

Explorers to 1815

HISTORY FLASHCARDS

Veritas Press, Lancaster, Pennsylvania
www.VeritasPress.com
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ISBN 978-1-930710-25-4

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Greetings!

Thank you for your purchase. We hope this tool will prove helpful to you. To help you better understand how to use these flashcards, a little background is in order. Several years ago, while considering how to educate our four sons, we became familiar with the book *Recovering the Lost Tools of Learning.* Little did we know how much our lives would be changed! After reading this book and determining that the Christian classical model was the means by which we wanted to educate our children, we helped to start a school. In this process we began to investigate history curricula.

We wanted to teach history chronologically. We wanted children to understand the work of Providence in history. Children need to learn at an early age about God's sovereignty and how He has worked in history. He is an orderly God. Events of one period are related to events of a prior period. For example, how better to understand the world into which Christ was born than to study ancient Rome? Another example: children should know that at the same time that God was calling Abraham out of Ur of the Chaldees, the Egyptians were building pyramids.

Giving children a timeline understanding from Creation to the present seemed a critically important (and much overlooked) need for the grammar school student. We looked for tools with which to build this type of knowledge framework. None seemed adequate. Building it was necessary. But how was this to be done?

Assuming most students spend 36 weeks each year in school, we committed to covering 32 events per year, studying eight events per quarter (essentially one per week, allowing one week each quarter for review, testing, and catch up). There are five history sets, covering Creation to the present. After five years of using the materials, we expect a child will have a sound, working knowledge of 160 of the most significant events in all of history. Images help children learn. Good art was used as often as possible. Our friend, Mechelle Watt, offered to put the timeline to music. As you probably know, music is a phenomenal way for children to commit something to memory. Many others have helped bring this project to reality, most notably, Tom Garfield and many of the grammar school teachers at Logos School. The Shearers of Greenleaf Press, whose materials and encouragement were always appreciated, deserve recognition, too. We are grateful for the help of every contributor.

We recommend using the cards in second through sixth grade. Younger children can learn the events but may not grasp all the facts included with each event. Then, upon finishing sixth grade, a student who begins asking the "dialectic" questions of how and why can more easily study deeply the causes and effects of God's work in history. A summary of the event is provided on each card in addition to a list of resources. The resources are intended to be used by either the teacher or the student, depending upon the student's reading level.

We routinely start the day off by singing the memory song and then focus on the card we are studying. Projects, reports, demonstrations, finding additional resources, field trips and times of questions and answers are all tools we use to galvanize the event in the student's mind. We welcome your written suggestions and comments on how you use them or what changes you might find helpful. Teacher's manuals and project workbooks are available for each set, providing worksheets, projects, and tests.

Five Bible sets, three Old Testament and two New Testament, are also available. While not a substitute for the history series, we have provided a numbering system that keys into the history flashcards. The number in the lower right hand corner on the back of each card is the chronological number for the combined Bible and history series.

Whether you are teaching your own children at home or a group of students in a school, we pray that God will use these cards to build Christian character, knowledge and wisdom to be used for His glory for many years to come.

Sincerely,

Marlin & Laurie Detweiler



Prince Henry the Navigator

Prince Henry the Navigator

Prince Henry the Navigator
1394–1460

Prince Henry the Navigator was the prince of Portugal. He was born in Portugal in 1394. Prince Henry took the lead in opening the African route to Asia by establishing a school of navigation and financing voyages.

This school attracted experts in cartography (map making), astronomy, and navigation from many nations. These experts provided Henry's captains with useful information for their voyages. One of Henry's captains brought back to Europe the first known slaves from Africa.

Henry sent out more than 50 expeditions but went on none of these himself. He was not actually a navigator (one who plots a ship's direction). None of the voyages that Henry financed reached Asia. One of his captains did, however, reach Sierra Leone.



R E S O U R C E S

Kingfisher Hist. Enc., pgs. 174, 175
Pages of History, vol. 2, pgs. 19–34
Streams of Civ., vol. 1, p. 425
Streams of Civ., vol. 2, p. 39

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Columbus Takes Possession of the Island — A.S. Forrest

Columbus Sails to the New World

Columbus Sails to the New World
1492

Christopher Columbus was an Italian navigator. He learned much about navigation at Prince Henry the Navigator's observatory. He was funded by Queen Isabella of Spain.

Columbus sailed in 1492 with 88 men. The *Nina, Pinta,* and *Santa Maria* were used for the voyage. He landed off the coast of Florida, in the Bahamas. Columbus intended to sail to the Indies (present day Japan). He returned home with natives, calling them "Indians."

A total of four voyages were made by Columbus to what he called the "West Indies." Columbus died, thinking he had reached the Indies. He had underestimated the size of the earth. He believed that he was called by God to take the gospel across the ocean and convert the people in the Indies.



R E S O U R C E S

Child's Story of America, pgs. 1–8
First Voyage to America
History of US: The First Americans, pgs. 75–86
Kingfisher Hist. Enc., p. 207
Pages of History, vol. 2, pgs. 19–34
Streams of Civ., vol. 1, p. 426
Streams of Civ., vol. 2, pgs. 40, 41
US History, pgs. 4, 5

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Magellan

Magellan Circumnavigates the Earth

Magellan Circumnavigates the Earth
1519–1522

Ferdinand Magellan was a Portuguese sea captain. He commanded the first expedition that sailed around the world. Magellan's famous voyage was financed by Charles I of Spain. He commanded a fleet of five ships, the *Concepcion, San Antonio, Santiago, Trinidad,* and *Victoria.*

On the voyage, mutiny broke out. The mutinous leader was executed and two of his followers were marooned when the fleet sailed again.

Magellan discovered a passage to the Pacific, henceforth named the "Strait of Magellan." Magellan was killed in the Philippines before the voyage was complete. Only one ship returned to Spain in 1522, with 18 survivors, nearly three years after the voyage began.



R E S O U R C E S

Kingfisher Hist. Enc., p. 207
Pages of History, vol. 2, pgs. 19–34
Streams of Civ., vol. 1, p. 427
Streams of Civ., vol. 2, p. 42
US History, pgs. 6, 7

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