippi they were beaten and locked in prison with their feet in stocks. At midnight they prayed and sang hymns, and God sent an earthquake that opened the prison doors! The jailer and his whole family believed in Jesus that night.

Paul made a third journey, and then he was arrested in Jerusalem and sent as a prisoner to Rome. On the way, a terrible storm blew for many days. The ship broke apart near the island of Malta, but just as God had promised, all 276 people on board reached the shore safely. Paul finally reached Rome and kept preaching there. His letters to the churches are part of our Bible.

PICTURE STUDY



St. Paul Preaching in Athens, Raphael, 1515 · Bodycolor (thick watercolor) on paper; a design for a tapestry
· Royal Collection, on loan to the Victoria and Albert Museum, London
Wikimedia Commons · Public domain

Raphael was a great Italian painter. The Pope asked him to design huge tapestries about the apostles for the Sistine Chapel. This large drawing in color, called a cartoon, was the pattern the weavers followed. It shows Paul in Athens, Greece, telling the learned men about the one true God (Acts 17).

Look closely

- Find Paul. How does Raphael show that he is speaking with power?
- Find someone listening carefully. Find someone who looks unsure.
- Find the statue and the round temple. What do they tell you about this city?

Talk about it

1. Why do you think Raphael put Paul up high on the steps?
2. If you were in this crowd, what question would you ask Paul?

HANDS-ON: HAND-DRAWN MAP OF PAUL'S JOURNEYS

Draw your own map of the lands Paul traveled, and trace his routes in color.

You will need

- A map of Paul's journeys from a study Bible or the library, to copy
- A large sheet of paper
- Pencil, eraser and three or four colored pencils
- A small paper ship sticker or drawing

Steps

1. Lightly copy the shape of the Mediterranean Sea in the middle of your paper. Color it blue.
2. Add dots and labels for Jerusalem, Antioch, Cyprus, Philippi, Athens, Corinth, Ephesus, Malta and Rome.
3. With one color, trace the first journey: Antioch to Cyprus and into Asia Minor, and back.
4. With a second color, trace the second journey across into Greece: Philippi, Athens, Corinth.
5. With a third color, draw the sea trip to Rome. Put a ship and a little storm cloud near Malta.
6. Make a key in the corner that shows which color is which journey.

Check your work

- My map shows the sea and at least six labeled places.
- Each journey has its own color.
- My map has a key.

TRAVEL JOURNAL

1. **Journey page 2: Paul.** Glue or fold in your map of Paul's journeys.
2. Draw Paul and Silas singing in prison at midnight, with the doors swinging open.

Did you know? Paul traveled thousands of miles on foot and by ship. Roman roads, built of fitted stones, made walking easier than before, and one language, Greek, was understood in many lands. On Malta, a poisonous snake bit Paul's hand as he put sticks on a fire. He shook it off into the fire and was not hurt.

Goes deeper in. Geography, Grade 4, "The Mediterranean World," and History, "The Early Church and Rome" (coming soon).

For families. Sources: Acts 9; 13–28 (KJV); Acts 16:25–34 (Philippi); Acts 27:37, 44 (276 souls, all safe); Acts 28:3–6 (the viper). The usual count of three missionary journeys plus the voyage to Rome is a modern way of dividing Acts; dates (about AD 46–60) are approximate, so the story leaves them out. Picture: Raphael, St Paul Preaching in Athens (1515), Royal Collection, lent to the V&A.

PRACTICE

1. **EASY** Why did Paul travel so far?
2. **EASY** What did Paul and Silas do at midnight in prison?
3. **MEDIUM** What happened to Paul's ship on the way to Rome?

Make it a game • Storm at Sea. Lay a blanket on the floor for the ship. Everyone sits on it. A grown-up calls "Wind!" (sway side to side), "Waves!" (bounce), "Throw out the cargo!" (pretend to toss things) and "Land!" (everyone crawls carefully to the "shore" across the room). Count the crew at the end: did all 276 (or all of you) arrive safe?

Scripture. "But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judæa, and in Samaria, and unto the uttermost part of the earth." (Acts 1:8, KJV)

Jesus gave this command before He went up to heaven. Paul's journeys carried the good news far beyond Jerusalem, and the same news has now reached us.

Practice: answers

1. To tell people the good news about Jesus and start churches.
2. They prayed and sang praises to God.
3. A great storm wrecked it near Malta, but everyone reached land safely.

3.3 MARCO POLO GOES TO CHINA

OBJECTIVES

- Trace Marco Polo's path from Venice to China on a map.
- Name two wonders he saw in China, such as paper money and stones that burn.
- Tell how his book was written.

Warm-up. Find Italy on a globe, then find China. Put one finger on each. How would you get from one to the other if there were no airplanes, trains or cars?

Video slot. Video coming. Marco Polo's journey on the Silk Road to the court of Kublai Khan, for children. Search approved channels (Smithsonian, National Geographic Kids, Homeschool Pop (Alternate)); preview first.

KEY TERMS

Venice

A city in Italy built on islands, with canals for streets. Marco Polo's home.

Silk Road

The long trade routes across Asia that carried silk, spices and other goods between China and the West.

caravan

A group of travelers and animals, such as camels, journeying together for safety.

Kublai Khan

The great Mongol ruler of China when Marco Polo arrived (say "KOO-bly KAHN").

CORE IDEAS

Marco Polo grew up in **Venice**, a city of boats and canals and busy merchants. His father, Niccolò, and his uncle, Maffeo, were traders who had already been all the way to China. In the year 1271, when Marco was 17, they set out again, and this time they took Marco with them.

They traveled by ship and then by land, with camels and horses, along the **Silk Road**. They crossed hot deserts and cold, high mountains. They joined **caravans** for safety. The trip took about three and a half years!

At last they reached the court of **Kublai Khan**, ruler of the Mongols and of China. The Khan liked young Marco and sent him on trips across his huge kingdom. Marco saw things no one in Venice had seen: paper money instead of coins, black stones that burned like wood (we call it coal), and riders who carried the Khan's messages from station to station on fast horses.

The Polos stayed about 17 years. When they finally came home in 1295, they had been gone 24 years, and their own relatives hardly knew them! Later Marco was taken prisoner in a war between Venice and Genoa. In prison he told his stories to a writer named Rustichello, who wrote them down. That book made many people in Europe dream of faraway lands.

PICTURE STUDY



The Catalan Atlas (a caravan on the road to Cathay), Attributed to Abraham Cresques, 1375 · Ink, color and gold on parchment · Bibliothèque nationale de France, Paris
Wikimedia Commons · Public domain

About 80 years after Marco Polo came home, a mapmaker on the island of Majorca, in Spain, painted this beautiful map of the known world. Much of what it shows about Asia came from Marco Polo's book. One famous part shows a caravan of merchants with camels traveling toward Cathay, the old name for China.

Look closely

- Find the camels. How many can you count?
- Find a rider. What is he wearing?
- Find the gold. Why might a mapmaker use real gold?

Talk about it

1. How is this map different from a map we would use today?
2. Why would travelers go in a big group instead of alone?

HANDS-ON: MAKE KUBLAI KHAN'S PAPER MONEY

Marco Polo was amazed that people in China bought things with paper. Design your own paper money and hold a little Silk Road market.

You will need

- Paper cut into rectangles about the size of a dollar bill
- A red marker or red stamp pad (Chinese bills had red seals)
- Colored pencils
- Small things to “sell”: buttons, beads, spices in a cup, a scrap of silky cloth

Steps

1. Draw a border around each paper bill.
2. Write a number on it, such as 1, 5 or 10.
3. Add a red square “seal” in a corner. Make up your own design for it.
4. Make at least five bills.
5. Set up a market table with your goods and prices. Take turns being the merchant and the traveler who buys with paper money.

Check your work

- My bills have a border, a number and a red seal.
- I bought or sold something with my money.
- I can tell why Marco Polo found paper money surprising.

TRAVEL JOURNAL

1. **Journey page 3: Marco Polo.** Draw a line from Venice to China. Add a camel, a mountain and a desert along the way.
2. Tape one of your paper bills on the page and label it “Paper money, China.”

Did you know? Marco Polo’s book is often called *The Travels of Marco Polo*, but its old title was *The Description of the World*. Two hundred years later, Christopher Columbus owned a copy and wrote notes in its margins. On the way home, the Polos sailed through the seas of Southeast Asia and India, guarding a princess on her way to marry a ruler in Persia.

Goes deeper in. Geography, Grade 4, “East Asia,” and History, “The Middle Ages: Trade and Travel” (coming soon).

For families. Sources: Britannica, “Marco Polo”; the Polos left Venice in 1271 and returned in 1295; Marco was captured during the war with Genoa and dictated his account to Rustichello of Pisa in about 1298. Historians agree the Polos went to China, but some details in the book are second-hand or exaggerated, and some old copies differ. The stop sticks to well-supported details (paper money, coal, the postal relay). Picture: Catalan Atlas (1375), BnF, Espagnol 30; attribution to Abraham Cresques is traditional.

PRACTICE

1. **EASY** What city was Marco Polo's home?
2. **EASY** Name one thing in China that surprised Marco Polo.
3. **MEDIUM** How did Marco Polo's stories get written in a book?

Make it a game • Khan's Message Riders. Set up "stations" (chairs) around the yard or house. Give the first rider a message on a slip of paper. The rider gallops to the next station and hands it to the next rider, who gallops on. Time how fast the message reaches the Khan at the last chair. Then try to beat your time!

Scripture. "The LORD shall preserve thy going out and thy coming in from this time forth, and even for evermore." (Psalm 121:8, KJV)

Marco Polo was gone 24 years, across deserts and seas. God sees every traveler on every road, both going out and coming home.

Practice: answers

1. Venice, in Italy.
2. Any one: paper money, black stones that burn (coal), the Khan's fast message riders.
3. He told them to a writer named Rustichello while they were both in prison.

3.4 COLUMBUS SAILS WEST (1492)

OBJECTIVES

- Name Columbus's three ships and the year he sailed.
- Trace his route from Spain across the Atlantic Ocean.
- Tell what he hoped to find and what he found instead.

Warm-up. Look at a globe. Start at Spain and spin the globe west. If you keep going west, what will you reach first? Columbus thought the answer was Asia.

Video slot. Video coming. Christopher Columbus's first voyage in 1492: the Niña, Pinta and Santa María, for children. Search approved channels (Homeschool Pop (Alternate), Library of Congress, a maritime museum channel); preview first.

KEY TERMS

voyage

A long journey, especially by sea.

Atlantic Ocean

The great ocean between Europe and Africa on one side and the Americas on the other.

navigator

A person who finds the way for a ship, using the sun, stars, compass and careful records.

Táíno

The people who lived on the islands where Columbus landed (say "tah-EE-no").

CORE IDEAS

Christopher Columbus was a sailor from Genoa, in Italy. He believed he could reach Asia, with its spices and silk, by sailing west across the **Atlantic Ocean**. Educated people already knew the earth was round. But Columbus thought it was much smaller than it really is, and no one in Europe knew that two great continents lay in the way.

For years he asked kings for ships. At last King Ferdinand and Queen Isabella of Spain agreed. On August 3, 1492, three small ships sailed from Palos, Spain: the **Niña**, the **Pinta** and the **Santa María**. After a stop in the Canary Islands, they sailed west into waters no one had crossed.

Week after week they saw only sea and sky. Columbus was a skilled **navigator**. He used a compass, an hourglass and careful notes to guess how far they had gone. The sailors grew afraid and wanted to turn back. Then birds flew by, and a carved stick floated past. Early on October 12, 1492, a lookout on the Pinta shouted, "Land! Land!"

They had reached an island in the Bahamas. Columbus named it San Salvador, which means “Holy Savior.” The **Taíno** people who lived there met the strangers. Columbus thought he was near Asia, so he called them “Indians.” He never understood that he had found lands new to Europe. Sadly, on later voyages Columbus and the Spanish settlers treated the Taíno cruelly and forced many to work for them. That was wrong, and even Spain’s rulers took away his post as governor.

PICTURE STUDY



Landing of Columbus, John Vanderlyn, Painted 1839–1846, installed 1847 · Oil on canvas · Rotunda of the United States Capitol, Washington, D.C.
Wikimedia Commons · Public domain

John Vanderlyn was an American painter. Congress asked him to paint this huge picture for the round hall under the Capitol dome. He imagined the moment Columbus stepped onto the beach of San Salvador and claimed the land for Spain.

Look closely

- Find Columbus. What is he holding?
- Find the ships out in the water.
- Find the Taíno people watching from the trees. How did the painter show them?

Talk about it

1. How do the sailors feel after so long at sea? How can you tell?
2. What do you think the Taíno people were thinking as they watched?

HANDS-ON: THREE LITTLE SHIPS

Fold three paper boats, name them for Columbus's ships and sail them across a "sea" to a new shore.

You will need

- Three sheets of paper (or a foil pan and modeling clay for floating boats)
- Markers
- A tub or sink of water, or a blue towel on the floor for a pretend sea
- A kitchen timer

Steps

1. Fold three paper boats. A grown-up can help with the folds.
2. Write Niña, Pinta and Santa María on the sides. Make the Santa María the biggest.
3. Draw a red cross on each sail, like the flags of Spain's ships.
4. Put the boats at one end of your sea (Spain). Put a toy or rock at the other end for San Salvador.
5. Blow gently or wave a paper fan to sail them across. Use the timer to count how long the "voyage" takes.
6. When a boat arrives, shout "Land!"

Check your work

- I made and named three ships.
- I sailed them from Spain to San Salvador.
- I can say the year: 1492.

TRAVEL JOURNAL

1. **Journey page 4: Columbus.** Draw the Atlantic Ocean with Spain on the right and the Bahamas on the left. Draw a dotted line between them and three tiny ships.
2. Write: "In fourteen hundred ninety-two, Columbus sailed the ocean blue."

Did you know? From the Canary Islands to San Salvador took about five weeks. The Santa María never came home: on Christmas night 1492 she ran aground on a reef off the island of Hispaniola. Columbus used her timbers to build a small fort. He made four voyages across the Atlantic in all.

Goes deeper in. Geography, Grade 4, "The Caribbean and the Americas," and History, "The Age of Exploration" (coming soon).

For families. Sources: Library of Congress; Britannica, "Christopher Columbus." Columbus left Palos on August 3, 1492, departed the Canaries on September 6 and sighted land early on October 12 (lookout traditionally named as Rodrigo de Triana).

Which Bahamian island was his San Salvador is still debated. The cruelty to the Taíno under Columbus's rule in Hispaniola is well documented; he was removed as governor and sent back to Spain in chains in 1500. The stop names these wrongs plainly, as the rules of this site ask, without modern slogans. Picture: John Vanderlyn, Landing of Columbus, U.S. Capitol (Architect of the Capitol).

PRACTICE

1. **EASY** Name Columbus's three ships.
2. **EASY** What year did Columbus first sail across the Atlantic?
3. **MEDIUM** Columbus wanted to reach Asia. Where did he land instead?

Make it a game · Lookout!. One child is the lookout and stands on a sturdy step stool with a paper telescope. The others hide small "signs of land" around the room: a feather (bird), a stick, a leaf. The lookout calls out each sign spotted. After three signs, everyone shouts "Land! Land!" and runs to touch the far wall.

Scripture. "They that go down to the sea in ships, that do business in great waters; These see the works of the LORD, and his wonders in the deep." (Psalm 107:23-24, KJV)

Sailors on the wide ocean see how great God's world is. Columbus wrote that he hoped his voyages would carry the name of Christ to new lands.

Practice: answers

1. The Niña, the Pinta and the Santa María.
2. 1492.
3. On an island in the Bahamas, in the Americas, which he named San Salvador.

3.5 LEWIS AND CLARK, WITH SACAGAWEA (1804–1806)

OBJECTIVES

- Trace the route of the Corps of Discovery from St. Louis to the Pacific Ocean.
- Tell how Sacagawea helped the explorers.
- Keep a nature journal page the way Lewis and Clark did.

Warm-up. Look at a map of the United States. Find St. Louis, on the Mississippi River. Now find the Pacific Ocean. In 1804, no one from the United States had ever crossed all the land between them.

Video slot. Video coming. The Lewis and Clark Expedition and Sacagawea, for children. Search approved channels (National Park Service, Library of Congress, Homeschool Pop (Alternate)); preview first.

KEY TERMS

expedition

A long journey made by a group for a special purpose, such as exploring.

Corps of Discovery

The name of Lewis and Clark’s team (say “core”).

Shoshone

A people of the Rocky Mountains, famous for their horses. Sacagawea was Shoshone (say “sho-SHO-nee”).

journal

A book where you write and draw what happens each day.

CORE IDEAS

In 1803, the United States bought a huge piece of land called Louisiana from France. President Thomas Jefferson wanted to know what was out there. He sent Captain Meriwether Lewis and Captain William Clark with a team called the **Corps of Discovery** to find a water route to the Pacific Ocean, and to write down every new plant, animal, river and people they met.

In May 1804, about forty men set off from near St. Louis in a big keelboat and canoes. They rowed, poled and pulled their boats up the muddy Missouri River against the current. Lewis brought his big black Newfoundland dog, Seaman. Clark brought York, a man he held in slavery, who worked as hard as anyone on the journey.

They spent the first winter with the Mandan people in what is now North Dakota. There they met **Sacagawea**, a young **Shoshone** woman, and her husband, a French-Canadian trader. In February she had a baby boy, Jean Baptiste, and she carried him on her back the whole way

west! When they reached the Rocky Mountains, they needed horses. The Shoshone chief turned out to be Sacagawea's own brother, Cameahwait. Because of her, the Shoshone traded them horses to cross the mountains.

In November 1805, Clark wrote in his **journal**: "O! the joy." They had reached the Pacific. They built a small fort for the winter, then traveled all the way back, reaching St. Louis in September 1806. They had been gone more than two years, and their journals described many plants and animals that scientists had never written about before, such as the prairie dog and the grizzly bear.

PICTURE STUDY



Lewis and Clark on the Lower Columbia, Charles M. Russell, 1905 · Watercolor and gouache on paper ·
Amon Carter Museum of American Art, Fort Worth, Texas
Wikimedia Commons · Public domain

Charles M. Russell was a Montana cowboy who became a famous painter of the West. He painted the moment the explorers, paddling down the Columbia River near the Pacific, met the Chinook people in their canoes. Sacagawea stands in the middle, making a sign of peace.

Look closely

- Find Sacagawea. What is she doing with her hand?
- Find Lewis and Clark. How are they dressed?
- Compare the canoes. How are they different?

Talk about it

1. Why would a woman with a baby show strangers that the explorers came in peace?
2. How does the painter show that this is a calm, friendly meeting?

Safety first. Walk with a grown-up. Look, draw and measure, but do not pick or taste unknown plants or berries, and do not touch wild animals, nests or bugs that might sting.

HANDS-ON: EXPLORER'S NATURE JOURNAL

Lewis and Clark drew and described what they saw. Go on a short walk and make one journal page about a plant or animal near your home.

You will need

- Your travel journal or a sheet of paper on a clipboard
- A pencil and colored pencils
- A ruler
- A magnifying glass (if you have one)

Steps

1. Write the date and the place at the top, the way the captains did.
2. Walk with a grown-up in your yard or a park. Choose one plant, bird, bug or animal track.
3. Look closely for two minutes without talking. Then draw it as carefully as you can.
4. Measure it with your ruler, or guess its size, and write the number.
5. Write three things you noticed: its color, its shape, and where you found it.
6. Give it your own name if you don't know its real one. Lewis and Clark did that too!

Check your work

- My page has the date and place.
- I drew one living thing carefully.
- I wrote its size and three things I noticed.

TRAVEL JOURNAL

1. **Journey page 5: Lewis and Clark.** Draw the Missouri River going up from St. Louis, the Rocky Mountains, and the Columbia River going down to the Pacific. Draw a canoe and a horse.
2. Add your nature journal page right after it.

Did you know? Only one man of the Corps died on the whole journey: Sergeant Charles Floyd, who fell sick, probably with appendicitis, in 1804. On the way home, the captains held a vote about where to build the winter fort, and both York and Sacagawea were counted. Today Sacagawea is pictured with her baby on a United States gold-colored dollar coin.

Goes deeper in. Geography, Grade 4, "The American West," History, "The Young United States," and Life Science, "Plants and Animals of North America" (coming soon).

For families. Sources: National Park Service, Lewis and Clark National Historic Trail; Library of Congress. The expedition left Camp Dubois on May 14, 1804, reached the Pacific coast in November 1805, wintered at Fort Clatsop and returned to St. Louis on September 23, 1806. Party size varied (about 33 in the permanent party who went to the Pacific). Clark's "Ocian in view! O! the joy" (November 7, 1805) is quoted with his spelling; they were actually at the wide Columbia estuary and reached the ocean shore days later. Spellings of Sacagawea's name vary. York's enslavement is stated plainly; after the journey Clark did not free him for some years. Picture: Charles M. Russell, Lewis and Clark on the Lower Columbia (1905), Amon Carter Museum.

PRACTICE

1. **EASY** Who sent Lewis and Clark west?
2. **EASY** What did Sacagawea carry on her back the whole way?
3. **MEDIUM** How did Sacagawea help the explorers cross the Rocky Mountains?

Make it a game • Paddle Upstream. Stretch a jump rope or tape line down the floor for the river. Children sit on a blanket "canoe" and pull themselves along the floor with their hands while a grown-up tugs gently the other way (the current). When they reach the end, they get out, "trade for horses," and gallop over a pillow mountain to the ocean.

Scripture. "O LORD, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches." (Psalm 104:24, KJV)

Lewis and Clark filled their journals with plants and animals they had never seen. Every new creature showed more of the riches God made.

Practice: answers

1. President Thomas Jefferson.
2. Her baby son, Jean Baptiste.
3. The Shoshone chief was her brother, and through her the Shoshone traded them horses.

3.6 ISABELLA BIRD IN THE ROCKY MOUNTAINS (1873)

OBJECTIVES

- Find Colorado and the Rocky Mountains on a map.
- Tell how Isabella Bird traveled and how she shared her journey.
- Write a letter home about a place you have visited.

Warm-up. Have you ever written a letter or a postcard from a trip? What did you tell about? Today's traveler wrote letters to her sister, and they became a famous book.

Video slot. Video coming. Isabella Bird, Victorian traveler in the Rocky Mountains, Estes Park and Longs Peak. Search approved channels (Rocky Mountain National Park / National Park Service, Royal Geographical Society, a Colorado history channel); preview first.

KEY TERMS

Rocky Mountains

A great chain of high mountains running down western North America.

Longs Peak

A mountain in Colorado more than 14,000 feet high, now in Rocky Mountain National Park.

pass

A low gap between mountains where travelers can cross.

letter

A written message sent to someone far away.

CORE IDEAS

Isabella Bird was born in England in 1831, the daughter of a minister. As a girl she was often sick and had a bad back. Her doctor said that travel and fresh air might help. So she traveled, and far from home she grew strong and brave.

In the fall of 1873, after visiting the islands of Hawaii, she came to Colorado. She bought a little bay horse and named it Birdie. Then, alone, she rode into the **Rocky Mountains**. She rode about 800 miles that fall, over high **passes**, through snowstorms, staying in log cabins and with ranch families along the way.

Her favorite place was Estes Park, a wide mountain valley with streams and tall pines. From there, with a rough mountain man named Jim Nugent as her guide, she climbed **Longs Peak**. The climb was steep and icy, and at times she was dragged and pulled up the rocks, but she reached the top and looked out over mountains in every direction.

All the way, Isabella wrote long **letters** to her sister Henrietta at home in Scotland. Later the letters were made into a book, *A Lady's Life in the Rocky Mountains* (1879). People in Britain read it and could almost see the mountains themselves. She went on to travel in Japan, China, Persia and many other lands.

PICTURE STUDY



The Rocky Mountains, Lander's Peak, Albert Bierstadt, 1863 · Oil on canvas · The Metropolitan Museum of Art, New York
Wikimedia Commons · Public domain

Albert Bierstadt was a German-American painter who traveled west with mapmakers and made sketches of the Rocky Mountains. Back in his studio he painted this huge, shining scene. It shows the Wind River Mountains in Wyoming, not Colorado, but it shows the kind of land Isabella Bird rode through.

Look closely

- Find the highest snowy peak.
- Find the waterfall. Where does the water go?
- Find the camp and the horses in the meadow. How small are they next to the mountains?

Talk about it

1. How would it feel to ride a horse into these mountains alone?
2. Why do you think the painter made the people so small?

HANDS-ON: A LETTER HOME FROM THE MOUNTAINS

Write a letter like Isabella Bird's, about a real place you have been or about the mountains in the painting.

You will need

- Writing paper or a folded card
- A pencil and colored pencils
- An envelope and a stamp (if you will mail it)

Steps

1. Choose a person to write to, the way Isabella wrote to her sister.
2. Start with "Dear __," and tell where you are.
3. Tell three things you see, hear or smell. Use good describing words, like icy, steep, roaring or golden.
4. Tell one thing that was hard and how you kept going.
5. Draw a small picture at the bottom, and sign your name.
6. Mail it, or read it aloud to your family.

Check your work

- My letter starts with "Dear" and ends with my name.
- I told three things I noticed.
- I added a picture.

TRAVEL JOURNAL

1. **Journey page 6: Isabella Bird.** Draw a mountain with a tiny rider on a horse at the bottom and a flag at the top. Label it "Longs Peak, 1873."
2. Copy one describing word from your letter in big letters across the sky.

Did you know? For her mountain riding, Isabella wore a practical "Hawaiian riding dress" with full trousers, so she could ride astride like a cowboy instead of sideways. In 1892 she became one of the first women made a Fellow of the Royal Geographical Society in London, which honored great explorers.

Goes deeper in. Geography, Grade 4, "The Rocky Mountains," and Literature, "Letters and Journals" (coming soon).

For families. Sources: Isabella L. Bird, *A Lady's Life in the Rocky Mountains* (1879; free on Project Gutenberg); Britannica, "Isabella Bird." She rode about 800 miles in Colorado in the autumn of 1873 and climbed Longs Peak with Jim Nugent ("Mountain Jim"), a frontiersman with a rough reputation; the story keeps to the facts of the climb. Her sister lived in Edinburgh and later on the Isle of Mull. Longs Peak is 14,259 feet (figures vary

slightly). Picture: Bierstadt's painting shows Wyoming's Wind River Range; Bierstadt's own Colorado views are less easy to find in public collections.

PRACTICE

1. **EASY** What did Isabella Bird name her horse?
2. **EASY** What high mountain did she climb?
3. **MEDIUM** How did people at home learn about her journey?

Make it a game • Climb Longs Peak. Make a "mountain trail" with pillows, cushions and a step stool. Each climber must cross it holding a guide's hand for the hardest part. At the top, the climber shouts one describing word about the view ("Snowy!" "Huge!"). No word may be used twice.

Scripture. "I will lift up mine eyes unto the hills, from whence cometh my help." (Psalm 121:1, KJV)

The next verse answers: "My help cometh from the LORD, which made heaven and earth." The mountains are great, but the God who made them is greater.

Practice: answers

1. Birdie.
2. Longs Peak, in Colorado.
3. She wrote letters to her sister, and the letters became a book.

3.7 NELLIE BLY AROUND THE WORLD IN 72 DAYS (1889–1890)

OBJECTIVES

- Trace Nellie Bly's trip around the world on a globe.
- Name two ways she traveled: steamship and train.
- Pack for a trip using only one small bag.

Warm-up. If you had to go around the whole world and could take only one small bag, what would you put in it? Make a list in your head of five things.

Video slot. Video coming. Nellie Bly's race around the world in 72 days, 1889–1890, for children. Search approved channels (Library of Congress, Smithsonian, Homeschool Pop (Alternate)); preview first.

KEY TERMS

reporter

A person who finds out the news and writes about it for a newspaper.

steamship

A ship driven by a steam engine instead of by wind in its sails.

Suez Canal

A waterway dug across Egypt that lets ships go from the Mediterranean Sea to the Red Sea.

record

The best or fastest ever done, until someone beats it.

CORE IDEAS

Nellie Bly was the pen name of Elizabeth Cochrane, a young **reporter** for a big New York newspaper called *The World*. She had read a story by Jules Verne called *Around the World in Eighty Days*, about a make-believe gentleman who went all the way around the earth in 80 days. Nellie said, "I can do it faster!"

On November 14, 1889, she sailed from New Jersey on a **steamship**. She took one small bag. Inside were a few changes of underthings, a jacket, toiletries, a little ink and paper, and not much more. She wore the same sturdy dress almost the whole trip.

She crossed the Atlantic to England, rode a train into France and stopped to visit Jules Verne himself! Then she sailed through the **Suez Canal**, across the Indian Ocean to Ceylon, on to Singapore, Hong Kong and Japan, and across the Pacific to San Francisco. Storms slowed her ships, and she worried she would be late. In Singapore she bought a little monkey and took it home with her.

From San Francisco, a special fast train raced her across America while crowds cheered at every station. On January 25, 1890, she stepped off the train in New Jersey. She had gone around the world in 72 days, 6 hours and 11 minutes, a new **record**!

PICTURE STUDY

Nellie Bly, Ready for Her Trip Around the World, H. J. Myers (photographer), About 1890 · Photograph · Library of Congress, Washington, D.C.

This photograph shows Nellie Bly dressed for her famous trip, in her long checked coat and a snug cap, holding her one small bag. Pictures like this were printed and sold all over America after she came home.

Look closely

- Find her bag. How big is it?
- Look at her coat. Why would a long, warm coat be good for a trip in winter?
- Look at her face. Does she look nervous or confident?

Talk about it

1. What would you need to leave behind to fit everything in a bag that small?
2. Why do you think so many people wanted a picture of her?

HANDS-ON: THE ONE-BAG CHALLENGE

Pack like Nellie Bly: everything for a pretend week-long trip in one small bag.

You will need

- One small bag, such as a lunch box, backpack or small tote
- Clothes and things from your room
- Paper and pencil for a packing list

Steps

1. Write a packing list first: clothes, a toothbrush, something to read, something to write with.
2. Pack only what is on your list.
3. Can you close the bag? If not, take something out. Decide what you really need.
4. Lift the bag. Could you carry it by yourself for a long walk?
5. Show a grown-up and tell why you chose each thing.
6. Unpack and put everything away.

Check your work

- I made a list before I packed.
- Everything fit in one bag that closes.

- I can carry my bag by myself.

TRAVEL JOURNAL

1. **Journey page 7: Nellie Bly.** Draw a circle for the world. Mark New York, England, Egypt, Ceylon, Hong Kong, Japan and San Francisco around it, and draw a ship or train between each.
2. Write your one-bag packing list on the page.

Did you know? Another reporter, Elizabeth Bisland, raced around the world the other way at the same time for a magazine. Nellie did not even know about her until she reached Hong Kong! Nellie won by about four days. She went about 25,000 miles. Her book about the trip is called *Around the World in Seventy-Two Days*.

Goes deeper in. Geography, “Technology Overcoming Geography: Steamships, Railroads and Canals” (coming soon), and Literature, Jules Verne, *Around the World in Eighty Days* (coming soon).

For families. Sources: Library of Congress; Nellie Bly, *Around the World in Seventy-Two Days* (1890; free on Project Gutenberg). She left Hoboken on the Augusta Victoria on November 14, 1889, and arrived in Jersey City on January 25, 1890; the official time was 72 days, 6 hours, 11 minutes and 14 seconds. The paper also ran a guessing contest about her arrival time; it is left out here. Her quoted “I can do it faster” is a paraphrase of her proposal to her editor, not her exact words. Picture: portrait by H. J. Myers, about 1890, Library of Congress Prints and Photographs.

PRACTICE

1. **EASY** How many days did Nellie Bly take to go around the world?
2. **EASY** What famous author did she visit in France?
3. **MEDIUM** Name two ways Nellie Bly traveled.

Make it a game • Race Around the World. Set out seven chairs in a big circle, each with a sign: New York, England, France, Egypt, Ceylon, Hong Kong, San Francisco. Children carry one small bag and race around the circle, touching each chair and calling its name. A grown-up times the trip. Can anyone beat Nellie by going around in under 72 seconds?

Scripture. “In all thy ways acknowledge him, and he shall direct thy paths.” (Proverbs 3:6, KJV)

Nellie Bly’s path went all the way around the earth. Whether our road is long or short, God promises to direct the paths of those who trust Him.

1. 72 days.
2. Jules Verne.
3. By steamship and by train.

3.8 AMELIA EARHART FLIES THE ATLANTIC (1932)

OBJECTIVES

- Trace Amelia Earhart’s flight from Newfoundland to Northern Ireland.
- Tell two dangers she faced in the air.
- Fly and measure paper airplanes.

Warm-up. Abraham walked, Paul sailed, and Nellie Bly rode ships and trains. What is the fastest way to cross an ocean today? Who do you think were the first people to try it?

Video slot. Video coming. Amelia Earhart’s 1932 solo flight across the Atlantic in her Lockheed Vega, for children. Search approved channels (Smithsonian National Air and Space Museum, Library of Congress, Homeschool Pop (Alternate)); preview first.

KEY TERMS

pilot

The person who flies an airplane.

solo

Done alone, with no one else along.

Lockheed Vega

The small, red, one-engine airplane Amelia Earhart flew across the Atlantic.

altimeter

An instrument that tells a pilot how high the airplane is flying.

CORE IDEAS

Amelia Earhart was born in Kansas in 1897. When she was young, she saw her first airplane at a fair and was not impressed. But in 1920 she took a ten-minute airplane ride in California, and she said she knew she had to fly. She worked hard, saved her money, bought her own plane and became a **pilot**.

In 1927, Charles Lindbergh became the first person to fly **solo** across the Atlantic Ocean. Five years later, Amelia decided to try it herself. On the evening of May 20, 1932, she took off alone from Harbour Grace, Newfoundland, in her shiny red **Lockheed Vega**.

The night was hard. Her **altimeter** broke, so she could not tell how high she was. She flew into storms, and ice formed on the wings, making the plane drop toward the waves. A crack in the engine’s exhaust pipe let out flames she could see in the dark, and fuel began to leak. Still she kept flying.

After almost 15 hours, she saw green land below. It was Northern Ireland. She landed in a farmer’s pasture near Londonderry, startling the cows. A farmhand ran up and asked, “Have

you come far?" She answered, "From America." Amelia Earhart was the first woman to fly alone across the Atlantic, and the second person ever.

PICTURE STUDY

Amelia Earhart, Unknown photographer (Library of Congress collection), About 1928 · Photograph · Library of Congress, Washington, D.C.

This photograph was taken around 1928, when Amelia Earhart first became famous. Photographs from the early days of flying show pilots in leather jackets and helmets, because the open cockpits of many planes were cold and windy.

Look closely

- Look at her clothes. Why would a pilot wear leather?
- Look at her face. What words describe her?
- If an airplane is in the picture, find the propeller and the wings.

Talk about it

1. What would you need to be a brave pilot?
2. How is this picture different from a painting?

Safety first. Fly paper airplanes in an open space and never toward anyone's face or eyes. Pick up all planes when you are done.

HANDS-ON: PAPER AIRPLANE TEST FLIGHTS

Build two paper airplanes, test them like a pilot and measure how far each one flies.

You will need

- Two sheets of paper
- A tape measure
- Masking tape for a start line
- Paper and pencil to keep a flight log

Steps

1. Fold one plane with wide wings and one with narrow, pointed wings. A grown-up can help.
2. Color one red, like Amelia's Vega, and give each a name.
3. Put a strip of tape on the floor for the runway (start line).
4. Fly each plane three times. Measure from the tape to where it lands.
5. Write each distance in a flight log.
6. Circle the longest flight. Which plane flew farther? Why do you think so?

Check your work

- I built two different planes.
- I flew each plane three times and measured.
- I kept a flight log and found the longest flight.

TRAVEL JOURNAL

1. **Journey page 8: Amelia Earhart.** Draw the Atlantic Ocean with Newfoundland on the left and Ireland on the right. Draw a little red plane flying across, with storm clouds in the middle.
2. Glue in your flight log, or copy your longest flight.

Did you know? Amelia flew on the same date as Lindbergh's takeoff, five years later. She had hoped to land in Paris, as he had, but the troubles in the night made her come down as soon as she found land. Her red Vega now hangs in the Smithsonian's National Air and Space Museum in Washington, D.C. Five years later, in 1937, she disappeared over the Pacific Ocean while trying to fly around the world, and she was never found.

Goes deeper in. Geography, "Technology Overcoming Geography: Flight" (coming soon), and History, "Inventions of the Twentieth Century" (coming soon).

For families. Sources: Smithsonian National Air and Space Museum (Lockheed Vega 5B); Britannica, "Amelia Earhart." She left Harbour Grace on May 20, 1932, and landed at Culmore, near Londonderry, after about 14 hours 56 minutes; she received the Distinguished Flying Cross. The farmhand's question and her answer are the well-known account, slightly varied in different sources. Picture: choose a portrait from before 1931 (for example the Library of Congress's 1928 portraits listed with "no known restrictions"), since some later press photographs may still be under copyright.

PRACTICE

1. **EASY** What ocean did Amelia Earhart fly across alone in 1932?
2. **EASY** Where did she land?
3. **MEDIUM** Name two troubles she had on the flight.

Make it a game · Pilot, Find the Pasture. One child is the pilot and closes their eyes (no altimeter!). A grown-up or friend is the radio and gives directions: "Fly left," "Climb up high," "Watch out, storm ahead!" Arms out like wings, the pilot follows until they "land" softly on a pillow pasture. Then the radio asks, "Have you come far?" and the pilot answers, "From America!"

Scripture. "If I take the wings of the morning, and dwell in the uttermost parts of the sea; Even there shall thy hand lead me, and thy right hand shall hold me." (Psalm 139:9-10, KJV)

Even high above the ocean on a dark night, no one is beyond God's reach. Wherever we travel, by foot, ship or wing, His hand is there.

Practice: answers

1. The Atlantic Ocean.
2. In a pasture in Northern Ireland, near Londonderry.
3. Any two: her altimeter broke, storms, ice on the wings, flames from a cracked exhaust, a fuel leak.

TRAIL 3 BADGE QUIZ

The badge quiz is optional. Read each question aloud; the child may answer by talking, pointing or drawing. Four right out of five earns the first badge; three right out of four earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. What city did Abram leave when God called him?
2. Why did Paul make his long journeys?
3. What great ruler did Marco Polo meet in China?
4. In what year did Columbus first sail across the Atlantic?
5. How did Sacagawea help Lewis and Clark?

Badge quiz 2 (Stops 6-8)

6. How did people learn about Isabella Bird's ride in the Rockies?
7. How many days did Nellie Bly take to go around the world?
8. What did Amelia Earhart do in 1932?
9. Put these in order, oldest first: Amelia Earhart, Abraham, Columbus.

TRAIL CERTIFICATE: MY GREAT JOURNEYS TRAVEL JOURNAL AND TRAIL C CERTIFICATE

Gather your eight journey pages into your travel journal under the heading "Great Journeys," with your name and dates.

Choose the traveler you would most like to have gone with, and tell or write why.

When the pages are done, a parent signs the Trail C certificate.

- **Journey pages:** A page for each stop, with a route map and a drawing.
- **Maps:** The child can show each journey's start and end on a globe or map.
- **Telling:** The child can retell one true story from each traveler.
- **Care:** Pages are neat and labeled.

Answer key

1. Ur (by way of Haran).
2. To tell people about Jesus and start churches.
3. Kublai Khan.
4. 1492.
5. Her brother was the Shoshone chief, and through her they got horses to cross the mountains.
6. From her letters to her sister, which became a book.
7. 72 days.
8. She was the first woman to fly alone across the Atlantic Ocean.
9. Abraham, Columbus, Amelia Earhart.

TRAVEL AND FARAWAY PLACES TRAIL D: ARMCHAIR TOUR OF FARAWAY PLACES

The fourth trail of the Travel track is a trip around the world without leaving home: the Holy Land of the Bible, Rome and its Colosseum, London and its Tower, Paris and the Eiffel Tower, the Swiss Alps, the pyramids of Egypt, Japan and Mount Fuji, and two of America's great national parks, Yellowstone and the Grand Canyon.

This is the  **Scout** level, for ages 7 to 9. A parent reads the story aloud, or a strong reader reads it alone. Every stop stands by itself, with a picture to study, a map to find and something to make. Each stop adds a **postcard** to a set of eight and a page to the **travel journal** in the Field Notebook.

Five stops earn the **Armchair Traveler badge, part 1**; eight stops earn part 2 and the **Trail D certificate**.

BEFORE YOU BEGIN

- Listen to a story of about five minutes and tell it back.
- Find the seven continents on a globe or world map (a grown-up may help).

MASTERY CHECKLIST

- ☐ I can find all eight places on a globe or map.
- ☐ I can tell one true thing about each place.
- ☐ I can name a Bible event that happened in the Holy Land and one that happened in Egypt.
- ☐ I can tell what a volcano, a glacier, a geyser and a canyon are.
- ☐ I have made eight postcards, one from each stop.

OPTIONAL BOOKS AND RESOURCES

- **Miroslav Šašek, *This Is Rome, This Is London and This Is Paris* (1959-1960)** (<https://www.worldcat.org>): Classic picture-book tours of three cities, reprinted in recent years. Look for them at the library for Stops D2 to D4.
- **Historic Royal Palaces: Tower of London** (<https://www.hrp.org.uk/tower-of-london/>): Free pages and photos of the White Tower, the Crown Jewels, the Yeoman Warders and the ravens for Stop D3.
- **National Park Service: Yellowstone and Grand Canyon** (<https://www.nps.gov>): Free maps, photos, webcams (including Old Faithful) and Junior Ranger books for Stop D8.
- **The Metropolitan Museum of Art: Heilbrunn Timeline of Art History** (<https://www.metmuseum.org/toah/>): Free essays and pictures on Egyptian pyramids and Japanese woodblock prints, including Hokusai, for Stops D6 and D7.

4.1 THE HOLY LAND: JERUSALEM, BETHLEHEM AND GALILEE

OBJECTIVES

- Find Jerusalem, Bethlehem and the Sea of Galilee on a map.
- Tell one thing that happened in the Bible at each place.
- Explain why Christians call this land “the Holy Land.”

Warm-up. Open a Bible to the maps in the back, or find Israel on a globe. Look for a long blue lake in the north and a salty sea in the south, joined by a river. That river is the Jordan. Today we take an armchair trip there.

Video slot. Video coming. A gentle tour of Jerusalem’s Old City, Bethlehem and the Sea of Galilee for children. Search approved channels (Smithsonian Channel, Homeschool Pop, a Bible-lands museum or Christian archaeology channel); preview first.

KEY TERMS

Holy Land

The land where most of the Bible took place, and where Jesus was born, lived, died and rose again.

Jerusalem

An old city built on hills, where King David ruled and the Temple stood.

Bethlehem

A small town about 6 miles south of Jerusalem, where Jesus was born.

Galilee

The hilly northern land around a big freshwater lake, where Jesus grew up and taught.

CORE IDEAS

Our first armchair trip goes to the land of the Bible. Christians call it the **Holy Land** because God chose this small strip of hills, deserts and lakes for His great works, and because Jesus walked here. It sits at the east end of the Mediterranean Sea, where Africa, Asia and Europe come close together.

We begin in **Jerusalem**, a city on hills, with thick stone walls around its old part. King David made it his capital, and his son Solomon built the Temple there. Jesus came to Jerusalem for the feasts. Across a little valley stands the Mount of Olives, where Jesus looked over the city and wept for it.

Now we walk about 6 miles south to **Bethlehem**, the town of David. Long before Jesus came, the prophet Micah said the ruler of Israel would be born in this little town. There Mary laid her baby in a manger. Today the Church of the Nativity stands over the place where

Christians have long remembered His birth. Its front door is so low that grown-ups must bow to go in.

Last we travel north to **Galilee**, green hills around a lake about 13 miles long. Jesus grew up in the village of Nazareth and called fishermen named Peter, Andrew, James and John from their boats on the Sea of Galilee. On this lake He calmed a storm and walked on the water. Fishing boats still sail there today.

PICTURE STUDY



Jerusalem, from the Mount of Olives, David Roberts (lithograph by Louis Haghe), Sketched April 8, 1839; printed 1842–1849 · Hand-colored lithograph · Prints in many libraries and museums, including the Library of Congress and the Wellcome Collection, London
Wikimedia Commons · CC0

David Roberts was a Scottish painter who rode on camels and horses through Egypt and the Holy Land in 1838 and 1839, sketching as he went. Back home, a printer named Louis Haghe turned his drawings into prints, so that families who could never travel could see the Bible lands from their armchairs, just as you are doing today.

Look closely

- Find the city wall. Follow it with your finger.
- Find the big dome inside the city.
- Find the people in the front. What are they doing?

Talk about it

1. Where was the artist standing when he made this picture?
2. Why do you think so many people wanted to buy pictures of Jerusalem?

HANDS-ON: POSTCARD 1: A MAP OF THE HOLY LAND

Begin your Trail D postcard set with a map postcard of the places Jesus walked.

You will need

- An index card or a 4-by-6-inch piece of cardstock
- Colored pencils (blue, green and brown)
- A Bible map or a children's atlas to copy from

Steps

1. On the front, draw the coast of the Mediterranean Sea on the left side and color the sea blue.
2. Draw the Sea of Galilee near the top, the Jordan River running down, and the Dead Sea near the bottom.
3. Make a dot for Jerusalem west of the top of the Dead Sea, and a dot for Bethlehem just below it. Make a dot for Nazareth southwest of the Sea of Galilee.
4. Draw a tiny star by Bethlehem, a tiny fishing boat on the Sea of Galilee and a tiny wall by Jerusalem.
5. On the back, write a short postcard to someone at home: "Dear ___, Today I visited ..."
Tell one thing you saw.

Check your work

- My map shows the sea, the lake, the river and three towns.
- Each town has a small picture clue.
- My postcard message tells one true thing.

TRAVEL JOURNAL

1. **Travel journal, page 1: The Holy Land.** Draw the low door of the Church of the Nativity, with a grown-up bending to go through.
2. Write the three places and one Bible event for each.

Did you know? The Sea of Galilee lies about 700 feet below the level of the ocean, so storms can rush down the hills onto the water very fast. The Dead Sea, farther south, is so salty that a swimmer floats like a cork. The old walls of Jerusalem you see today were built in the 1530s, about 1,500 years after Jesus.

Goes deeper in. Geography, Grade 4, "The Middle East," and History, "The Life of Christ" (coming soon).

For families. Sources: Britannica (Jerusalem, Bethlehem, Sea of Galilee, Church of the Nativity); the Gospels. The distance from Jerusalem to Bethlehem is usually given as 5 to 6 miles. The Church of the Nativity was first built under Constantine in the 330s and

rebuilt under Justinian; its low “Door of Humility” is later. This stop keeps to geography and Scripture and stays out of modern politics; families planning a real trip should check current government travel advice. Picture: Roberts and Haghe, from *The Holy Land, Syria, Idumea, Arabia, Egypt and Nubia* (1842–1849); more than one Roberts print carries this title and date.

PRACTICE

1. **EASY** In which town was Jesus born?
2. **EASY** What did Peter and Andrew do on the Sea of Galilee before they followed Jesus?
3. **MEDIUM** Why do Christians call this land the Holy Land?

Make it a game · Where Am I? A grown-up names a Bible event: “A baby in a manger,” “Fishermen leave their nets,” “A storm on a lake is calmed,” “Solomon builds the Temple.” The children run to one of three signs taped in the room (Jerusalem, Bethlehem, Galilee). The first one to the right sign calls the next event.

Scripture. “But thou, Beth-lehem Ephratah, though thou be little among the thousands of Judah, yet out of thee shall he come forth unto me that is to be ruler in Israel; whose goings forth have been from of old, from everlasting.” (Micah 5:2, KJV)

Hundreds of years before Jesus was born, God told Micah the very town. Little Bethlehem became one of the most famous places in the world because God kept His word.

Practice: answers

1. Bethlehem.
2. They were fishermen; they fished from boats.
3. Because most of the Bible happened there, and Jesus was born, lived, died and rose again there.

4.2 ROME AND THE COLOSSEUM

OBJECTIVES

- Find Rome and the boot of Italy on a map.
- Tell what the Colosseum was and about how many people it held.
- Tell why a cross stands inside the Colosseum today.

Warm-up. Find Italy on a globe. Does it look like a boot kicking a ball? Rome is about halfway down the boot, near the shin, on the Tiber River.

Video slot. Video coming. The Colosseum in Rome for children: how it was built, its arches and the underground rooms. Search approved channels (Smithsonian Channel, Homeschool Pop, Free School, the Colosseum Archaeological Park); preview first.

KEY TERMS

Rome

The capital city of Italy, and long ago the capital of the great Roman Empire.

Colosseum

A huge oval stadium of stone in Rome, opened in AD 80 (say “kol-oh-SEE-um”).

arch

A curved opening of stones that hold each other up. Romans used thousands of them.

ruin

What is left of a building after many years of weather, earthquakes and people taking its stones.

CORE IDEAS

Our second armchair trip lands in **Rome**, a city built on seven hills beside the Tiber River. Two thousand years ago it ruled an empire that stretched from Britain to Egypt. Roman soldiers built straight stone roads in every direction, so that people said, “All roads lead to Rome.” The apostle Paul traveled one of those roads to Rome, and he wrote a letter to the Christians there that is now in our Bible.

In the middle of the city stands the **Colosseum**. The emperor Vespasian began it around AD 72, and his son Titus opened it in AD 80 with one hundred days of shows. It was like a giant stadium. About 50,000 people climbed its stairs to watch animal hunts, races and gladiators, men who fought in the arena for the crowd.

The Romans were wonderful builders. The Colosseum has four stories, and the bottom three are rings of stone **arches**. There were 80 entrances, and each ticket had a number to show which gate to use, so the crowd could get in and out quickly. On hot days, sailors pulled a

great cloth awning over the seats for shade. Under the floor was a maze of rooms where animals waited for lifts to raise them up.

Today the Colosseum is a **ruin**. Earthquakes knocked down part of the outer wall, and for hundreds of years people carried off its stones to build other things. Christians remember that believers were put to death for their faith in Rome in those days. Long ago a cross was set up inside the Colosseum to honor them, and one still stands there. The empire that once mocked Christians is gone, but the Church is still here.

PICTURE STUDY



Interior of the Colosseum, Rome, Thomas Cole, c. 1832 · Oil on canvas · Albany Institute of History & Art, Albany, New York
Wikimedia Commons · Public domain

Thomas Cole was an American painter famous for painting the mountains and rivers of New York. In 1831 and 1832 he lived in Italy. He said the Colosseum moved him more than any other old place he saw, and he went back to sketch it again and again.

Look closely

- Find the cross. Where did the painter put it?
- Find the plants growing on the walls.
- Count the rows of arches you can see.

Talk about it

1. Is this building new or very old? How can you tell?
2. Why do you think the painter put the cross in the very middle?

HANDS-ON: POSTCARD 2: BUILD A PAPER COLOSSEUM

Make a small Colosseum with rows of arches, then write a postcard from Rome.

You will need

- A long strip of tan or gray paper or a file folder, about 3 inches tall
- Scissors, tape and a pencil
- A paper plate for the arena floor
- An index card for the postcard

Steps

1. Draw three rows of little arches across the strip, like a row of upside-down U's. Draw a plain row on top for the fourth story.
2. Color the arches dark so they look like openings. (Older children may cut a few out with a grown-up's help.)
3. Bend the strip into an oval and tape the ends. Set it on the paper plate.
4. Tear a little off the top on one side so it looks like a ruin, as it does today.
5. On the postcard, draw the Colosseum on the front. On the back write: "Dear ___, Greetings from Rome! The Colosseum held about 50,000 people ..."

Check your work

- My Colosseum is an oval with rows of arches.
- One side is broken down like the real ruin.
- My postcard tells one true fact.

TRAVEL JOURNAL

1. **Travel journal, page 2: Rome.** Draw one Roman arch and label the top stone "keystone."
2. Write: "The Colosseum opened in AD 80."

Did you know? The Colosseum's real name was the Flavian Amphitheater, after the family of Vespasian and Titus. The name "Colosseum" probably came later, from a giant statue of Nero, the colossus, that stood nearby. The top stone of an arch is called the keystone; it locks the others in place.

Goes deeper in. Geography, Grade 4, "Europe," and History, "Ancient Rome and the Early Church" (coming soon).

For families. Sources: Britannica (Colosseum); Colosseum Archaeological Park. Seating estimates run from about 50,000 to 80,000; this stop uses the common figure of 50,000. Peter and Paul were put to death in Rome under Nero, before the Colosseum was built. Whether Christians were martyred inside the Colosseum itself is an old tradition that

historians cannot prove; in 1749 Pope Benedict XIV dedicated the building to the memory of the martyrs, which is why a cross stands there. The stop names the gladiator shows plainly without detail. Picture: Albany Institute of History & Art, 1964.71.

PRACTICE

1. **EASY** In which country is Rome?
2. **EASY** About how many people could sit in the Colosseum?
3. **MEDIUM** Why is part of the Colosseum broken down today?

Make it a game • Find Your Gate. Number four doorways or chairs 1 to 4. Give each child a “ticket” with a number. When a grown-up says “The games are over!” everyone must find their numbered gate and go through it quickly and in order, like a Roman crowd. Then mix up the tickets and play again.

Scripture. “For I am not ashamed of the gospel of Christ: for it is the power of God unto salvation to every one that believeth; to the Jew first, and also to the Greek.” (Romans 1:16, KJV)

Paul wrote these words to the Christians in Rome. They lived in a mighty city that often scorned them, but they were not ashamed of Jesus.

Practice: answers

1. Italy.
2. About 50,000.
3. Earthquakes knocked down part of it, and people carried away its stones for other buildings.

4.3 LONDON AND THE TOWER

OBJECTIVES

- Find London and the River Thames on a map of Great Britain.
- Tell who began the Tower of London and what is kept there.
- Name two guardians of the Tower: the Yeoman Warders and the ravens.

Warm-up. Find the island of Great Britain on a globe. Now find a river that winds east to the sea in the south of England. That is the Thames (say “TEMZ”), and London sits on its banks.

Video slot. Video coming. The Tower of London for children: the White Tower, the Crown Jewels, the Yeoman Warders and the ravens. Search approved channels (Historic Royal Palaces, Smithsonian Channel, Homeschool Pop); preview first.

KEY TERMS

London

The capital city of England and the United Kingdom, on the River Thames.

castle

A strong building with thick walls, made to keep out enemies.

Crown Jewels

The crowns, scepters and other treasures used when a king or queen is crowned.

Yeoman Warder

A guard of the Tower of London, often called a “Beefeater,” who wears a dark blue or red uniform.

CORE IDEAS

Our third armchair trip crosses the sea to **London**, one of the biggest cities in the world. Red double-decker buses roll down the streets. A great clock tower called Big Ben chimes the hours. Boats sail up and down the River Thames, past the dome of St. Paul’s Cathedral.

Beside the river stands the Tower of London. It is not one tower but a whole **castle**, with walls inside walls and a moat that is now grass. In the middle is the White Tower, a square stone keep. William the Conqueror, a duke from France who won England in 1066, began it around 1078 to guard the river and show everyone who was in charge.

Over the years the Tower was a royal home, a fort, a storehouse for weapons and a prison. Even young Princess Elizabeth was locked up there for a time, before she became Queen Elizabeth I. Today the Tower guards the **Crown Jewels**, the gold crowns and scepters used when a new king or queen is crowned. One crown sparkles with nearly 3,000 diamonds.

The Tower has two kinds of guardians. The **Yeoman Warders** have served since Tudor times, more than 500 years ago, and they live inside the walls with their families. The other guardians are big black ravens. An old saying warns that if the ravens ever leave the Tower, the kingdom will fall. So a Ravenmaster cares for at least six ravens and feeds them meat every day so they are happy to stay.

PICTURE STUDY



The Thames and the City of London from Richmond House, Canaletto (Giovanni Antonio Canal), 1747 · Oil on canvas · Goodwood House, West Sussex, England (the Duke of Richmond's collection)
Wikimedia Commons · Public domain

Canaletto was famous for painting the canals of his home city, Venice. In 1746 he came to London and stayed about nine years. This was one of the first paintings he made there, looking out from the upper window of a duke's house along the Thames. The Tower is farther down the river, past the great dome.

Look closely

- Find the great dome of St. Paul's Cathedral.
- Count the church steeples you can see.
- Find the boats. Which way is the river flowing?

Talk about it

1. How is London in this picture different from London today?
2. Why do you think so many people lived beside the river?

HANDS-ON: POSTCARD 3: BUILD THE WHITE TOWER

Build a model of the White Tower from a box, then write a postcard from London.

You will need

- A small square box (a tissue box or cereal box cut down)
- Four toilet-paper tubes, or paper rolled into tubes
- White or gray paper, tape and markers
- A black paper scrap for a raven, and an index card

Steps

1. Cover the box with white or gray paper. Draw stone blocks and a few small windows.
2. Tape a tube to each corner for the four turrets. On the real White Tower, three turrets are square and one is round.
3. Draw notches (battlements) along the top edge, like teeth.
4. Cut a small black raven and tape it to the wall. Do not let it fly away!
5. On the postcard, draw the Tower on the front. On the back write: "Dear ___, Greetings from London! I saw the Crown Jewels and the ravens ..."

Check your work

- My tower has four corner turrets and battlements.
- I added a raven to guard it.
- My postcard tells one true fact.

TRAVEL JOURNAL

1. **Travel journal, page 3: London.** Draw a crown and color its jewels. Label it "Crown Jewels, Tower of London."
2. Draw a Yeoman Warder in his uniform.

Did you know? People often mix up London Bridge with Tower Bridge. Tower Bridge, next to the Tower, has two tall towers and a road that lifts up to let tall ships pass. It opened in 1894. Every night for hundreds of years the Yeoman Warders have locked the Tower's gates in the Ceremony of the Keys.

Goes deeper in. Geography, Grade 4, "Europe," and History, "Castles and Kings of the Middle Ages" (coming soon).

For families. Sources: Historic Royal Palaces (hrp.org.uk); Britannica (Tower of London). The start of the White Tower is usually dated about 1075-1079. Princess Elizabeth was held in the Tower for about two months in 1554. The Imperial State Crown carries 2,868 diamonds. The Tower keeps at least six ravens (usually seven); the warning about the ravens is a legend, not a prophecy. Picture: Canaletto, Goodwood House.

PRACTICE

1. **EASY** Which river runs through London?

2. **EASY** What treasure is kept in the Tower of London today?
3. **MEDIUM** Why are ravens kept at the Tower?

Make it a game · Ravens, Stay Home!. One child is the Ravenmaster; the others are ravens who flap around the room. When the Ravenmaster calls “Ravens home!” everyone must hop back inside a “castle” (a rug or a circle of string) before the count of five. Any raven left outside becomes the next Ravenmaster.

Scripture. “The name of the LORD is a strong tower: the righteous runneth into it, and is safe.” (Proverbs 18:10, KJV)

The Tower of London has strong walls, but walls can fall. God is the strongest tower of all, and those who run to Him are safe.

Practice: answers

1. The River Thames.
2. The Crown Jewels.
3. An old saying warns that if the ravens leave, the kingdom will fall, so they are kept and cared for.

4.4 PARIS AND THE EIFFEL TOWER

OBJECTIVES

- Find Paris and the River Seine on a map of France.
- Tell when and why the Eiffel Tower was built.
- Build a tower and test what makes it strong.

Warm-up. Find France on a globe. It is shaped a little like a six-sided figure, called a hexagon. Paris is in the north, on a river that loops like a ribbon. Can you find it?

Video slot. Video coming. How the Eiffel Tower was built (1887–1889), with old photographs of its construction. Search approved channels (the official Eiffel Tower channel, Smithsonian Channel, Homeschool Pop, Free School); preview first.

KEY TERMS

Paris

The capital city of France, on the River Seine (say “SEN”).

Eiffel Tower

A tall iron tower in Paris, built in 1887–1889 by Gustave Eiffel’s company.

World’s Fair

A great show where many countries bring their newest inventions and goods for the world to see.

rivet

A metal pin, heated red-hot and hammered flat, that fastens two pieces of iron together.

CORE IDEAS

Our fourth armchair trip takes a train under the sea from London to **Paris**. Paris is the capital of France, and the River Seine curls through the middle of it. On a little island in the river stands Notre-Dame Cathedral, begun more than 850 years ago. Along the riverbanks, sellers set out old books and prints in green boxes, and people sit at little tables outside cafés.

Rising over all of it is the **Eiffel Tower**. In 1889 Paris held a great **World’s Fair**, and the French wanted something no one had ever seen. Gustave Eiffel’s company, which built iron bridges, drew up plans for an iron tower about 1,000 feet tall. That was taller than any building on earth.

Building it took just over two years. Workers fitted together more than 18,000 iron pieces, made in a factory and numbered like a giant puzzle. They held them together with about 2.5 million **rivets**. The tower is made of open crisscross beams, like lace, so that the wind blows through it instead of pushing it over.

At first, some famous artists and writers said the tower was ugly and should come down. It was only meant to stand for 20 years. But it proved useful for sending radio signals, so it was kept. Now it is the most famous sight in France. It is painted every few years, and on hot summer days the iron swells in the sun and the tower grows a few inches taller!

PICTURE STUDY



The Eiffel Tower, Georges Seurat, c. 1889 · Oil on wood panel · Fine Arts Museums of San Francisco (Legion of Honor)

Wikimedia Commons · CC BY-SA 3.0

Georges Seurat was a French painter who made pictures out of thousands of tiny dots of color. Up close you see only dots; step back and your eyes blend them into a picture. He painted the brand-new Eiffel Tower in the year of the World's Fair. The painting is small, only about the size of a sheet of notebook paper cut in half.

Look closely

- Look closely. What colors of dots can you find in the tower?
- Find the top of the tower. What happens to it?
- Step back across the room and look again. What changes?

Talk about it

1. Why do you think Seurat let the top of the tower fade into the sky?
2. Is the tower in this painting gray or many colors?

HANDS-ON: POSTCARD 4: THE STRONG-TOWER CHALLENGE

Build a tower like Gustave Eiffel's and see whether it stands against the wind. Then make a dot-picture postcard like Seurat's.

You will need

- About 20 drinking straws (or rolled-up newspaper)
- Masking tape
- A ruler
- Cotton swabs and paint, or markers, and an index card

Steps

1. Tape four straws together at the top to make a tall, narrow tent with four legs spread wide at the bottom, like the Eiffel Tower.
2. Add straws across between the legs, making triangles. Triangles make the tower stiff.
3. Measure your tower. How tall can you make it before it wobbles?
4. Fan it with a book or blow on it. Does it stand? Add more crisscross pieces if it shakes.
5. On the postcard, paint the tower using only dots, dabbed with a cotton swab or a marker tip. On the back write: "Dear ___, Greetings from Paris! The Eiffel Tower is held together by rivets ..."

Check your work

- My tower has wide legs and crisscross triangles.
- I tested it against the wind.
- My postcard picture is made of dots.

TRAVEL JOURNAL

1. **Travel journal, page 4: Paris.** Draw the Eiffel Tower and color it with dots.
2. Write how tall your straw tower was, and one way you made it stronger.

Did you know? The Eiffel Tower was the tallest structure built by people in the whole world for about 40 years, until the Chrysler Building in New York passed it in 1930. Visitors can climb 674 steps to the second floor, or ride an elevator. Painting the whole tower takes about 60 tons of paint.

Goes deeper in. Geography, Grade 4, "Europe," and Art, "Seurat and the Painters of Light" (coming soon).

For families. Sources: the official Eiffel Tower site (toureiffel.paris); Britannica. The tower was built from January 1887 to March 1889 for the Exposition Universelle; its original height was about 312 meters (1,024 feet), and antennas now bring it to about 330 meters. The design came from engineers Maurice Koechlin and Émile Nouguier in Eiffel's firm. Heat can make the top shift and rise by up to about 6 inches. The 1889 fair marked 100 years since the French Revolution; the stop leaves that out for this age. Notre-Dame was damaged by fire in 2019 and reopened in December 2024. Picture: Fine Arts Museums of San Francisco; some writers say Seurat painted it before the tower was quite finished.

PRACTICE

1. **EASY** In which city is the Eiffel Tower?
2. **EASY** What is the Eiffel Tower made of?
3. **MEDIUM** Why is the tower made of open crisscross beams instead of solid walls?

Make it a game • Riveters. Pair the children. One is the “heater” and one is the “hammerer.” The heater passes a pretend red-hot rivet (a bean bag or rolled sock) across the room; the hammerer catches it and taps it three times on the floor: “Rivet one!” Count how many rivets the team can set in one minute. The real tower needed about 2.5 million!

Scripture. “Except the LORD build the house, they labour in vain that build it: except the LORD keep the city, the watchman waketh but in vain.” (Psalm 127:1, KJV)

People can build towers taller than any before. But every good thing we build, and every city we live in, needs the Lord to bless it and keep it.

Practice: answers

1. Paris, France.
2. Iron.
3. So the wind can blow through it, and so it is strong but light.

4.5 THE SWISS ALPS

OBJECTIVES

- Find Switzerland and the Alps on a map of Europe.
- Name two famous Swiss mountains: the Matterhorn and the Jungfrau.
- Tell how the monks and dogs of the Great St. Bernard Pass helped travelers.

Warm-up. Look at a map of Europe that shows mountains in brown or white. Find the great curve of mountains north of Italy. Those are the Alps. In the middle sits a small country with no seacoast at all: Switzerland.

Video slot. Video coming. The Swiss Alps for children: the Matterhorn, mountain trains, glaciers and Saint Bernard dogs. Search approved channels (Smithsonian Channel, National Geographic Kids, Homeschool Pop, Swiss Travel System); preview first.

KEY TERMS

Alps

The highest mountain range in Europe, curving across Switzerland, France, Italy, Austria and nearby lands.

glacier

A huge river of ice that moves very slowly down a mountain.

pass

A low gap between mountains where travelers can cross.

Matterhorn

A steep, pointed mountain in the Swiss Alps, shaped almost like a pyramid.

CORE IDEAS

Our fifth armchair trip climbs into the **Alps**. Switzerland is a small country, but more than half of it is mountains. Snowy peaks rise over blue lakes and green valleys dotted with wooden houses called chalets. Swiss people speak four languages: German, French, Italian and a very old language called Romansh.

The most famous Swiss mountain is the **Matterhorn**, a sharp, crooked peak more than 14,000 feet high. Climbers first reached its top in 1865. Near another mountain, the Jungfrau, a little red train climbs through tunnels inside the rock to the highest railway station in Europe, opened in 1912. From there you can look down on a **glacier**, a frozen river of ice that creeps a few inches or feet each day.

Long ago, crossing the Alps on foot was dangerous. Travelers had to go over high **passes** where snow fell even in summer. Almost a thousand years ago, Christian monks built a stone house called a hospice at the top of the Great St. Bernard Pass to shelter travelers. Later

they raised big, strong dogs to help them find paths in deep snow and search for lost people. These were the first St. Bernard dogs.

The most famous was a dog named Barry, who lived about 200 years ago. People say he helped save more than 40 travelers. Today helicopters do most rescue work, but the monks still welcome guests, and St. Bernard puppies are still raised near the pass. In summer, farmers walk their cows up to high meadows, and you can hear the cowbells ringing across the mountains.

PICTURE STUDY



Lake Lucerne, Albert Bierstadt, 1858 · Oil on canvas · National Gallery of Art, Washington, D.C.
Wikimedia Commons · CC BY-SA 4.0

Albert Bierstadt was born in Germany and grew up in Massachusetts. As a young man he walked through Switzerland making dozens of sketches, then painted this huge picture, 6 feet tall and 10 feet wide. It made him famous. Later the painting was lost for more than 100 years, until someone found it in a Rhode Island farmhouse in 1990.

Look closely

- Find the lake. What color is the water?
- Find the highest mountain. Is there snow on it?
- Find the people and animals near the front.

Talk about it

1. How does the painter make the mountains look far away?
2. Would you rather live by the lake or high in the mountains? Why?

HANDS-ON: POSTCARD 5: A LAYERED ALPS POSTCARD

Make layered paper mountains that stand up on a card, and send greetings from Switzerland.

You will need

- A folded piece of cardstock (folded in half like a greeting card)
- Paper in three shades: light blue, medium blue or gray, and dark green

- White paper or white paint for snow
- Scissors and a glue stick

Steps

1. Cut a row of pointed mountains from the light blue paper. These are the far mountains. Glue them along the back of the card.
2. Cut a shorter row of gray or medium blue mountains, with one sharp, crooked peak for the Matterhorn. Glue them in front.
3. Cut wavy green hills and glue them along the bottom. Add a tiny chalet or cow.
4. Add white snowcaps to the tallest peaks.
5. Inside, write: “Dear ___, Greetings from the Swiss Alps! I rode a train inside a mountain ...”

Check your work

- My mountains are in three layers: far, middle and near.
- The far mountains are the palest.
- My message tells one true fact about the Alps.

TRAVEL JOURNAL

1. **Travel journal, page 5: The Alps.** Draw a St. Bernard dog in the snow, with the hospice behind.
2. Write: “Switzerland has four languages.” Learn to say “hello” in two of them: “Grüezi” (Swiss German) and “Bonjour” (French).

Did you know? The Aletsch Glacier is the largest glacier in the Alps; it is more than 12 miles long. Barry the St. Bernard can still be seen, preserved, at the Natural History Museum in Bern. Many pictures show St. Bernards with little barrels around their necks, but that was an artist’s idea; the monks’ dogs did not carry them.

Goes deeper in. Geography, Grade 4, “Europe,” and Earth Science, “Mountains and Glaciers” (coming soon).

For families. Sources: Britannica (Alps, Matterhorn, Great St. Bernard Pass); Jungfrau Railway; Natural History Museum Bern. The Matterhorn is 4,478 m (14,692 ft); the Jungfraujoch station is 3,454 m (11,332 ft). The hospice is traditionally dated to about 1050 and Saint Bernard of Menthon. Barry died in 1814; the “more than 40” rescues come from the hospice’s tradition. The first ascent of the Matterhorn ended in a fall that killed four of the seven climbers; the stop leaves that out for this age. Picture: National Gallery of Art.

PRACTICE

1. **EASY** What is the name of the big mountain range in Switzerland?

2. **EASY** What is a glacier?
3. **MEDIUM** How did the monks of the Great St. Bernard Pass help travelers?

Make it a game · Snow Rescue. Hide a “lost traveler” (a stuffed animal) under a blanket of “snow” (pillows or a sheet) somewhere in the room. One child is the St. Bernard and crawls on hands and knees to search, while the others say “warmer” or “colder.” When the traveler is found, the dog carries it back to the “hospice” (a chair). Take turns.

Scripture. “I will lift up mine eyes unto the hills, from whence cometh my help. My help cometh from the LORD, which made heaven and earth.” (Psalm 121:1-2, KJV)

The Alps are high and strong, but they cannot help us. Our help comes from the Lord who made them.

Practice: answers

1. The Alps.
2. A huge river of ice that moves slowly down a mountain.
3. They gave them shelter in the hospice and used their dogs to find paths and lost people in the snow.

4.6 EGYPT AND THE PYRAMIDS

OBJECTIVES

- Find Egypt and the Nile River on a map of Africa.
- Tell what the pyramids of Giza were built for.
- Name a Bible family who went to Egypt.

Warm-up. Find Africa on a globe, then its top right corner. Look for a long blue river running north through a big brown desert to the sea. That is the Nile, and the land along it is Egypt.

Video slot. Video coming. The pyramids of Giza and the Great Sphinx for children: how big they are, who built them and why. Search approved channels (Smithsonian Channel, Homeschool Pop, Free School, the Metropolitan Museum of Art); preview first.

KEY TERMS

Nile

A very long river in Africa that flows north through Egypt to the Mediterranean Sea.

pharaoh

A king of ancient Egypt (say “FAIR-oh”).

pyramid

A building with a square base and four triangle sides that meet in a point at the top.

Sphinx

A giant stone statue at Giza with the body of a lion and the head of a man.

CORE IDEAS

Our sixth armchair trip flies south across the Mediterranean Sea to Egypt. Most of Egypt is dry desert, but the **Nile** River runs all the way through it. Every summer, long ago, the Nile flooded and left rich black mud on its banks. Farmers grew wheat in that mud, so almost everyone in Egypt lived close to the river.

Near the city of Cairo, at a place called Giza, three great **pyramids** rise out of the sand. They were built as tombs for **pharaohs**, the kings of Egypt. The biggest, the Great Pyramid, was built for a pharaoh named Khufu about 4,500 years ago. It is made of more than two million stone blocks. A usual block weighs more than a car.

How did people build it without trucks or cranes? Thousands of workers cut the stones with copper tools, floated some of them down the Nile on boats, and dragged them up ramps on sledges. Archaeologists have found the village where many workers lived, with their bakeries and their graves. For almost 4,000 years, the Great Pyramid was the tallest building in the world.

In front of the pyramids crouches the great **Sphinx**, a lion with a man's face carved from the rock. The pyramids were already very old when the Bible families came to Egypt. Joseph ruled here under Pharaoh, Moses grew up in Pharaoh's palace, and Mary and Joseph fled here with baby Jesus to hide Him from wicked King Herod. Of the Seven Wonders of the Ancient World, the Great Pyramid is the only one still standing.

PICTURE STUDY

The Pyramids of El-Geezeh, from the South-West, Francis Frith, 1858 · Photograph (albumen silver print from a glass negative) · Prints in several museums, including the National Gallery of Art, Washington, D.C., and the San Francisco Museum of Modern Art

Francis Frith was an English photographer who traveled up the Nile in the 1850s, when cameras were big wooden boxes. He made his pictures on large sheets of glass, which he had to coat with chemicals and develop in a hot, dark tent in the desert. Sometimes the chemicals boiled in the heat! His photographs let people in England see the pyramids for the first time.

Look closely

- Count the big pyramids. Can you find any small ones?
- Which pyramid looks biggest? Is it really the biggest, or just the closest?
- Is there anything green in the picture?

Talk about it

1. Why is this picture brown and white instead of in color?
2. How is a photograph different from a painting?

HANDS-ON: POSTCARD 6: FOLD A PAPER PYRAMID

Fold a pyramid with a square base and four triangle sides, then write a postcard from Egypt.

You will need

- A sheet of tan or yellow cardstock
- A ruler, pencil, scissors and tape
- Brown and gold crayons, and an index card

Steps

1. With a grown-up, draw a 3-inch square in the middle of the cardstock.
2. On each side of the square draw a triangle pointing outward, with its tip about 3 inches from the square. The shape looks like a star.
3. Before cutting, draw rows of stone blocks on the triangles.
4. Cut out the star, fold up the four triangles until their tips meet, and tape the edges.
5. On the postcard, draw the three pyramids and the Sphinx. On the back write: "Dear ___, Greetings from Egypt! The Great Pyramid has more than two million stones ..."

Check your work

- My pyramid has a square base and four triangle sides.
- I drew stone blocks on it.
- My postcard tells one true fact.

TRAVEL JOURNAL

1. **Travel journal, page 6: Egypt.** Draw the Nile as a blue line with green on both sides and yellow desert beyond. Add three tiny pyramids.
2. Write the names of three Bible people who went to Egypt.

Did you know? The Great Pyramid was once covered with smooth, white limestone that shone in the sun. Most of that covering was later taken away for buildings in Cairo. The Nile is one of the two longest rivers in the world; it is more than 4,000 miles long. Egypt hardly ever gets rain: in Cairo it rains only a few days a year.

Goes deeper in. Geography, Grade 4, “Africa,” and History, “Ancient Egypt” (coming soon).

For families. Sources: Britannica (Pyramids of Giza, Great Sphinx, Nile); Ancient Egypt Research Associates (workers’ town at Giza). The Great Pyramid is usually dated to about 2560 BC; it stood about 481 feet tall and holds an estimated 2.3 million blocks averaging about 2.5 tons. It was the tallest human-made structure until about AD 1311. Excavations at Giza point to organized, fed and housed work crews rather than gangs of slaves; the stop says simply “workers.” The building methods (ramps, sledges, boats) are the best current explanation, but the details are still debated. Bible references: Genesis 41 (Joseph), Exodus 2 (Moses), Matthew 2:13-15 (the Holy Family). Picture: Frith, from *Egypt, Sinai, and Jerusalem*.

PRACTICE

1. **EASY** Which river runs through Egypt?
2. **EASY** What were the pyramids of Giza built for?
3. **MEDIUM** Name one Bible person who went to Egypt.

Make it a game • Haul the Stone. Set a heavy pillow or a box of books on a towel. Teams take turns pulling the “stone” on its “sledge” (the towel) from one side of the room to the other. Then try it with just one person. Talk about why the pyramid builders needed so many workers pulling together.

Scripture. “When he arose, he took the young child and his mother by night, and departed into Egypt: And was there until the death of Herod: that it might be fulfilled which was spoken of the Lord by the prophet, saying, Out of Egypt have I called my son.” (Matthew 2:14-15, KJV)

When baby Jesus was in danger, God sent Joseph to Egypt to keep Him safe. The land of the pyramids became a hiding place for the Savior.

Practice: answers

1. The Nile.
2. They were tombs for the pharaohs, the kings of Egypt.
3. Any one: Abraham, Joseph, Jacob, Moses, or Mary and Joseph with baby Jesus.

4.7 JAPAN AND MOUNT FUJI

OBJECTIVES

- Find Japan and its four main islands on a map of Asia.
- Tell what kind of mountain Mount Fuji is and how high it is.
- Make a simple print, the way Hokusai's pictures were printed.

Warm-up. Find China on a globe, then look east across the sea. Do you see a long, curving chain of islands? That is Japan. When the sun rises over the Pacific Ocean, Japan is one of the first lands to see it.

Video slot. Video coming. Japan and Mount Fuji for children; how Japanese woodblock prints are carved and printed. Search approved channels (Smithsonian Channel, the Metropolitan Museum of Art, the British Museum, Homeschool Pop); preview first.

KEY TERMS

Japan

An island country in the Pacific Ocean, east of China and Korea.

volcano

A mountain built up by hot melted rock (lava) and ash from deep under the ground.

Mount Fuji

The highest mountain in Japan, a snow-capped volcano 12,388 feet high.

woodblock print

A picture printed from carved wooden blocks, one block for each color.

CORE IDEAS

Our seventh armchair trip crosses all of Asia to **Japan**. Japan is made of thousands of islands, but four big ones hold almost all the people. The Japanese name for their country, Nihon, means “origin of the sun,” so it is often called the Land of the Rising Sun. Its capital, Tokyo, is one of the largest cities on earth.

On a clear day, people in Tokyo can see a snowy mountain about 60 miles away. That is **Mount Fuji**, the highest mountain in Japan. It has a nearly perfect cone shape, wide at the bottom and flat on top, because it is a **volcano**. Layer after layer of lava and ash built it up. Its last eruption was in 1707, when ash fell on Tokyo like gray snow. Today it is quiet, and in summer many thousands of people climb it to watch the sunrise from the top.

Japanese artists have painted Mount Fuji for hundreds of years. The most famous is Katsushika Hokusai. When he was about 70 years old, he made a set of pictures called *Thirty-Six Views of Mount Fuji*. Each shows the mountain from a different place: behind a wave, through a barrel, beyond rice fields and busy roads.

Hokusai's pictures were **woodblock prints**. He drew the picture, and skilled carvers cut it into blocks of cherry wood, one block for each color. Printers brushed ink on each block and pressed paper onto it, one color after another. In this way they could make thousands of copies, cheap enough for ordinary people to buy. In 1964 Japan opened the first "bullet train," and passengers still look out its windows for a glimpse of Fuji.

PICTURE STUDY



Under the Wave off Kanagawa (The Great Wave), Katsushika Hokusai, c. 1830-1832 · Woodblock print, ink and color on paper · Many copies survive; there are impressions at the Metropolitan Museum of Art, the British Museum and the Library of Congress
Wikimedia Commons · Public domain

This is the most famous picture ever made in Japan, and the first of Hokusai's *Thirty-Six Views of Mount Fuji*. Hokusai used a bright new blue ink called Prussian blue, which came to Japan from Europe. Look carefully: the great mountain is hiding in the picture.

Look closely

- Find Mount Fuji. How big is it compared to the wave?
- Find the boats. How many rowers can you count?
- Look at the white foam on the wave. What does it look like?

Talk about it

1. Why do you think Hokusai made the mountain look so small?
2. How do you think the rowers feel? What would you do?

HANDS-ON: POSTCARD 7: PRINT A MOUNT FUJI POSTCARD

Make a foam printing block, the way Japanese printers used wooden blocks, and print your own view of Mount Fuji.

You will need

- A clean foam meat tray or a sheet of craft foam, cut to postcard size
- A dull pencil or a ballpoint pen with no ink left
- Blue washable paint or a washable marker, and a paintbrush or small roller
- Index cards or cardstock cut to postcard size

Steps

1. Press a picture into the foam with the dull pencil: a cone-shaped mountain with a flat top, a snow line, and waves or clouds. Press deep lines.
2. Write nothing in letters on the foam: letters will print backward!
3. Brush a thin coat of blue paint over the foam. The pressed lines stay empty.
4. Lay a card on top, rub it all over with your palm, and peel it off. The lines show up white, like Hokusai's foam.
5. Make several prints. Let one dry, and on the back write: "Dear ___, Greetings from Japan! Mount Fuji is a volcano 12,388 feet high ..."

Check your work

- My print shows a cone-shaped mountain with a snowy top.
- I made more than one copy from my block.
- My postcard tells one true fact.

TRAVEL JOURNAL

1. **Travel journal, page 7: Japan.** Glue in your best Fuji print, or draw Fuji with a rising sun behind it.
2. Draw a map of Japan's four main islands and label them: Hokkaido, Honshu, Shikoku, Kyushu.

Did you know? In Japan people greet each other with a bow instead of a handshake, and they take off their shoes before going into a home. Mount Fuji's top is a crater, a big bowl-shaped hole, and some climbers walk all the way around its rim. The bullet trains can go nearly 200 miles an hour.

Goes deeper in. Geography, Grade 4, "East Asia," Earth Science, "Volcanoes," and Art, "Printmaking" (coming soon).

For families. Sources: Britannica (Mount Fuji, Hokusai, Japan); the Metropolitan Museum of Art (JP1847). Mount Fuji is 3,776 m (12,388 ft); its last eruption, the Hōei

eruption, began in December 1707. The distance from central Tokyo is roughly 60 miles (about 100 km). Japan counts more than 14,000 islands. Hokusai (1760–1849) published the series about 1830–1832; the exact year of *The Great Wave* is given variously as c. 1830–1832. The first Shinkansen line opened in October 1964. Picture: public domain; many impressions exist.

PRACTICE

1. **EASY** What kind of mountain is Mount Fuji?
2. **EASY** Why is Japan called the Land of the Rising Sun?
3. **MEDIUM** How did Hokusai's printers make many copies of one picture?

Make it a game • Find Fuji. A grown-up hides a small paper Mount Fuji somewhere in plain sight in the room, like Hokusai hiding it in his pictures. Children walk slowly and look without touching. When someone spots it, they sit down quietly and bow. The last one standing hides it next.

Scripture. “If I take the wings of the morning, and dwell in the uttermost parts of the sea; Even there shall thy hand lead me, and thy right hand shall hold me.” (Psalm 139:9–10, KJV)

Japan lies far across the sea, where the morning comes early. Even in the farthest lands, God is there, leading and holding His people.

Practice: answers

1. A volcano.
2. Its name means “origin of the sun,” and it lies far to the east, where the sun comes up over the Pacific.
3. They carved wooden blocks, one for each color, inked them and pressed paper onto them again and again.

4.8 AMERICA'S NATIONAL PARKS: YELLOWSTONE AND THE GRAND CANYON

OBJECTIVES

- Find Yellowstone and the Grand Canyon on a map of the United States.
- Tell what a national park is and which park was the first.
- Explain what a geyser is and make a model of one.

Warm-up. Find Wyoming on a map of the United States; it is shaped like a rectangle. Yellowstone is in its top left corner. Now trace south and west to Arizona, and find the Colorado River. Where the river winds across the top of Arizona is the Grand Canyon.

Video slot. Video coming. Old Faithful and the geysers of Yellowstone; the Grand Canyon and the Colorado River, for children. Search approved channels (National Park Service, Smithsonian Channel, National Geographic Kids, Homeschool Pop); preview first.

KEY TERMS

national park

A special place the government keeps safe so that everyone can visit it and enjoy it, now and in years to come.

geyser

A hot spring that shoots water and steam high into the air from time to time (say “GUY-zer”).

canyon

A deep valley with steep rock walls, often with a river at the bottom.

ranger

A person who works in a park to guard it, help visitors and teach about it.

CORE IDEAS

Our last armchair trip brings us home to America's **national parks**. On March 1, 1872, President Ulysses S. Grant signed a law that made Yellowstone the first national park in the world. The land would not be sold or used up; it would be kept for all the people. Today there are more than 60 national parks in the United States, and **rangers** in flat-brimmed hats help visitors in every one.

Yellowstone sits on top of a huge hot spot deep in the earth. Hot water bubbles up in pools of bright blue, orange and green, and mud pots plop and gurggle. Yellowstone has more **geysers** than anywhere else on earth. The most famous, Old Faithful, shoots boiling water more than 100 feet into the air about every hour and a half. Bison, elk and bears roam the meadows,

and the Yellowstone River roars over a waterfall twice as high as Niagara Falls into its own yellow-walled canyon.

Far to the south, in Arizona, is the Grand Canyon. It is a **canyon** about 277 miles long, up to 18 miles wide and more than a mile deep. Its walls are striped with layers of red, tan and purple rock. At the very bottom, the Colorado River looks like a thin ribbon. In 1869 a one-armed explorer named John Wesley Powell took a team of boats down the river through the whole canyon, into places no map had shown.

When President Theodore Roosevelt saw the Grand Canyon in 1903, he said, “Leave it as it is. You cannot improve on it.” It became a national park in 1919. Each year millions of people stand at its edge and feel very small. A canyon so deep and a geyser so faithful remind us that the earth belongs to the God who made it.

PICTURE STUDY



The Grand Canyon of the Yellowstone, Thomas Moran, 1872 · Oil on canvas (mounted on aluminum) · Smithsonian American Art Museum, Washington, D.C. (lent by the U.S. Department of the Interior Museum)
Wikimedia Commons · Public domain

In 1871 the painter Thomas Moran traveled with a team of explorers into Yellowstone. He sketched the canyon and the falls in watercolor. Back home he painted this giant picture, 7 feet tall and 12 feet wide. Congress bought it for \$10,000. Moran’s pictures, along with photographs from the same trip, helped persuade Congress to make Yellowstone a national park. This is not the Grand Canyon of Arizona; Yellowstone has its own canyon.

Look closely

- Find the waterfall. Is it near or far?
- Find the tiny people on the rock in front. How big do they look next to the canyon?

- Name all the colors you can see in the cliffs.

Talk about it

1. Why do you think the painter made the people so small?
2. If you had never seen Yellowstone, would this painting make you want to keep it safe? Why?

Safety first. Do the geyser model outdoors, wear safety glasses or sunglasses, and stand back once the vinegar goes in; never look down into the bottle. In real parks, hot springs and geysers can be boiling hot and the ground near them is thin, so always stay on the boardwalks and trails, and stay at least 25 yards from bison and elk.

HANDS-ON: POSTCARD 8: MAKE AN ERUPTING GEYSER

Build a geyser model outdoors, then write the last postcard of your set.

You will need

- A small plastic bottle (about 16 ounces) with the label removed
- A pile of sand or dirt, or a tray of play dough
- 3 tablespoons of baking soda and a paper funnel
- About 1 cup of vinegar with a squirt of dish soap and a drop of food coloring
- Safety glasses, and an index card for the postcard

Steps

1. Outdoors, stand the bottle up and pile sand or dirt around it so only the opening shows. This is your geyser cone.
2. With a grown-up, pour the baking soda into the bottle through the funnel.
3. Put on safety glasses. Pour the colored vinegar in quickly and step back.
4. Watch the foam bubble up and spill over. Real geysers push water up with steam from hot rock, not with baking soda, but they also build up and then burst.
5. On the postcard, draw Old Faithful or the Grand Canyon. On the back write: "Dear ___, Greetings from Yellowstone! I saw a geyser shoot higher than a house ..."

Check your work

- I built a cone around my geyser.
- I wore safety glasses and stood back.
- My last postcard tells one true fact, and my set of eight is done.

TRAVEL JOURNAL

1. **Travel journal, page 8: America's parks.** Draw a ranger's flat-brimmed hat, then draw Old Faithful erupting beside it.
2. Draw the Grand Canyon as stripes of colored rock with a blue river at the bottom.

Did you know? Yellowstone has about 500 geysers, around half of all the geysers in the world. Old Faithful is not the biggest, but it is easy to predict, so rangers post the time of its next eruption. Children can earn a Junior Ranger badge at most national parks by doing a free activity book.

Goes deeper in. Geography, Grade 4, “The United States,” Earth Science, “Rocks, Rivers and Canyons,” and Art, “Painters of the American West” (coming soon).

For families. Sources: National Park Service (nps.gov/yell and nps.gov/grca); Smithsonian American Art Museum. Old Faithful erupts on average about every 60 to 110 minutes, usually 106 to 184 feet high. The Lower Falls of the Yellowstone are 308 feet, about twice Niagara’s height. Grand Canyon: 277 river miles; up to about 18 miles wide; about 6,000 feet at its deepest. Roosevelt’s words come from his speech at the canyon on May 6, 1903. The stop does not give ages for the canyon’s rock layers; Christian families hold different views on how long they took to form, and parents may discuss this as they see fit. The National Park Service asks visitors to stay 25 yards from bison and elk and 100 yards from bears and wolves. Picture: lent to SAAM by the Department of the Interior Museum.

PRACTICE

1. **EASY** Which was the first national park?
2. **EASY** What is a geyser?
3. **MEDIUM** Which river carved the bottom of the Grand Canyon, and in which state is it?

Make it a game • Old Faithful. Children crouch low as “geysers.” A grown-up is the ranger and holds up a watch: “Old Faithful erupts in ... three, two, one!” Only the child named Old Faithful may jump up with arms high and shout “Whoosh!” If any other geyser jumps too early, it becomes the next ranger. Change who is Old Faithful each round.

Scripture. “In his hand are the deep places of the earth: the strength of the hills is his also.” (Psalm 95:4, KJV)

The Grand Canyon is one of the deepest places a person can stand and look into. Even the deepest canyon and the highest hill are in God’s hand.

Practice: answers

1. Yellowstone, in 1872.
2. A hot spring that shoots water and steam into the air from time to time.
3. The Colorado River, in Arizona.

TRAIL 4 BADGE QUIZ

The badge quiz is optional. Read each question aloud; the child may answer by talking, pointing to a map or drawing. Four right out of five earns the first badge; four right out of five earns the second. Badges and the certificate are earned by doing the stops, not by scores.

Badge quiz 1 (Stops 1-5)

1. In which little town was Jesus born?
2. What is the Colosseum, and in which city is it?
3. What treasure is kept in the Tower of London?
4. Why was the Eiffel Tower built?
5. What did the St. Bernard dogs do in the Alps?

Badge quiz 2 (Stops 6-8)

6. Who were the pyramids of Giza built for?
7. Which river runs through Egypt?
8. What kind of mountain is Mount Fuji?
9. Which was the first national park?
10. What is Old Faithful?

TRAIL CERTIFICATE: MY ARMCHAIR POSTCARDS AND TRAIL D CERTIFICATE

Gather your eight postcards into a set, tied with string or kept in an envelope page: "Postcards from Faraway Places," with your name and dates.

On a world map, draw a line from home to each place in the order you visited, and number the stops.

Choose the one place you would most like to visit for real and tell or write why. When the set is done, a parent signs the Trail D certificate.

- **Postcards:** A postcard for each stop, with a picture on the front and a true fact in the message on the back.
- **Maps:** The child can find each place on a globe or map and trace the route.
- **Telling:** The child can tell one true thing about each place, including the Bible events in the Holy Land and Egypt.
- **Care:** Postcards and journal pages are neat, colored and labeled.

Answer key

1. Bethlehem.
2. A huge old stone stadium in Rome.
3. The Crown Jewels.
4. For the World's Fair in Paris in 1889.

5. They helped the monks find paths and lost travelers in the snow.
6. The pharaohs, the kings of Egypt; they were their tombs.
7. The Nile.
8. A volcano.
9. Yellowstone.
10. A geyser in Yellowstone that shoots hot water into the air about every hour and a half.