

AMO[®]
TEACHER GUIDE
AND RESOURCES

HANS BRINKER

Helen Abernathy, Writer

Mary Britt, Illustrator

Lorraine Bruno, Arts and Crafts

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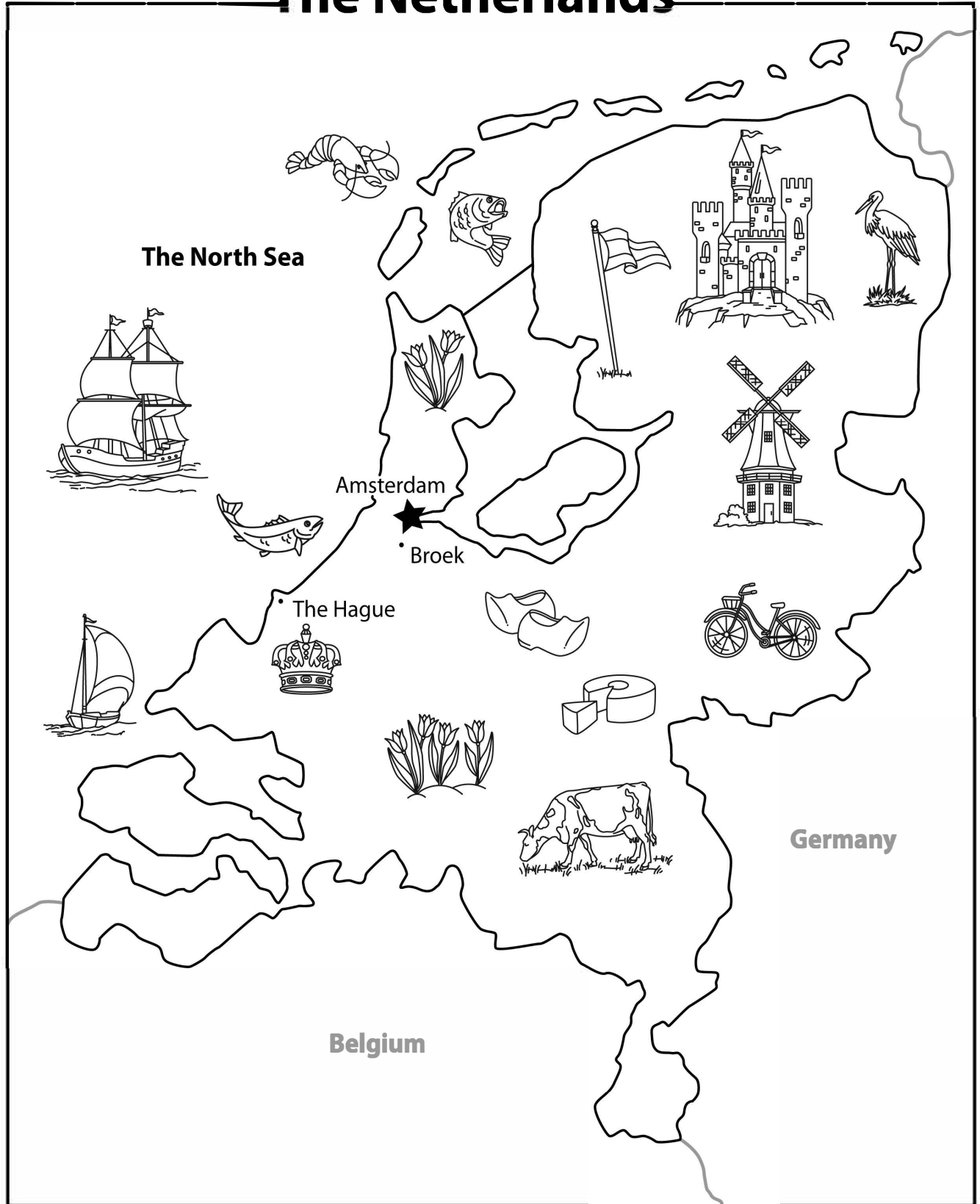
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The Netherlands



Hans Brinker Overview

Lesson	Reading	Principle	Vocabulary	Record	Art/Craft
1	Mary Mapes Dodge's Biosketch	A virtuous character is worth more than rubies.	virtuous	Complete a title page for Hans Brinker	Individuality of the Netherlands Wall Map
2	Ch 1: Hans and Gretel	The eyes are the window of the soul.	goodness	Hans Brinker's character notes Coloring page 1	Flex Time: Service Project
3	Ch 2: Holland	God places us in unique geographic settings for his Gospel purposes.	unique	Label and color Netherlands map Hans Brinker setting notes	
4	Ch 3: The Silver Skates	Perseverance in good, honest work yields rewards and pushes us towards greatness.	perseverance	Dutch national character notes	
5	Ch 4: Hans and Gretel Find a Friend	The Lord's compassions never fail.	compassion	Gretel Brinker's character notes Coloring page 2	Flex Time: Service Project
6	Chs 5 & 6: Shadows in the Home and Sunbeams	Putting the needs of others before our own brings blessings to others and us.	selflessness	Dame Brinker's character notes	
7	Chs 7 & 8: Hans Has His Way and Introducing Jacob Poot and His Cousin	Kindness is a desirable character quality that blesses and endears others to you.	kindness	Dr. Boekman's character notes Coloring page 3	
8	Ch 9: The Festival of Saint Nicholas	Happiness proceeds from living life God's way, not from material wealth.	happiness	Hilda van Gleck's character notes Coloring page 4	Flex Time: Service Project
9	Ch 10: What the Boys Saw and Did in Amsterdam	A high standard of craftsmanship and meticulous attention to details are attributes of a Christian master painter.	craftsmanship	Setting notes Coloring page 5	
10	Chs 11 & 12: Big Manias and Little Oddities and On the Way to Haarlem	Temperance in all things is needful to live a life pleasing to the Lord.	temperance	Setting notes	
11	Chs 13 & 14: A Catastrophe and Hans	In all circumstances, put on the armor of light and walk in honesty.	honesty	Hans Brinker's character notes	Flex Time: Service Project
12	Ch 15: Homes	External beauty is in vain; internal beauty is of great worth.	vain	Hilda van Gleck's character notes Gretel Brinker's character notes	

Hans Brinker Overview

Lesson	Reading	Principle	Vocabulary	Record	Art/Craft
13	Ch 18: Friends in Need	A true hero is one whose strength comes from the Lord in times of crisis.	hero	Dutch national character notes Coloring page 6	Delft Tiles Flex Time: Learn Dutch Songs
14	Ch 19: On the Canal	When you train your mind to dwell on those things that are true, honorable, pure, and right, "sunshine" emanates from within.	dwell	Setting notes	
15	Ch 20: Jacob Poot Changes His Plan	Prefer one another in honor.	prefer	Peter van Holp's character notes	
16	Chs 21 & 22 (1 st half): Mynheer Kleef and His Bill of Fare and The Red Lion Becomes Dangerous	A fool does not take care to watch his steps, but a wise man is full of caution.	cautious	Peter van Holp's character notes	Hans Brinker Dioramas Flex Time: Assign Skit Parts Dutch Songs
17	Ch 22 (2 nd half): The Red Lion Becomes Dangerous	There is nothing covered up that will not be revealed. You cannot hide from God.	hypocrisy	Peter van Holp's character notes	
18	Chs 25 & 26: Leyden and The Palace in the Woods	God commands us to study His Hand in history and share it with others.	history	Setting notes Coloring page 7	
19	Ch 27: The Merchant Prince and the Sister Princess	Maintaining a heart of thanksgiving is a testimony to your trust in God for all things.	thanksgiving	Dutch national character notes	
20	Chs 29 & 30: A Day of Rest and Homeward Bound	Charity covers a multitude of sins. It never fails.	charity	Setting notes Coloring page 8	Hans Brinker Dioramas Flex Time: Begin Skit Practice Dutch Songs
21	Ch 31: Boys and Girls	Being content with whatever your circumstance is the foundation of happiness.	content	Annie Bouman's character notes	
22	Ch 32: The Crisis	The family that prays for one another can overcome much.	prayer	Hans Brinker's character notes Coloring page 9	
23	Ch 33: Gretel and Hilda	When we have compassion for others and help them bear their sufferings, we are fulfilling the law of Christ.	compassion	Gretel Brinker's character notes	Snow Globes Flex Time: Make Festival Presentation Assignments (Choose those who are not in the Skit) Skit Practice Dutch Songs
24	Chs 34 & 35: The Awakening and Bones and Tongues	Rejoice with those that rejoice.	rejoice	Raff Brinker's character notes Coloring page 10	

Hans Brinker Overview

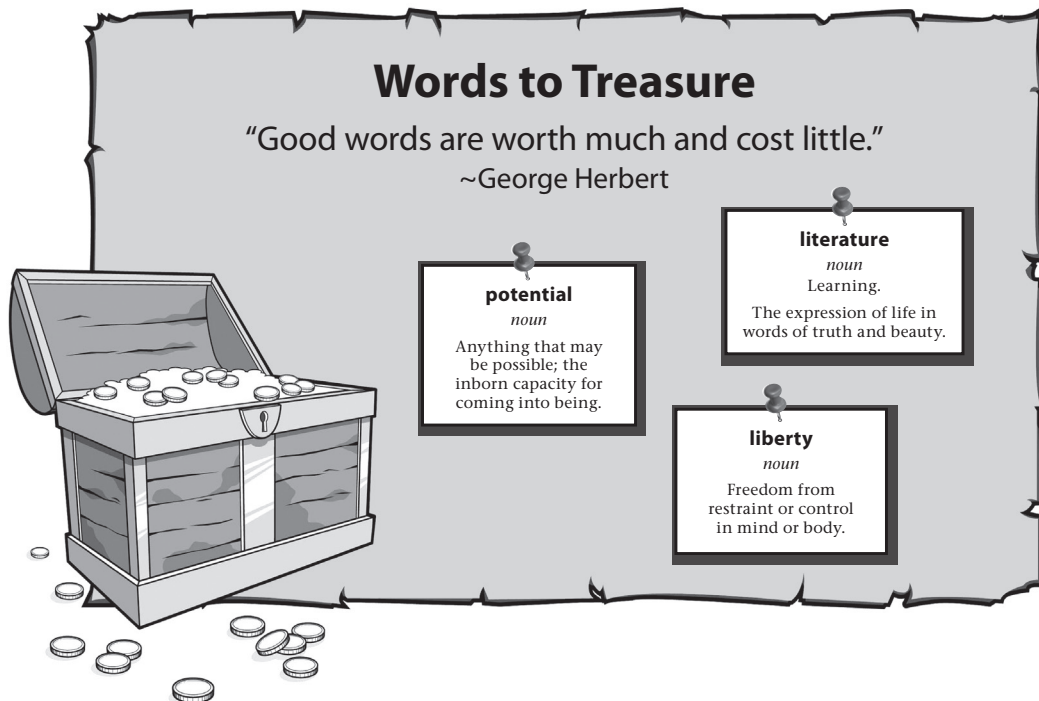
Lesson	Reading	Principle	Vocabulary	Record	Art/Craft
25	Chs 36 & 37: The New Alarm and The Father's Return	When we give generously to others in need, God blesses us as well.	generosity	Dame Brinker's character notes	Pinwheels Flex Time: Practice Festival Presentations Skit Practice Dutch Songs
26	Ch 38: Two Thousand Guilders	When two are in agreement, much can be accomplished.	peace	Hans Brinker's character notes	
27	Chs 39 & 40: Glimpses and Looking for Work	Prejudice and partiality wrongly color our thoughts and opinions of others.	prejudice	Dr. Boekman's character notes	
28	Ch 41: The Fairy Godmother	Go the extra mile to do what is right in the eyes of the Lord.	honest	Annie Bouman's character notes	Tulip Flower Boxes Flex Time: Practice Festival Presentations Skit Practice Dutch Songs
29	Ch 42: The Mysterious Watch	God knows and sees everything. You can't hide from God.	transparent	Theme notes	
30	Ch 43: A Discovery	Expressing gratitude for kindnesses and gifts received is a virtue that is pleasing to God.	gratitude	Dr. Boekman's character notes Coloring page 11	
31	Ch 44 (1st half): The Race	Fellowship and cultural unity deepen with participation in community festivities.	fellowship	Setting notes Coloring page 12	Snowflakes Flex Time: Practice Festival Presentations Skit Practice Dutch Songs
32	Ch 44 (2nd half): The Race	Life, like a race, must be run with endurance so as to win the prize.	endurance	Gretel Brinker's character notes Coloring page 13	
33	Ch 45: Joy in the Cottage	To celebrate the joy of others is to bring joy into your own life.	celebrate	Hans Brinker's character notes	
34	Ch 46: Mysterious Disappearance of Thomas Higgs	When one is faithful in the little things, more responsibilities are given to govern.	faithful	Theme notes	Dutch Paper Hats Flex Time: Festival Rehearsal Skit Practice Dutch Songs
35	Chs 47 & 48: Broad Sunshine and Conclusion	Reasoning and applying God's principles to my conduct will produce Christian character and God's blessings.	principle	Noble principles notes	
36	Dutch Festival: Celebrate all things Dutch Display children's art work Dress in simple Dutch costumes Make windmill name tags Enjoy a Dutch tiffin Share presentations Present the skit, "Awakenings" Sing Dutch songs If there is time, show the Disney film: "Hans Brinker, or the Silver Skates" (1962)				Name Tags Skit Singing Presentations

Hans Brinker Treasure Chest

Words are the keys that unlock the treasure chest of ideas!

Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary that will wisely guide our thinking, reasoning and decision making. We also need a noble and biblical vocabulary with which to communicate in the marketplace and persuade others with our words of faith, just as Jesus and the Apostle Paul did in the first century. Words are spirit, Jesus said (John 6:63). Words have the power to create or destroy. (Proverbs 18:21) Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher or reader, mediate the language and begin using the words to create new realities within your students. (Numbers 14:28)

Following are the student Key Vocabulary Words from the lessons of the *Hans Brinker, or the Silver Skates* literature unit. The definitions are taken from many dictionaries. They are meant to be used daily in the curriculum by pinning the Key Word Vocabulary Card that you have printed for each lesson onto the Treasure Chest bulletin board. Leave all the words out on the bulletin board until the next lesson – the literature word, the Bible reading word, and the Christian history word. When replaced with the next lesson's vocabulary cards, store them in your treasure chest. We have printed ours on card stock, but plain paper works just as well. Use these words throughout the weeks as you teach and reason with the children. Help build their thinking and reasoning skills by asking them to include the words in their conversation and in answering questions.



Words to Treasure

1. **virtuous** (adj.) Morally good; conforming to moral and ethical principles.
2. **goodness** (n.) Moral excellence; virtue; kindness.
3. **unique** (adj.) One-of-a-kind; unmatched.
4. **perseverance** (n.) Persistence or continued pursuit of any goal or enterprise begun.
5. **compassion** (n.) A mixed passion of love and sympathy.
6. **selflessness** (n.) Putting the welfare of others before your own.
7. **kindness** (n.) The quality of being warmhearted and considerate towards others.
8. **happiness** (n.) A state of wellbeing characterized by emotions ranging from contentment to intense joy.
9. **craftsmanship** (n.) Skill, precision, and grace of hands in an occupation or trade.
10. **temperance** (n.) Self-control; the quality of avoiding excesses.
11. **honesty** (n.) Moral rectitude of the heart; an upright disposition.
12. **vain** (adj.) Having an exaggerated sense of self-importance.
13. **hero** (n.) One distinguished by exceptional courage, strength, and self-sacrifice.
14. **dwell** (v.) To meditate on any thing in thought; to contemplate.
15. **prefer** (v.) To honor and esteem above another or self.
16. **cautious** (adj.) Watchful; attentive to avoid danger or misfortune.
17. **hypocrisy** (n.) Pretending to have qualities or beliefs that you do not have.
18. **history** (n.) A record or description of past events, individuals, or the works of nature.
19. **thanksgiving** (n.) The act of rendering thanks or expressing gratitude for favors or mercies received.
20. **charity** (n.) 1) Love; kindness. 2) Any act of kindness or good will.
21. **content** (n.) The state of being satisfied with things as they are.
22. **prayer** (n.) The acts of confessing personal sins, adoring, talking with and petitioning God.
23. **compassion** (n.) A deep awareness and sympathy for another's suffering.
24. **rejoice** (v.) To experience great joy and gladness.
25. **generosity** (n.) The quality of the heart to give liberally or to bestow favor.
26. **agreement** (n.) Harmony; union of mind in regard to common interests.
27. **prejudice** (n.) An unfair bias of mind for or against any person or object.
28. **right** (adj.) Anything in accord with principles of truth and justice.
29. **transparent** (adj.) 1) Free of deceit. 2) Transmitting light.
30. **gratitude** (n.) An expression of thankfulness and appreciation.
31. **fellowship** (n.) An association of people who share common beliefs or activities.
32. **endurance** (n.) The power to withstand hardship or stress without giving up.
33. **celebrate** (v.) To honor by festivities and marks of joy.
34. **faithful** (adj.) Constant in the performance of duty and services.
35. **principle** (n.) A foundational truth that can be used as a basis for reasoning and personal conduct.

Hans Brinker Festival

A Celebration of All Things Dutch



Purposes of the Festival:

1. Celebrate the culmination of our study of *Hans Brinker, or the Silver Skates*, which contains many Christian ideals and character qualities
2. Enjoy the individuality of Holland and its culture
3. Give the children the joy and experience of public presentations
4. Involve parents in volunteerism and provide them the opportunity to share in their children's love of learning
5. Network with local businesses, young professionals, and community leaders by special invitation in order to seek a commitment of relationship and financial support for your children's ministry
6. Fellowship with church and community and share with them all that God is doing in your ministry

Length of Time Needed for the Festival:

2-1/2 hours

Activities:

1. Upon arrival, children will make Dutch hats and windmill name tags to wear with their Dutch costumes. (Patterns and instructions are found with the Arts and Crafts lesson plans.)
2. Have the children dress in modest Dutch costumes:
Girls: Wear a dress or a skirt and vest. Tie on an apron. (Can be made with a dishtowel pinned to the skirt.) Braid hair into two braids and tie with ribbons.
Boys: Wear long pants, a shirt with a collar, and a vest.
3. Set the buffet and lunch tables using Dutch flags and the children's crafts as centerpieces.
4. Serve the children a Dutch lunch buffet-style. Invite the mothers to help with the preparation and service. Have children make their own sandwiches.
 - European-type breads, sliced for sandwiches
 - Variety of Dutch cheeses (Edam and Gouda) and luncheon meats, sliced
 - Peanut butter, Nutella (European hazelnut and chocolate spread), jam, and chocolate sprinkles
 - Dutch almond cookies (recipe follows)
 - Fresh fruit
 - Hot chocolate for the children and strong coffee for the adults

5. Print the menu (found with the Resources) using the Dutch words for the foods and set out on the buffet table.

TIFFIN – LUNCH

Boterham – Sandwich

Kazen en Vlees – Cheeses and Meats

Jam – Jam

Pindakaas en Hagel Slags – Peanut Butter and Chocolate Sprinkles

Fris Fruit – Fresh Fruit

Koekjes – Cookies

Koffie – Coffee

Hete Chocolade – Hot Chocolate

The Dutch say “*Eet Smakelijk!*” (“Eat well!”) before dining.

6. Student Presentations: (Teacher must prepare the children and practice prior to the Festival.)
 - Using the wall map of The Netherlands, select several children to describe the individuality of Holland using as many of the author’s phrases as possible.
 - Select three children to describe the scene in their Hans Brinker dioramas.
 - Select children to describe the characters of Gretel and Hans Brinker, Annie Bouman, Peter van Holp, Dame Brinker and Dr. Boekman.
7. Art Festival:

Hang the students’ “Tulips in a Vase” paintings, and select one boy to portray Vincent Van Gogh. Have him describe the life of Van Gogh and his style of painting. Attractively display the remaining student crafts around the room.
8. The Skit:

“The Awakening”, a simple skit inspired by chapter 34 in *Hans Brinker, or the Silver Skates*. (Teacher must prepare the set and the children and practice prior to the Festival.)

Preparation:

1. Create an invitation and send to parents, church and community leaders, and businessmen.
2. Assign one mother or grandmother the role of organizing the Dutch lunch for the festival.
3. Ask other mothers to assist by making Dutch almond cookies. Have recipe available for them to use.
4. Assign skit parts and set aside plenty of time to practice lines and rehearse the skit.
5. Select and practice some Dutch songs with the children, so they master the words and melodies.
6. Practice the various presentations with selected children: Hans, Gretel, Hilda, Dr. Boekman, etc.
7. Make a large Dutch flag and print “Hans Brinker Dutch Festival” on it. Tie red, white and blue balloons to it and place it outside your ministry the day of your festival.
8. Before the festival, gather the children’s paintings and crafts. Use some of the tulip flower boxes, windmills, and Dutch houses as centerpieces on the lunch tables. Plan how you will display the remainder of the children’s crafts to create the Art Festival.
9. Invite a local artist or craftsman to attend the festival. Have him or her judge the children’s crafts and paintings and award a “blue ribbon” for each arts and crafts category. (Be certain the same child does not win two awards.)

10. Make 8 large blue ribbon art awards, one for each category: Van Gogh painting, windmill, Dutch house, Hans Brinker diorama, tulip flower box, snow globe, snowflake, and Delft tile.

Supplies:

- blue construction paper
- 3-inch wide blue ribbon

Instructions:

- Cut 6-inch circles out of blue paper.
- Fringe the edges with your scissors.
- Cut two strips of blue ribbon for each circle and staple.
- Type the following and print on white paper:

FIRST PRIZE

Hans Brinker Art Festival
2024

- Cut and glue onto your blue circles.
11. Have a table for adult refreshments with tablecloth, napkins, coffee service, Dutch almond cookies, a Dutch flag, and some of the children's crafts, such as a tulip flower box, windmill, and Dutch house.
 12. Set up chairs for the audience to watch the skit.
 13. Assign a Hans and a Gretel to greet the visitors in a friendly manner at the door.
 14. Assign a mother or grandmother to write the names of guests on nametags.
 15. Assign someone to take plenty of photos at the Festival.
 16. If the children are with you all day, you can rent and show Walt Disney's 1962 DVD, "Hans Brinker, or the Silver Skates." (1-1/2 hours) Please know that some liberties were taken with the script and various components differ from the classic. But it offers the valuable moral virtues of Dodge's classic and contains beautiful Dutch scenery and costumes. It's certainly worth seeing.

Dutch Almond Cookie Recipe

This recipe is easy to make and tastes delicious.



Also known as Hollanders, Jan Hagels, and Janhagels

Ingredients:

- 1 cup (2 sticks) butter, softened
- 1 cup granulated sugar
- 1 egg yolk
- 2 cups flour
- 1 teaspoon cinnamon
- ½ teaspoon salt
- 1 egg white
- 1 teaspoon water
- 1 cup sliced almonds

Directions for Windmill Cookies: (pictured above)

Pre-heat oven to 350 degrees F. With an electric mixer beat butter, sugar and egg yolk at medium high speed until light and fluffy. Stir in flour and cinnamon. Roll out batter and cut into small squares. Beat egg white and water in a small bowl until frothy. Press finger in each one to form an X. Brush with egg white and place an almond at the center.

Bake for 11 to 15 minutes or until golden brown. Remove from oven and cool for 10 minutes on a rack. Store in an airtight container for 2 weeks at room temperature.

Yield: 4 dozen

Directions for Cut Cookies:

Pre-heat oven to 325 degrees F. With an electric mixer beat butter, sugar and egg yolk at medium high speed until light and fluffy. Stir in flour and cinnamon. Separate dough into 3 portions and spread thinly over 3 small baking sheets. Beat egg white and water in a small bowl until frothy. Spread over dough. Arrange the almond slices in a mosaic pattern on top.

Bake for 15 to 20 minutes or until golden brown. Remove from oven and cool in pan on a rack. Slice while warm into diamond shapes. Cool on a rack. Store in an airtight container for 2 weeks at room temperature.

Yield: 4 -5 dozen

The Awakening

A Skit by Helen Abernathy



Based on Mary Mapes Dodge's classic, *Hans Brinker, or the Silver Skates*, chapter 34

Dramatis Personae

RAFF BRINKER	DR. BOEKMAN
DAME BRINKER	DR. BOEKMAN'S ASSISTANT (no speaking)
HANS BRINKER	2 MEN (no speaking)
GRETEL BRINKER	3 NARRATORS

Setting

The setting is the winter of 1860 in the Brinker cottage, a small peasant Dutch dwelling.

Scenery and Props

hang snowflakes the children made during the unit

fireplace with a hearth (a painted cardboard box with "Dutch Delft tiles" around the fireplace)

small rug

three stools or chairs

small cot with a blanket

sewing or knitting (for both Gretel and Dame Brinker)

doctor's bag

Introduction

*Narrators stand to the side of the setting
and read their scripts with animation.*

- Narrator 1: Welcome to our skit called “The Awakening.” It is based on a scene from Mary Mapes Dodge’s classic, *Hans Brinker, or the Silver Skates*.
- Narrator 2: Mary Mapes Dodge was an acclaimed 19th century American, Christian author of children’s stories and the editor of St. Nicholas children’s magazine for over 30 years.
- Narrator 3: *Hans Brinker, or the Silver Skates* is really two stories in one. The first story centers on the Brinker family and their sacrificial love and loyalty to one another in difficult times. It inspires the reader with the love of God and His Word, the love of family, and the love of country.
- Narrator 1: The secondary story is a lengthy travelogue that takes the reader on a winter canal tour of Holland and imparts the rich culture and unique geography of the Netherlands. It is a classic loved by many generations of both children and adults!
- Narrator 2: Many years ago in the land of windmills, tulips, and wooden shoes there was a modest Dutch family called the Brinkers. They were hardworking and honest people, who lived a simple life in the Dutch village of Broek, just south of Amsterdam on the Zyder Zee.
- Narrator 3: There was Raff [*Rafe*] Brinker, the father, a strong and able man who was employed on the canal dikes. [*Father enters stage away from the cottage setting. Pretends to be lifting and hammering.*]
- There was the loving Dame Brinker, Raff’s wife. [*Mother enters, sits on a stool and begins sewing.*]
- Narrator 1: Also, Hans Brinker, their son [*Hans enters and warms his hands by the fire.*] . . .
- . . . and young Gretel Brinker, their precious daughter. [*Gretel enters with her sewing and sits by the fire.*]
- Narrator 2: One stormy night, while Raff was working in darkness and sleet, there was a terrible accident on the dike. He fell from a great height and hit his head. [*Father falls down on the ground as if hurt.*]
- Narrator 3: He was taken home insensible, [*Two men lift Raff and carry him to the cot in the Brinker cottage*] and from that moment, has never worked again. Though he lived on, his mind and memory were gone!
- Narrator 4: All Raff did was watch the burning peat in the fireplace. He didn’t know the names of his wife and children, and he could no longer provide for their needs. Life grew very difficult for the family, as poverty became a reality for the Brinkers.
- Narrator 2: The children were scorned by the village youth. They were known as the “rag pickers” who lived in the “idiot’s cottage.” They had scarce enough to eat each day and skated the frozen canal on homemade wooden ice skates.

Narrator 3: Hans did odd jobs to earn money and Gretel tended geese. Their many challenges, however, only brought them closer together.

Narrator 1: Ten long years went by. The Brinkers loved each other very much. They each did all they could to care for Raff, who could only look on with his usual dull stare. They never gave up hope that someday their father would be well again.

Narrator 2: Hans had heard about the fame of a doctor in Holland. One day while skating towards Amsterdam, he met Dr. Boekman, [*Bokeman*] the most famous physician and surgeon in all of Holland. [*Doctor appears on the stage with his doctor's bag that holds a long, white bandage.*]

Narrator 3: After hearing Hans's sad story about his father's loss of memory, Dr. Boekman agreed to perform surgery on Raff Brinker.

Narrator 1: The Brinkers prayed that God would guide the doctor's hands to help their father recover totally. The Brinkers were very concerned about their father, but they put their trust in the Lord and waited patiently.

*Mother on a stool with her eyes closed,
as if in prayer, clutching a handkerchief.*

Gretel is sewing.

Hans is pacing by the fireplace.

*Dr. Boekman and his assistant are standing beside
Raff on the cot and winding white bandage on his head.*

Gretel: [*Sorrowfully*] Oh, Hans, I am so afraid that the surgery won't help and Papa will be worse than before. Dr. Boekman is a famous surgeon, but can he really help Papa? What if something awful happens to him?

Hans: [*Lays his hand on her shoulder to comfort her*] Gretel, don't be sad. God has given Dr. Boekman great skill with his hands. He's been working for hours to bring father's memory back to us. [*Excitedly*] Look, he motioning for us to come into father's room! He is finally finished with the surgery.

Dame Brinker and Hans enter room with Raff.

Dame Brinker: [*Looks worried while twisting a handkerchief*] Doctor, how is my husband?

Dr. Boekman: Only time will tell, Dame Brinker. The surgery was successful, but now we must wait to see if he will awaken in his right mind. This is a critical period.

Raff Brinker: [*Mumbles with his eyes closed*] Watch out, boys! That beam is falling . . . Watch out!

Dame Brinker: [*Runs excitedly to his bedside*] Raff, Raff! Speak to me!

Raff Brinker: [*Quietly and confused*] Is it you, Meitje? I have been asleep . . . hurt, I think. Where is little Hans?

Hans: Here I am father! [*Shouting with joy as the doctor tries to hold him back and quiet him.*]

Dame Brinker: *[[Joyfully]* He knows us! Great God, he knows us! Gretel, Gretel, come quickly and see your father!

Gretel runs into the room.

Dr. Boekman: *[In a commanding way]* Silence! He needs peace and quiet. *[He tries in vain to keep the Brinker family from crowding around father's bed.]*

Raff: Is the baby asleep, Meitje?

Dame Brinker: The baby! Oh, Gretel that is you! And he calls Hans "little Hans." Ten years he's been asleep. He's known nothing for ten years. Oh, doctor, you have brought him back to us! Children, thank the good doctor!

Dr. Boekman: I think there is someone greater who deserves our thanks. *[He points upwards.]*

Dame Brinker: *[Nods and smiles as she kneels by the cot to thank the Lord. The children also kneel beside her. The doctor and his assistant bow their heads but remain standing.]*

Raff Brinker: *[Feebly asks his family]* Why do you pray? Is it God's Sabbath day? If it is, then read me a verse from the Bible.

Gretel: *[Runs to fetch the big Dutch family Bible]*

Dame Brinker: *[Reads from the Bible.]* "This is the Lord's doing; it is marvelous in our eyes! This is the day that the Lord has made. We will rejoice and be glad in it."

Raff: *[Sleepily]* That is true. Everyday is a day to rejoice in the Lord. *[Pauses, re-adjusts blanket.]* I'm so tired. I'm going to rest now. *[Closes his eyes as if in sleep.]*

Dame Brinker: *[Rises from kneeling, dabs at eyes with handkerchief and then hugs the children.]* Children, father has come back to us. Thank you, Dr. Boekman, for all that you've done for us. We are so grateful. But I don't know how we'll ever repay you!

Dr. Boekman: *[Gruffly]* You can repay me by helping that sick man get well. No more crying and slobbering and carrying on like that! That could make a well person sick! *[Gets his doctor's bag as if to leave.]*

Dame Brinker: *[Laughing and smiling as Gretel helps the doctor put his coat on to leave.]* Goodbye Dr. Boekman, thank you again!

Hans: *[Away from the doctor, Gretel and mother, Hans faces audience but looks heavenward]* And thank you Lord for hearing our prayers and visiting our humble cottage tonight!

Narrator 2: That concludes our brief visit to Holland. I hope you are rejoicing with the Brinker family tonight at the goodness of God.

Narrator 3: The Brinker family knew that God had healed Raff. They were thankful for the Lord's years of providence and protection. Even though Raff Brinker's mind had not been with them for ten years, their heavenly Father *[Point upwards]* was with them, caring for them and protecting them.

ALL: Remember that stormy nights do not last forever for those who love the Lord. Joy comes in the morning!

THE END
AMO Program

AMO® Program

Using the Binder

Overview

The notebook approach,¹ developed by Rosalie Slater co-founder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate* and *record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to "write in a book what He was saying to him and rehearse it in the ears of Joshua." (Exodus 17:14) God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning, as well as a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning with the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students and parents to evaluate and reference over and over again. The student produces his own "book of remembrance." (Malachi 3:16) Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO Program, both teacher and students need a ringed binder with four dividers marked:

1. Literature
2. History
3. Reading
4. The Arts

A title page is made and filed in the front of the binder, and a title page is made for each component.

Instructions for how to use the Lesson Plan Format follow. They will enable both teacher and student to derive the greatest benefit of the notebook method.

Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO Program.
2. Develop the lifelong habits of personal study, reflection, recording principles and reasoning in both teacher and children.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.





AMO's Lesson Plan Components

The top portion of the Lesson Plan contains the following:

1. **Time:** This component indicates the length of time for the lesson. It is based on AMO's weekly schedule. You can alter this to suit your program.

2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one can remember, ask them to turn in their binders to the record of the last lesson or point to the Key Vocabulary Word for that lesson located on the bulletin board to help them recall.
4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle and Scripture, as well as the reasoning questions are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive. (Hebrews 4:12) It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher and the right column is for engaging the students.

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided. The teacher is NOT to read all of this material to the children. It is there to provide information and enrichment to the teacher, as he or she works with the principle and the reasoning with the children.
4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and the goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period and store in the Treasure Chest and pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocab” and they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and are certainly encouraged to use these words in their writing and in their verbal communication.

5. **? Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help children relate the principle or theme of the lesson to their own lives. In an academic setting, this can be assigned as written class work or as homework.
6. **✍️ Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature the graphic organizers are based on the settings, characterizations and themes in the classic. The phrases are the author's words, which is why they have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.
7. **🗣️ Oral Work:** This is a summary of the lesson that was taught to the children, that the teacher says and the students repeat out loud before the close of the lesson. It reinforces the principle that undergirds the lesson.

Other components that accompany the Lesson Plan:

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children must do in an after school, Sunday school or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

- a. **Characterizations:** Four or five of the main characters in the classic are chosen to study in depth. They soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal, it gives rise to the external. *As a man thinks within himself, so he is (Proverbs 23:7).* This helps children examine their own character.
 - **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will, and spirit **using the words of the author.**
 - **External:** Record the physical features of the literary character **using the words of the author.**
 - b. **Setting:** The main setting(s) of each classic has been chosen, and if actual geographic settings are in the classic, such as the Swiss Alps and Frankfurt, Germany settings found in *Heidi*, the children complete map work and study the culture of the settings.
 - c. **Theme:** This is the message the author conveys. Each classic is different. *Heidi* has many themes.
2. **Vocabulary Card:** The Key Vocabulary Word, which is defined Biblically, is printed on this card and pinned onto the "Treasury of Words" bulletin board where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
 3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce

beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.

4. **Memory Verse Cards:** This card holds the weekly Bible verse from the Bible Reading lesson to be memorized by the children. It is printed and pinned onto the “Treasury of Words” bulletin board.
5. **Parent Prayer and Blessing Cards:** These cards are part of the Bible Reading lesson plans. One set is printed weekly for each child to take home to his parents so they can pray and bless their children every day.

¹ Slater, R. (1965). *Teaching and learning America's Christian history: The principle approach*. San Francisco, CA: Foundation for American Christian Education.

Suggested Assignments for the Academic Setting

1. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have the students copy into their binders on a sheet of paper labeled “Introduction” for each component studied. (i.e.: historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events, key individuals, and key documents in the Christian history units; etc.)
2. Have students create a divider labeled “Vocabulary” and insert in their AMO® binders for each component studied. On a sheet of notebook paper, have them copy the daily “Key Vocabulary Word” and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.

Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.

3. Have students create a divider labeled “Principles” and insert in their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives, as well. Be certain to read each one and make comments.
4. Have students create a divider labeled “Memory Verses” in the AMO® Bible reading component and insert in their AMO® binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.
5. Have students create a divider labeled “Reason and Relate” and insert in their AMO® binders for each component studied. Write the “Reason Questions” found on the lesson plan (and any you would like to add) on the chalkboard. Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences either during class or for homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the inspired answers.
6. Create writing assignments from the literary phrases and information the students record on their graphic organizers, such as:

Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri’s beautiful phrases as possible. You may use your notes from class.

Contrast life in the Swiss mountains with life in the German city, Frankfurt.

Describe the individuality of Switzerland.

Compare and contrast the internal and external characters of Heidi and Peter.

7. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.
8. After the final examination, collect and grade each student’s binder, and average his binder grade with his other academic assignments. The binder grade reflects the student’s character, not his academic achievement.
9. Sample Heidi Final Exam (3rd grade and above/age 8+): Be certain to write in complete sentences.
 - Why is the Bible the highest model of language and literature?
 - Who was the author of Heidi? Write two sentences that describe her individuality.

Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

Label the map of Switzerland using the names found on the legend.

Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not want to live there.

Compare and contrast the internal and external characters of Heidi and Peter.

What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome life as an orphan?

Why did the author describe Uncle Alm as the "Prodigal Son?" Tell what happened to him in the story.

Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."

Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

10. Sample Proverbs Final Exam (3rd grade and above/age 8+):

Using complete sentences, describe four attributes of God's Word, the Bible.

Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

Who wrote the Book of Proverbs? Tell why this book is so important for a young person to meditate upon.

Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

List three qualities of a godly leader.

List three qualities of a godly woman.

Paraphrase the following principle, "The conduct of a young child builds the man or woman."

Extra credit: Write out two of your favorite memory verses from the Book of Proverbs.

As teachers work with our AMO® lesson plans, they will be inspired to create their own reflective writing assignments. **Remember, handling the noble vocabulary of the subject and daily writing assignments produce mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Teachers must remember, they cannot ask children to write a descriptive paragraph if they haven't taught their students the rudiments of writing a descriptive paragraph. The same principle goes with comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the

various forms of composition and then have their students practice, practice, practice. Writing is not a gift from God that some are blessed to have and others don't. Writing is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. This produces Christian thinkers and leaders in every field of endeavor.

By employing the Notebook Method, teachers will eventually become confident to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers, as well as students.

Literature Lesson Plans

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Introduction to Hans Brinker, or the Silver Skates

Author:

Hans Brinker, or the Silver Skates was written by Mary Mapes Dodge, an acclaimed 19th century American, Christian author of children's stories and magazine editor. Mary learned about Holland by reading books and speaking at length with her Dutch neighbors, who had recently immigrated to the United States. *Hans Brinker*, a story that takes place in Holland, was published in 1865. It has remained a long-time favorite of children around the world and has been translated into many languages.

Many literary critics believe that Mary Mapes Dodge's greatest contribution to children's literature was her role as the founding editor of *St. Nicholas Magazine*, the most popular children's magazine of its day. She was able to solicit stories from a number of well-known writers and poets including Mark Twain, Louisa May Alcott, Jack London, Rudyard Kipling, Henry Wadsworth Longfellow, Robert Louis Stevenson, and Theodore Roosevelt, an American president. She held this position for 32 years until her death in 1905.

Genre or Type of Literature:

Hans Brinker, or the Silver Skates is children's or juvenile literature. The story of the Brinker family is fiction. The travelogue through Holland was based on the geography and culture of 19th century Holland.

Main Characters:

characterization (n.) The external and internal qualities of each character in the story or poem.

Hans Brinker: A 15-year-old resourceful, Dutch boy from a very poor family

Gretel Brinker: A 12-year-old Dutch girl and sister of Hans

Dame Brinker: The mother of Hans and Gretel, a poor peasant woman

Raff (Rafe) Brinker: The father of Hans and Gretel, an amnesiac

Hilda van Gleck: The rich burgomaster's daughter

Peter van Holp, Carl Schummel, Jacob Poot, Rychie Korbes, Katrina Flack and Annie Bouman: Youth from the village of Broek

Dr. Boekman (Boke' man): Holland's most famous physician and surgeon

Settings:

setting (n.) The background of the story including place, time, environment, climate and the society.

1. Broek (Brewk), a Dutch village located on the Zyder Zee just five miles from Amsterdam in the 1830s
2. Amsterdam, the capital of the Netherlands and her largest city
3. An ice-skating tour of Haarlem, Leyden, and The Hague with its museums, festivals, castles, and palaces

Plot Summary:

plot (n.) The sequence of events in the story that lead to a conclusion.

Hans Brinker, or the Silver Skates is two stories in one! The first story is one of honor and loyalty and takes place in 19th century Holland. It highlights the challenges and victories of the modest Brinker family, who are so poor that young Hans and Gretel cannot afford ice skates. They dream of participating in a community ice-skating race, but their homemade wooden skates prevent them from entering. Their father

has been left an amnesiac from a fall from a dike, and their mother works odd jobs to provide the bare necessities for her family. The children learn of a famous doctor who could possibly cure their father. The story centers on Hans and his sacrificial love for his family, and how both he and Gretel are able to enter the ice skating competition. There is also a “story-within-this-story” of a nameless little Dutch boy who saves his city by plugging a hole in the canal dike with his finger. The boy’s heroism parallels Hans Brinker’s heroism in the story.

The second story is a lengthy travelogue that takes the reader on a canal tour of Holland at Christmastime. The reader learns the history of Holland, how the Dutch celebrate Christmas, and visits the art galleries, museums, palaces, old castles and The Hague, the Dutch seat of national government.

This beautiful classic imparts such Biblical concepts as:

- God’s principle of individuality of nations and cultures
- The fruit of Christian character and faith
- The effect of courage, resolution, and perseverance
- The sacrificial nature of love and loyalty

Themes:

theme (n.) The lessons or message the author is trying to convey through the story.

1. The individuality and unique character of Holland
2. The development of Christian virtues
3. The love of country and family
4. The fruit of sacrificial love and loyalty

Author’s Style:

style (n.) The individuality of the author’s expression in writing.

Mary Mapes Dodge’s style is her descriptive writing. Her word paintings of Holland are so precisely colored that *Hans Brinker, or the Silver Skates* is known as one of the best descriptions of the individuality of Holland and 19th century Dutch life. She introduces the reader to the peculiar land of dikes, canals, tulips, windmills, storks, and wooden shoes. She has also revealed the development of Christian virtues through her characterizations.

Resource:

1. “Hans Brinker or the Silver Skates: A Play of Old Holland in Three Acts”

http://books.google.com/books?id=tdBXzBrtoXYC&pg=PA5&lpg=PA5&dq=PLOT+OF+HANS+BRINKER&source=bl&ots=XvXAZWz4IX&sig=mwvA2JORjeBgzPSL3UadxC4ZfB4&hl=en&sa=X&oi=book_result&resnum=5&ct=result

This play must be ordered from the publisher and a royalty paid for performances.

2. Book online of Holland, *The Spell of Holland*, by historian Burton Stevenson:

http://books.google.com/books?id=0IoSAAAYAAJ&dq=story+of+windmills+in+holland&printsec=frontcover&source=bl&ots=XGrbgODKpj&sig=XS989cInsd_ocETdCsIw2Yrog3s&hl=en&sa=X&oi=book_result&resnum=4&ct=result#PPP9,M1

Studies to Enrich this Unit:

1. Dutch songs (at the end of the site is the music):
<http://www.geerts.com/dutch-songs.htm>
2. Dutch and Flemish painters of the Golden Age such as Hals, van Dyck, Vermeer, and Rubens:
http://www.nga.gov/education/classroom/dutch/dutch_painting.pdf
3. The paintings of Rembrandt van Rijn, the most famous biblical painter:
http://www.rembrandtpainting.net/rembrandt_museums.htm
4. The history of Holland, a refuge for the persecuted
5. The history of the American Pilgrims in Leyden:
http://www.pilgrimarchives.nl/html/pilgrims/top_html/history.html
<http://www.rootsweb.ancestry.com/~netlapm/Page01.htm>
http://netherlands-travel.suite101.com/article.cfm/leiden_and_the_pilgrims
6. The life of the Ten Boom family from Haarlem, who hid Jews in their home during World War II: <http://chi.gospelcom.net/DAILYF/2001/02/daily-02-28-2001.shtml>
<http://www.corrietenboom.com>
http://www.soon.org.uk/true_stories/holocaust.htm
Books by Corrie ten Boom: *The Hiding Place* and *Tramp for the Lord*
Movie: *The Hiding Place*
7. How the Dutch reclaimed land from the sea:
<http://www.thehollandring.com/toen-nu.shtml>
8. Windmills and their language: a factor of Dutch social life:
<http://www.nt.ntnu.no/users/haugwarb/DropBox/The%20Dutch%20Windmill%20Stokhuyzen%201962.htm>
Movie: <http://us.holland.com/e/41674/The+Story+of+Dutch+Windmills,+now+on+DVD!.php>
9. The history of tulips:
<http://www.holland.nl/uk/holland/sights/tulips-history.html>
10. The making of Delft tiles:
<http://www.delfthuis.com/history/history.htm>
<http://www.animatile.com/Delft/DelftDefault.html>
11. Regional dress of the Netherlands:
<http://www.tuliptime.com/dutch-costumes>
12. Dutch cheese making:
<http://www.cheeselandinc.com/home1024.htm>
<http://www.dutch-cheese.com/dutch-cheese-markets.html>

Hans Brinker I

Time: 40 minutes **Reading:** Biographic Sketch of Mary Mapes Dodge **Review:** Genres of literature and elements of a classic **Goal:** Introduce the author, Mary Mapes Dodge, and discuss her virtuous character **Principle:** A virtuous character is worth more than rubies.

Scripture: Who can find a virtuous woman? For her price is far above rubies (Proverbs 31:10).

TEACHER



Vocabulary:

ancestry (n.) Line of descent; the descendants of one individual.

domestic tale (n.) A family story.

editor (n.) The person who revises, corrects and prepares a book or magazine for publication.

literature (n.) 1) Learning; 2) The expression of life in words of truth and beauty.

magazine (n.) A periodic paperback publication containing miscellaneous papers or articles.

moral (adj.) Pertaining to, or concerned with the principles or rules of right conduct or the distinction between right and wrong.

prejudice (n.) Prejudgment; a partiality that prevents objective consideration of an issue or situation.

purpose (n.) That which a person sets before himself as an object to be reached or accomplished; an anticipated outcome that is intended or that guides one's planned actions.



Preparation to Teach:

1. Review the definition of literature and what makes a book a classic. See Heidi Lessons 1 and 2.
2. Read the entire classic. Then read and study the biographic sketch of Mary Mapes Dodge, her original Preface, and her Letter from Holland to her young readers.
3. Gather all the resources needed for the lesson: the classic, bio-sketch and picture of Mary Mapes Dodge, pictures of windmills, Student Vocabulary Card, dividers, and Title Pages.



Teaching Plan:

1. Distribute student binders, dividers and title pages. Have the children label their dividers. Provide pictures of windmills and have them sketch a windmill on the title page and color it while you're reading to them.
2. Define "literature," and review the various genres or types of literature. Review the five elements of a classic (theme,

STUDENT



Key Word:

virtuous (adj.) Morally good; conforming to moral and ethical principles.



Reason Questions:

1. Name several unique characteristics of the author, Mary Mapes Dodge.
2. What kind of an education did Mary receive as a young girl?
3. Compare and contrast Mary's education with your education.
4. How did Mrs. Dodge show strength of character after her husband died? What did she do to support her sons?
5. In what ways was Mary's character like the Proverbs 31 woman? How did her virtuous character help her become a successful writer and editor?



Notebook Record:

1. Make a divider page for your binder and label "Hans Brinker."
2. Sketch a windmill on the Title Page and color your illustration.
3. File your divider and title page in your binder.



Oral Work:

A virtuous character is worth more than rubies.

setting, plot, characterization, and style) and define each one. See the definitions provided for you in the “Introduction to Hans Brinker.”

Even though many parts of *Hans Brinker* are fictitious, Mary Mapes Dodge did such a remarkable job describing Dutch life that many chapters in this book are like a travelogue of Holland, a region in the Netherlands and the setting for *Hans Brinker, or the Silver Skates*.

Note: We have not included all these chapters in our unit study. Please pay attention to the chapter numbers and titles on the lesson plans as the study progresses.

3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
4. Introduce the author, Mary Mapes Dodge. Read the biographical sketch of Dodge to the children. Show her picture. Discuss her love of stories and the role that reading, writing, and editing played throughout her life. Share how she blessed so many children by being the editor-in-chief of *St. Nicholas Magazine*. Share her Christian character with the children and her high standard of language.
5. Ask the Reason Questions and have children respond orally.
6. Before completing the lesson, have children repeat the Student Oral Work.
7. You may end with a short prayer and blessing for the children.

Hans Brinker or The Silver Skates

by Mary Mapes Dodge

“There are great flapping windmills all over the country.”

- Mary Mapes Dodge

Biographic Sketch of Mary Mapes Dodge



1831 - 1905

“Should this narrative cause even one heart to feel a deeper trust in God’s goodness and love, the prayers with which it was begun and ended will have been answered.”

– Mary Mapes Dodge

Mary Elizabeth Mapes, whose family called her “Lizzie,” was born in the old Greenwich Village section of New York City in 1830. During the colonial days of America, the state of New York was called New Amsterdam because the Dutch had settled it and named it after the capital of their European homeland. Mary Mapes descended from this Dutch ancestry, and her father, James Jay Mapes, was a well-known scientist and inventor. With his wife, Sophie, he raised a family of five children—four girls and a boy much younger than the rest. Famous scientists and writers often visited their home. The children never attended school because tutors were hired to teach them in their comfortable house. Their father, also a professor of chemistry, supervised their education and often instructed them himself. Besides reading, writing, and arithmetic, they studied Latin, Greek, French, German, drawing, and painting. Mary’s favorite subject was history, and she read a great deal about Holland.

When Mary was seventeen, her father fulfilled a lifelong dream by buying a farm in New Jersey and applying new scientific techniques to its operation. His daughter, Mary, was the one who showed the greatest interest in the reports he brought home about the farm’s progress. She helped him with his notes on how to drain water from a field to increase crop yield and transport goods without spoilage. When Mr. Mapes started the magazine, *The Working Farmer*, Lizzie helped prepare some of the articles. This became the training for her life’s work as an author of children’s stories and the editor of *St. Nicholas Magazine*, the most popular children’s magazine in the United States during the 19th century. As the first editor of *St. Nicholas Magazine*, she established a high standard of literary and moral excellence in children’s literature and drew many young readers to the most important writers of her day, such as Mark Twain, Bret Harte, Lucretia Peabody Hale, Louisa May Alcott, Henry Wadsworth Longfellow, Robert Louis Stevenson, Frances Hodgson Burnett and Rudyard Kipling.

Once the farm was up and running, the family moved into the old remodeled farmhouse. It was here that Mary met her future husband, an attorney, when he came one day to interview Mr. Mapes about his farming techniques. The pretty young girl and the New York attorney, William Dodge, were married in 1851, when Mary was twenty years old. Their marriage was very happy but sadly very short. William Dodge died seven years after their wedding, leaving Mary to raise their two sons, James and Harrington. Mary moved back to her parents' farm in New Jersey and began writing children's stories to support her family, using the refurbished gardener's cottage on the property as an office.

Her first stories were based on some of the bedtime stories she had made up for her two little boys. *Irvington Stories*, her first book, was published in serial form in *The Independent*, a weekly New York paper owned by Mr. O'Kane. Mr. O'Kane subsequently offered a nice sum of money to Mary to write a book about a boy who enlisted in the Army and served during the Civil War, which had just ended a few years before. Mary was unable to conceptualize this wartime lad, however. Instead, she kept thinking about one of her favorite history books, *The Rise of the Dutch Republic*.

Mr. O'Kane agreed to publish a book set in Holland, but when she had finished—after working harder than she ever had—he felt the book was too long for the serial story he had envisioned. However, after many other publishers turned it down, O'Kane changed his mind and published *Hans Brinker, or the Silver Skates* in 1865. The book was an instant success. How could it be otherwise? The enchanting little Hans and his sister Gretel are so touching in their love for one another, and the notion of skating for miles over flashing ice on silver skates is so captivating, readers young and old devoured the book. Who doesn't fail to hold their breath as the dam threatens to break and wash away the whole country, along with the brave little boy who stood there alone in defiance of the awesome forces of nature? Who wouldn't be captivated by the young Dutch boys touring Holland by skates on their winter holiday? *Hans Brinker* went through more than 100 editions during the author's lifetime and has been translated into many languages.

Mary Mapes Dodge so successfully captured the heart of Dutch life that even Hollanders sang her praises. This feat is all the more exceptional because she herself had never visited Holland before writing the book. She spun her magic using the conversations she had had with two Dutch immigrants living in the New York area. Later, when Mary did travel to Holland, she was gratified to see that her friends' descriptions and her rendering were so very accurate. *Hans Brinker, or the Silver Skates* became one of the great children's classics of all time.

The Preface of *Hans Brinker or the Silver Skates* found in the first printing

"This little work aims to combine the instructive features of a book of travels with the interest of a domestic tale. Throughout its pages the descriptions of Dutch localities, customs, and general characteristics have been given with scrupulous care. Many of its incidents are drawn from life, and the story of Raff Brinker is founded strictly upon fact.

"While acknowledging my obligations to many well-known writers on Dutch history, literature, and art, I turn with especial gratitude to those kind Holland friends who, with generous zeal, have taken many a backward glance at their country for my sake, seeing it as it looked twenty years ago, when the Brinker home stood unnoticed in sunlight and shadow.

"Should this simple narrative serve to give my young readers a just idea of Holland and its resources, or present true pictures of its inhabitants and their everyday life, or free them from certain current prejudices concerning that noble and enterprising people, the leading desire in writing it will have been satisfied.

"Should it cause even one heart to feel a deeper trust in God's goodness and love, or aid any in weaving a life, wherein, through knots and entanglements, the golden thread shall never be tarnished or broken, the prayer with which it was begun and ended will have been answered."

M. M. D.

A Letter from Holland

“Amsterdam, July 30, 1873

“Dear Boys and Girls at Home:

“If you all could be here with me today, what fine times we might have walking through this beautiful Dutch city! How we should stare at the crooked houses, standing with their gable ends to the street; at the little slanting mirrors fastened outside of the windows; at the wooden shoes and dogcarts nearby; the windmills in the distance; at the great warehouses; at the canals, doing the double duty of streets and rivers, and at the singular mingling of trees and masts to be seen in every direction. Ah, it would be pleasant, indeed! But here I sit in a great hotel looking out upon all these things, knowing quite well that not even the spirit of the Dutch, which seems able to accomplish anything, can bring you at this moment across the moment. There is one comfort, however, in going through these wonderful Holland towns without you—it would be dreadful to have any of the party tumble into the canals; and then these lumbering Dutch wagons, with their heavy wheels, so very far apart; what should I do if a few dozen of you were to fall under THEM? And, perhaps, one of the wildest of my boys might harm a stork, and then all Holland would be against us! No. It is better as it is. You will be coming, one by one, as years go on, to see the whole thing for yourselves.

“Holland is as wonderful today as it was when, more than twenty years ago, Hans and Gretel skated on the frozen Y. In fact, more wonderful, for every day increases the marvel of its not being washed away by the sea. Its cities have grown, and some of its peculiarities have been washed away by contact with other nations; but it is Holland still, and always will be—full of oddity, courage and industry—the pluckiest little country on earth. I shall not tell you in this letter of its customs, its cities, its palaces, churches, picture galleries and museums—for these are described in the story—except to say that they are here still, just the same, in this good year 1873, for I have seen them nearly all within a week.

“Today an American boy and I, seeing some children enter an old house in the business part of Amsterdam, followed them in—and what do you think we found? An old woman, here in the middle of summer, selling hot water and fire! She makes her living by it. All day long she sits tending her great fires of peat and keeping the shining copper tanks above them filled with water. The children who come and go carry away in a curious stone pail their kettle of boiling water and their blocks of burning peat. For these they give her a Dutch cent, which is worth less than half of one of ours. In this way persons who cannot afford to keep a fire burning in hot weather may yet have their cup of tea or coffee and a bit of boiled fish and potato.

“After leaving the old fire woman, who nodded a pleasant goodbye to us, and willingly put our stivers in her great outside pocket, we drove through the streets enjoying the singular sights of a public washing day. Yes, in certain quarters of the city, away from the canals, the streets were lively with washerwomen hard at work. Hundreds of them in clumsy wooden shoes, with their tucked-up skirts, bare arms, and close-fitting caps, were bending over tall wooden tubs that reached as high as their waists—gossiping and rubbing, rubbing and gossiping—with perfect unconcern, in the public thoroughfare, and all washing with cold water instead of using hot, as we do. What a grand thing it would be for our old fire woman if boiling water were suddenly to become the fashion on these public washing days!

“And now goodbye. Oh! I must tell you one more thing. We found today in an Amsterdam bookstore this story of Hans Brinker told in Dutch. It is a queer-looking volume, beautifully printed, and with colored pictures, but filled with such astounding words that it really made me feel sorry for the little Hollanders who are to read them.

“Good-bye again, in the touching words of our Dutch translator with whom I'm sure you'll heartily agree: Toch ben ik er mijn landgenooten dank baar voor, die mijn arbeid steeds zoo welwillend outvangen en wier genegenheid ik voortdurend hoop te verdienen.

“Yours affectionately, The Author.”

Hans Brinker 2

Time: 40 minutes

Reading: Chapter 1

Review: Character and life of Mary Mapes Dodge

Goal: Introduce the concept that eyes are the window to the soul; identify the character of Hans Brinker

Principle: The eyes are the window of the soul. **Scripture:** The eye is the lamp of the body. If your eyes are good your whole body will be full of light. But if your eyes are bad, your whole body will be full of darkness (Matthew 6:22-23).

TEACHER

Vocabulary:

canal (n.) An artificial waterway for transportation or irrigation.

character (n.) Distinctive qualities, impressed by nature or habit on a person, which distinguish him from others.

clogs (n.) Wooden shoes used for outdoor use.

klompen (n.) Dutch word for wooden shoes.

lithe (adj.) Gracefully slender, moving and bending with ease.

Mynheer (n.) Dutch word for mister.

peasant (n.) A country person that depends economically on the farming of land.

peat (n.) Partially carbonized vegetable matter saturated with water; can be used as a fuel when dried.

pompous (adj.) Puffed up with vanity; showy with grandeur.

virtue (n.) The practice of moral duties; doing what is right and avoiding what is wrong.

zomerhuis (n.) Dutch word for summerhouse.



Preparation to Teach:

1. Be certain that you have read the entire classic before teaching. For this lesson, reread Chapter 1, "Hans and Gretel."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Hans Brinker's Character graphic organizers, and coloring page 2, Hans tied Gretel's wooden skate.



Teaching Plan:

1. Distribute student binders.
2. From Lesson 1, review the character of Mary Mapes Dodge and that *Hans Brinker, or the Silver Skates* is both a domestic tale and a "rocking chair trip" of Holland. (Dodge)

STUDENT

Key Word:

goodness (n.) Moral excellence; virtue; kindness.

Reason Questions:

1. Why do you think Hans and Gretel listened to their mother immediately when she called them? Why was it hard for them to obey?
2. Describe Hans Brinker's character. Why did Hans suddenly show compassion for his sister?
3. How do you know that the Brinker family was poor?
4. What tells you that the Brinkers were happy in spite of their poverty? Do you think their love for each other eased their troubles? Explain your answer.
5. Describe two ways you can show your family that you love them.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Hans Brinker's Character graphic organizer:

External:

"15 years old"

"great square shoulders and bushy yellow hair"

"a solid, hearty-looking boy, with honest eyes, and a brow that seemed to bear a sign 'goodness within'"

3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
From the definition of goodness, we can understand that its meaning—"moral excellence"—is rooted in the very nature and character of God.
4. Introduce the principle to the children. Teach them what the Bible says about a person's eyes being the "lamp of his soul." In Proverbs 20:27, the soul of man is compared to being a candle: "The spirit of man is the lamp of the Lord searching all the innermost parts of his being." And in Matthew 6:22-23, Jesus taught us, "The eye is the lamp of the body. If your eyes are good, your whole body will be full of light. But if your eyes are bad, your whole body will be full of darkness. If the light within you is darkness, how great is that darkness!"
The character that we have is a result of moral choices and decisions that we make on a daily basis. The condition of our heart shines through our eyes for all to see.
5. Distribute coloring page 1, "Hans and Gretel on the ice," to the children.
6. Read chapter 1 aloud to the children.
7. Write Hans Brinker's character notes on the chalkboard and have children copy onto their Hans Brinker's Character graphic organizers.
8. Ask the Reason Questions and have children respond orally.
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

Internal:

"Hans and Gretel were good children; without a thought of yielding to the temptation to linger."



Oral Work:

My eyes are the window of my soul and reveal the condition of my heart.



Hans tied Gretel's wooden skate to her worn-out shoe.

Hans Brinker 3

Time: 40 minutes

Reading: Chapter 2

Review: Hans Brinker's Character

Goal: Introduce students to the unique setting of Holland.

Principle: God places us in unique

geographic settings for His Gospel purposes.

Scripture: From one man God made every nation of men

that they should inhabit the whole earth; and He determined the times set for them and the exact places where they should live (Acts 17:26).

TEACHER



Vocabulary:

asylum (n.) A place of safety.

bulwark (n.) A screen or shelter; means of protection and safety. *His faithfulness is a shield and bulwark (Psalm 91:4).*

dike (n.) A barrier constructed to contain the flow of water or to keep out the sea.

dune (n.) A rounded hill of drifted sand.

inundation (n.) A flood.

insensible (adj.) Unable to perceive; void of emotional feeling.

mire (n.) Deep mud; earth so wet and soft as to yield to the feet and to wheels.

polder (n.) Land reclaimed from the sea.

sluice (n.) A large oaken gate placed at intervals across the entrances of the canals to regulate the amount of water that flows into them.

windmill (n.) A mill powered by the wind. In the Netherlands they are used for pumping water from lowlands into the canals.



Preparation to Teach:

1. For this lesson, reread Chapter 2, "Holland."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Individuality of the Netherlands, Student Vocabulary Card, Setting graphic organizers and maps of the Netherlands.



Teaching Plan:

1. Distribute student binders.
2. Review the character of Hans Brinker and how one's eyes are the lamp of his soul.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.

STUDENT



Key Word:

unique (adj.) One-of-a-kind; unmatched.



Reason Questions:

1. What is the setting of *Hans Brinker*?
2. After reading the second chapter, what makes Holland such a unique setting?
3. Contrast the settings of *Hans Brinker* and *Heidi*.
4. Why did the author compare the Dutch people to beavers?
5. What national character qualities of the Dutch enabled Holland to be a refuge for oppressed and persecuted people from many nations?



Notebook Record:

1. Label and color your map of the Netherlands:
 - NETHERLANDS (above the map)
 - North Sea
 - Germany
 - Belgium
 - Amsterdam (capital)
 - The Hague (seat of government, located on the coast of the North Sea)
 - Broek (the village where Hans and Gretel live, south of Amsterdam)
2. Color the Dutch flag red, white and royal blue (top to bottom).
3. Record the following phrases on your Setting graphic organizer:

4. Introduce the principle to the children. Have the children listen for the many descriptive phrases that Mary Mapes Dodge wrote regarding Holland when you are reading.
5. Distribute the maps of the Netherlands to the children. Write the names on the chalkboard that the children should carefully copy and print on their maps.

Have them color a quarter-inch solid line around the border of the Netherlands with any color except blue. Then, have them color a quarter-inch solid blue line around the outside border next to the North Sea. Have them choose a third color for the border of Germany and a fourth for Belgium.

Have them color the flag of the Netherlands: the top stripe is red, the middle is white, and the bottom is royal blue.
6. Read the accompanying “Individuality of Holland” aloud to the children and chapter 2 of the classic.
7. Ask the Reason Questions and have children respond orally.
8. Write Setting notes on the chalkboard and have children copy onto their Setting graphic organizers.
9. Before completing the lesson, have the children repeat the Student Oral Work.
10. You may end with a short prayer and blessing for the children.

“Holland is one of the queerest countries. It should be called Odd-land.”

“Ice is generally an all-winter affair.”

“A large portion of the country is lower than the level of the sea”

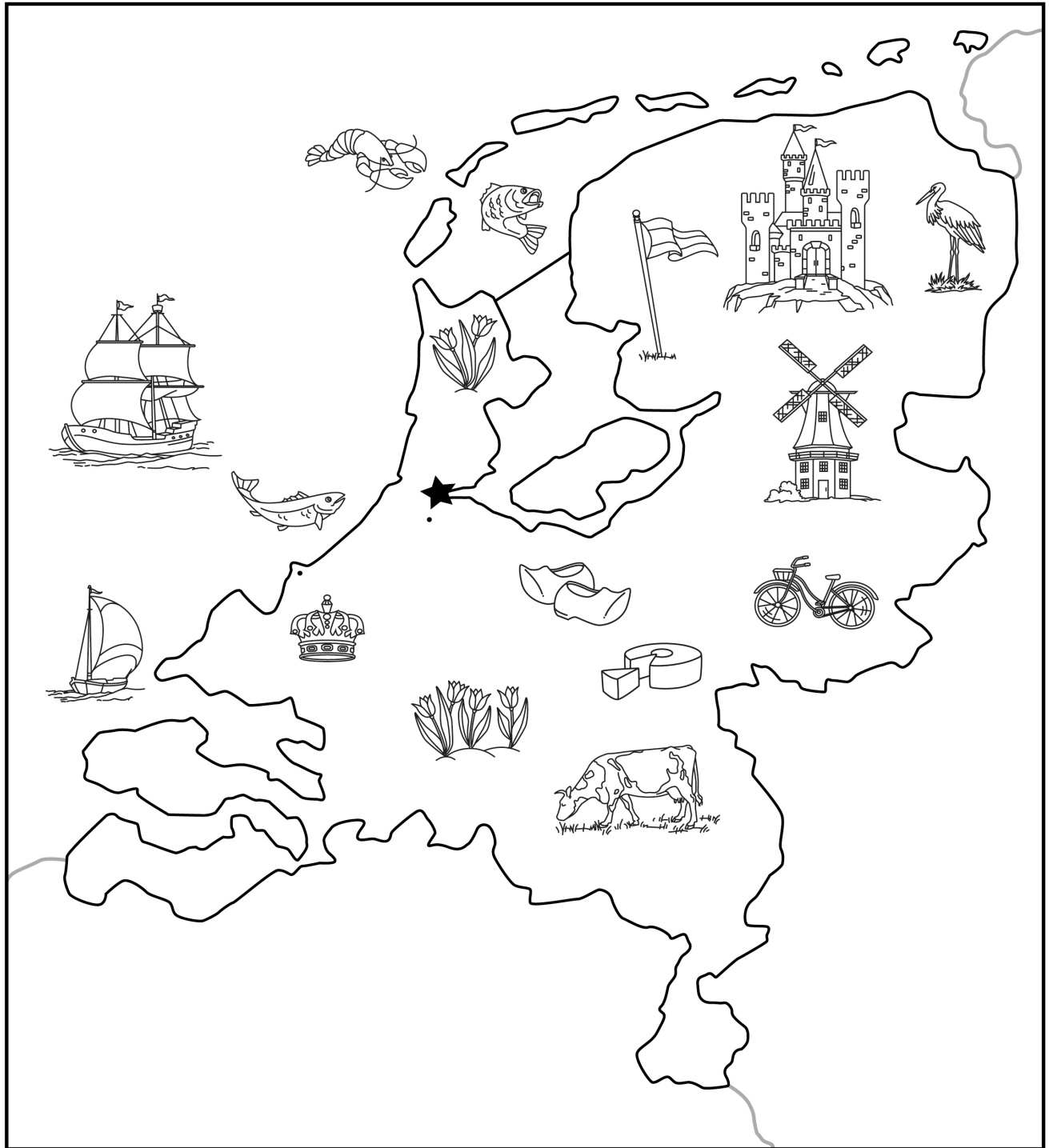
“great flapping windmills”

“In that flat country, every object stands out plainly.”

“The canal was gilded with sunlight and skaters increased.”

 **Oral Work:**

Like Hans and Gretel Brinker, God has placed me in a unique setting for His great plan and purposes for my life.



Hans Brinker 4

Time: 40 minutes

Reading: Chapter 3

Review: Individuality of the setting of Holland

Goal: Introduce students to the character of the Dutch people and the value of perseverance

Principle: Perseverance in good, honest work yields rewards and pushes us towards greatness.

Scripture: We also exult in our tribulations, knowing that tribulation brings about perseverance; and perseverance, proven character; and proven character hope (Romans 5:3-4).

TEACHER



Vocabulary:

asylum (n.) A shelter from danger or hardship.

ballad (n.) A narrative song.

barge (n.) Large flat-bottomed boat.

character (n.) The inherent internal qualities that determine a person's moral and ethical actions and reactions.

dame (n.) The mistress of a household.

idler (n.) One who does nothing; one who spends his time in inaction.

pirouette (n.) A rapid spin of the body on the toes.

stilts (n.) Long wooden poles with supports for the feet on which someone can stand and walk.



Preparation to Teach:

1. For this lesson, reread Chapter 3, "The Silver Skates."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and the Dutch National Character graphic organizers.



Teaching Plan:

1. Distribute student binders.
2. Review the individuality of Holland.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Teach them how the Christian character of the Dutch was formed through hard work and perseverance. They would not have survived without these character qualities.

Teach the rewards of perseverance and hard work. The Dutch now are able to live in a garden of paradise in the spring and a winter-wonderland in the winter because of

STUDENT



Key Word:

perseverance (n.) Persistence or continued pursuit of any goal or enterprise begun.



Reason Questions:

1. How do you know that Dame Brinker was a hard-working woman?
2. Why did Hans and Gretel have to do all the outdoor and household work? In what way did this work benefit their character?
3. How do you think Hans and Gretel developed their talents?
4. Describe how the Brinkers demonstrate the national Dutch character qualities.



Notebook Record:

1. Continue coloring your coloring page and map of The Netherlands.
2. Record the following phrases on your Dutch National Character graphic organizer:

External:

- "enlightened enterprise, art, music, and literature"

Internal:

- "thrifty and perseverant"
- "human beavers"
- "not a braver, more heroic people"
- "patient, resistant, and victorious"
- love of liberty and religious freedom

their hard work. Some would say that the Dutch suffered a lot of unnecessary hardships, but these difficulties and challenges forged perseverance, and perseverance proved their character, which brought them hope! (Romans 5:3-4)

5. Read chapter 3 aloud to the children.
6. Write Dutch Character notes on the chalkboard and have children copy onto their Dutch National Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

Perseverance in good, honest work pushes us towards greatness.

Hans Brinker 5

Time: 40 minutes

Reading: Chapter 4

Review: The Dutch national character and the

character of the Brinkers

Goal: Introduce the principle of having compassion one for another.

Principle: The Lord's compassions never fail.

Scripture: The Lord's lovingkindnesses indeed never cease, for His compassions never fail. They are new every morning (Lamentations 3:22, 23).

TEACHER

Vocabulary:

earnest (adj.) Intent on the pursuit of an object; having a longing desire.

fleetest (adj.) The quickest or the fastest.

jufvrouw (n.) A young lady.

lovingkindness (n.) Kindness arising out of a sincere love or affection.

radiant (adj.) Beaming with brightness; emitting a vivid light or splendor.

thronged (adj.) Filled with great numbers crowded together.

wistfully (adv.) With longing or unfulfilled desire; showing pensive sadness.



Preparation to Teach:

1. For this lesson reread Chapter 4, "Hans and Gretel Find a Friend."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Gretel Brinker's Character graphic organizers, and coloring page 2, "Hilda handed Hans money."



Teaching Plan:

1. Distribute student binders.
2. Review the Dutch national character and the Brinker family character.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Having compassion for others is very Christ-like. Jesus had so much compassion for others that He was continually helping them. The wonderful thing about God is that His compassions never fail. They are fresh every morning and available to us when we need them.

STUDENT

Key Word:

compassion (n.) A mixed passion of love and sympathy.

Reason Questions:

1. Describe several ways that both Hilda and Peter showed that they both had a kind and compassionate heart.
2. Why did Hans not take the money that Hilda offered him?
3. Why do you think Hans and Gretel disagreed on who should be the one to have the skates?
4. Describe how Hans's final decision about the skates revealed his internal character.
5. Tell about a time you were compassionate and kind to someone.



Notebook Record:

1. Color your new coloring page.
2. Record the following phrases on your Gretel Brinker's Character graphic organizer:

External:

- "she was only twelve . . . but lithe and quick"
- "her blue eyes had a dancing light in them"
- "she could sing and sew"
- "poorly clad, but noble looking"

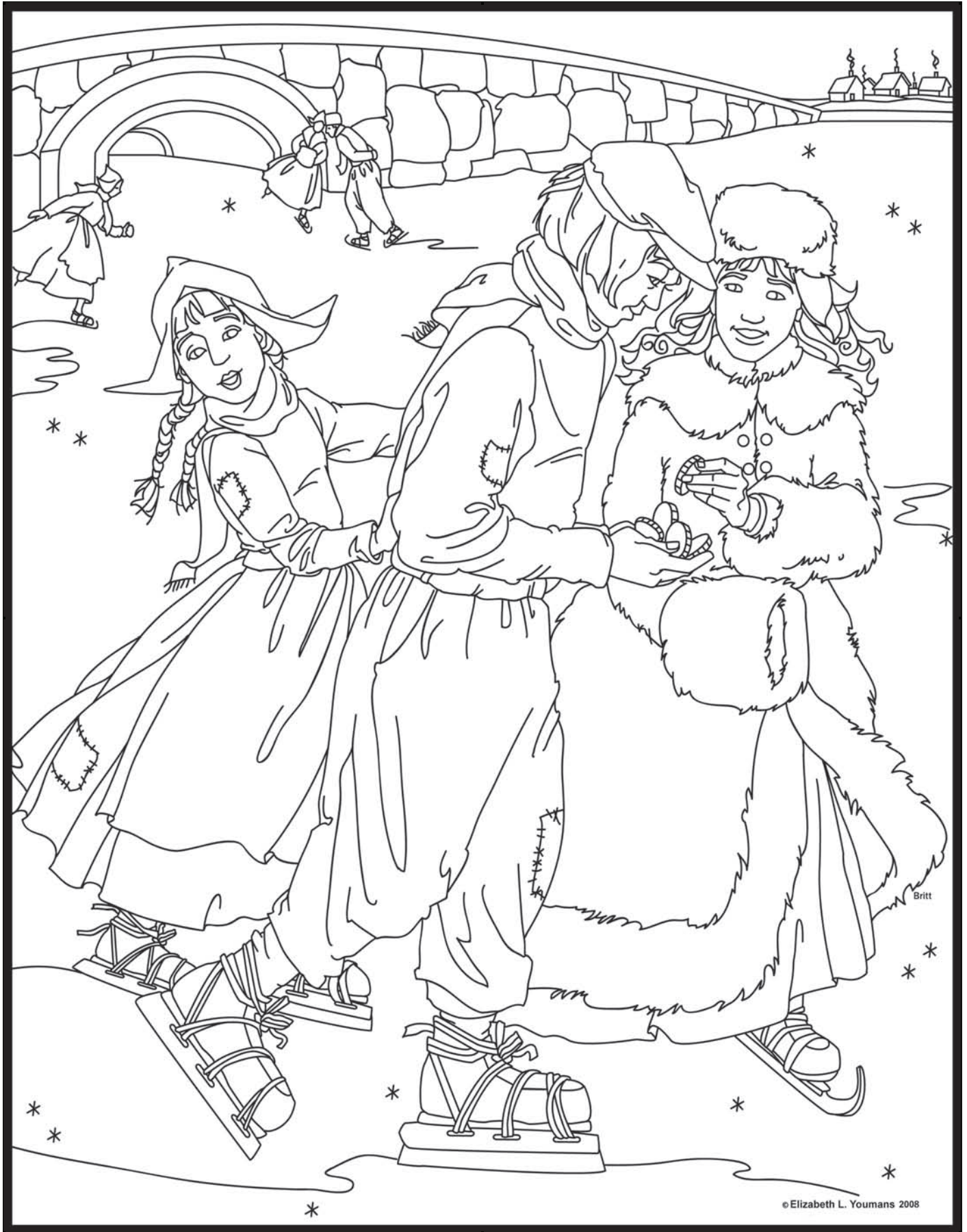
Internal:

- "she could learn a ballad in five minutes"

5. Read chapter 4 aloud to the children.
6. Write Gretel Brinker Character notes on the chalkboard and have children copy onto their Gretel Brinker Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

Help me, O Lord, to draw upon your compassion for others.



Hilda handed Hans money to buy a pair of silver skates.

Hans Brinker 6

Time: 40 minutes

Reading: Chapters 5 and 6

Review: The nature of compassion

Goal: Introduce the principle of putting others first.

Principle: Putting the needs of others before

our own brings blessing to others and us.

Scripture: Give and it will be given to you. . . . For by your standard of measure it will be measured to you in return (Luke 6:38).

TEACHER

Vocabulary:

affectionate (adj.) Having great love, or affection; fond.

anxiety (n.) A troubled state of mind; fearfulness or worry.

ecstasy (n.) Excessive joy; extreme delight.

guilder (n.) The basic unit of money used in the Netherlands from the 1400s to 1999 when it was replaced by the euro.

Pinxter-week, The Christian celebration of Pentecost.

shrewd (adj.) Able to judge a situation accurately and turn it to your own advantage; clever or cunning.

stupor (n.) A state of mental numbness usually resulting from shock; dazed.



Preparation to Teach:

1. For this lesson, reread Chapter 5, “Shadows in the Home,” and Chapter 6, “Sunbeams.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and Dame Brinker’s Character graphic organizers.



Teaching Plan:

1. Distribute student binders.
2. Review the nature of compassion.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Selflessness does not come naturally to man because our basic nature is very self-centered. Selflessness is a quality of God’s nature and character. Jesus showed us the ultimate example of living a selfless life. When we make self-sacrificing choices, it has a way of blessing us just as much as it blesses the other person. When we experience this in our lives, being selfless becomes part of our nature.

STUDENT



Key Word:

selflessness (n.) Putting the welfare of others before your own.



Reason Questions:

1. Why do you think Dame Brinker was so insistent that the children “never waste the daylight” and said that, “opening your ears needn’t shut your fingers”? Do you think this had something to do with her Dutch work ethic?
2. How do you think Dame Brinker could remain so courageous through her husband’s illness rather than becoming bitter because of it?
3. How did Hans become selfless at such a young age?
4. Describe ways you can put the needs of your parents and siblings before yourself like Hans Brinker.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Dame Brinker’s Character graphic organizer:

External:

- a poor peasant woman
- “mother’s cheeks were rosy and fresh in spite of all her troubles”
- she seemed “almost like a princess” to Gretel

Internal:

- “Good Dame Brinker!”
- remained faithful to her husband

5. Read chapters 5 and 6 aloud to the children.
6. Write Dame Brinker notes on the chalkboard and have children copy onto their Dame Brinker Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

I want to grow in selflessness and meet the needs of others first.

Hans Brinker 7

Time: 40 minutes

Reading: Chapters 7 & 8

Review: The character quality of selflessness

Goal: Introduce the concept that kindness is a desirable character quality. (Proverbs 19:22a)

Principle: Kindness is a desirable character quality that blesses and endears others to you.

Scripture: Be kind to one another, tenderhearted, forgiving each other, just as God in Christ also has forgiven you (Ephesians 4:32).

TEACHER

Vocabulary:

amiable (adj.) Having sweetness of temper, kindheartedness, which causes one to be liked.

automata (n.) Machines that contain their own power source.

endear (v.) To cause to become beloved or admired.

frolic (n.) Gay or light-hearted recreational activity.

incoherent (adj.) Unable to express yourself clearly.

prudently (adv.) In a careful and sensible manner marked by sound judgment.

rivulet (n.) A small stream.

scoundrel (n.) A mean worthless fellow; a man without honor or virtue.

unanimous (adj.) In complete agreement with one another.

vanquish (v.) To defeat in battle; subdue completely.

waffle (n.) A crisp cake of batter baked in a waffle iron.



Preparation to Teach:

1. For this lesson, reread Chapter 7, “Hans Has His Way,” and Chapter 8, “Introducing Jacob Poot and His Cousin.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Dr. Boekman’s Character graphic organizers, and coloring page 3, Hans enjoyed his waffle.



Teaching Plan:

1. Distribute student binders.
2. Review the character quality of selflessness.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. The Bible teaches that kindness is a desirable quality that makes you a pleasant

STUDENT



Key Word:

kindness (n.) The quality of being warmhearted and considerate towards others.



Reason Questions:

1. Why is it important to listen to your conscience? How did it benefit Hans? What might have happened if he had not listened to his conscience?
2. Why do you think Hans felt it was God’s will that he meet the famous Dr. Boekman?
3. Hans struggled with another choice—that of using the money to buy his ice skates rather than offering it to the doctor. What did Hans finally decide and why?
4. What was stronger than Hans’s fear of Dr. Boekman’s mean countenance and attitude?
5. What do you think caused Dr. Boekman to soften and agree to see Hans’s father?
6. Why did Carl want to exclude Hans and Gretel from the great race?
7. Have you ever been excluded from activities with others? Explain how that made you feel and how you handled the situation.



Notebook Record:

1. Color your coloring page with your colored pencils.

person to be around. Kindness is when you delight in adding to the happiness of others by being considerate of them and fulfilling their wishes. When you are kind to someone they know that you love and care for them, because kindness follows love. Showing kindness allows others to see Jesus in you.

5. Read chapters 7 and 8 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Dr. Boekman's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

2. Record the following phrases on your Dr. Boekman's Character graphic organizer:

External:

- "the old doctor looked fearfully grim and forbidding"
- "not a very jolly or sociable looking person"
- "a brightness like sunshine beamed from his face"
- "his eyes were kind and moist"

Internal:

- "so kind"

 **Oral Work:**

Kindness is a desirable quality to cultivate within myself.



Hans enjoyed his waffle as he selected his ice skates.

Hans Brinker 8

Time: 40 minutes

Reading: Chapter 9

Review: The character quality of kindness

Goal: Teach the students that money and material possessions do not bring happiness to the soul

Principle: Happiness proceeds from living life God's way, not from material wealth.

Scripture: Happy is he who keeps the law (Proverbs 29:18).

TEACHER

Vocabulary:

ambassador (n.) A diplomat, or official of high rank who represents his/her country to other countries.

benevolence (n.) The disposition to do good; good will; kindness; the love of mankind.

candid (adj.) Openly straightforward and direct; realistic.

caper (v.) To jump about playfully.

embroideries (n. pl.) Decorative needlework.

ensign (n.) A badge of rank and power.

meerschaum (n.) A tobacco pipe with a bowl made of meerschaum (a white clayey mineral substance).

oracle (n.) The place where decisions are made or answers are given.

thrift (n.) Careful management, especially of money.



Preparation to Teach:

1. For this lesson, reread Chapter 9. "The Festival of Saint Nicholas."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Hilda van Gleck's Character graphic organizers, and coloring page 4, Saint Nicholas showered them with sugarplums.



Teaching Plan:

1. Distribute student binders.
2. Review the character quality of kindness.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Explain that many people think that riches and wealth will make them happy and secure. However, material possessions do not bring fulfillment or everlasting joy. Hilda's happiness was rooted in her

STUDENT



Key Word:

happiness (n.) A state of wellbeing characterized by emotions ranging from contentment to intense joy.



Reason Questions:

1. According to our story, how can the poor be happy when they have so few material possessions?
2. What does the Bible teach us about happiness?
3. According to Saint Nicholas, because Hilda and Lucretia had "the consciousness of kindness for the poor, devotion in their souls, and cheerful, happy obedience to household rule" they would be happy. Is this really true? Explain your answer.
4. Why do you think Carl Schummel told the children that there really was no Saint Nicholas?
5. If Saint Nicholas were to visit your home, would you receive gifts for good behavior or a lashing and a lecture for bad behavior?
6. What has this chapter taught you about being happy?



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Hilda van Gleck's Character graphic organizer.

External:

- "queenly girl"

heart of love and kindness for others, not in the wealth of her family status. The Bible teaches us that happy is he who is gracious to the poor. (Proverbs 14:21b)

We should fix our hope in God and obey His commandments and precepts for living. This is what produces happiness in our souls.

5. Read chapter 9 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Hilda van Gleck's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

- “a beaming face with bright eyes”

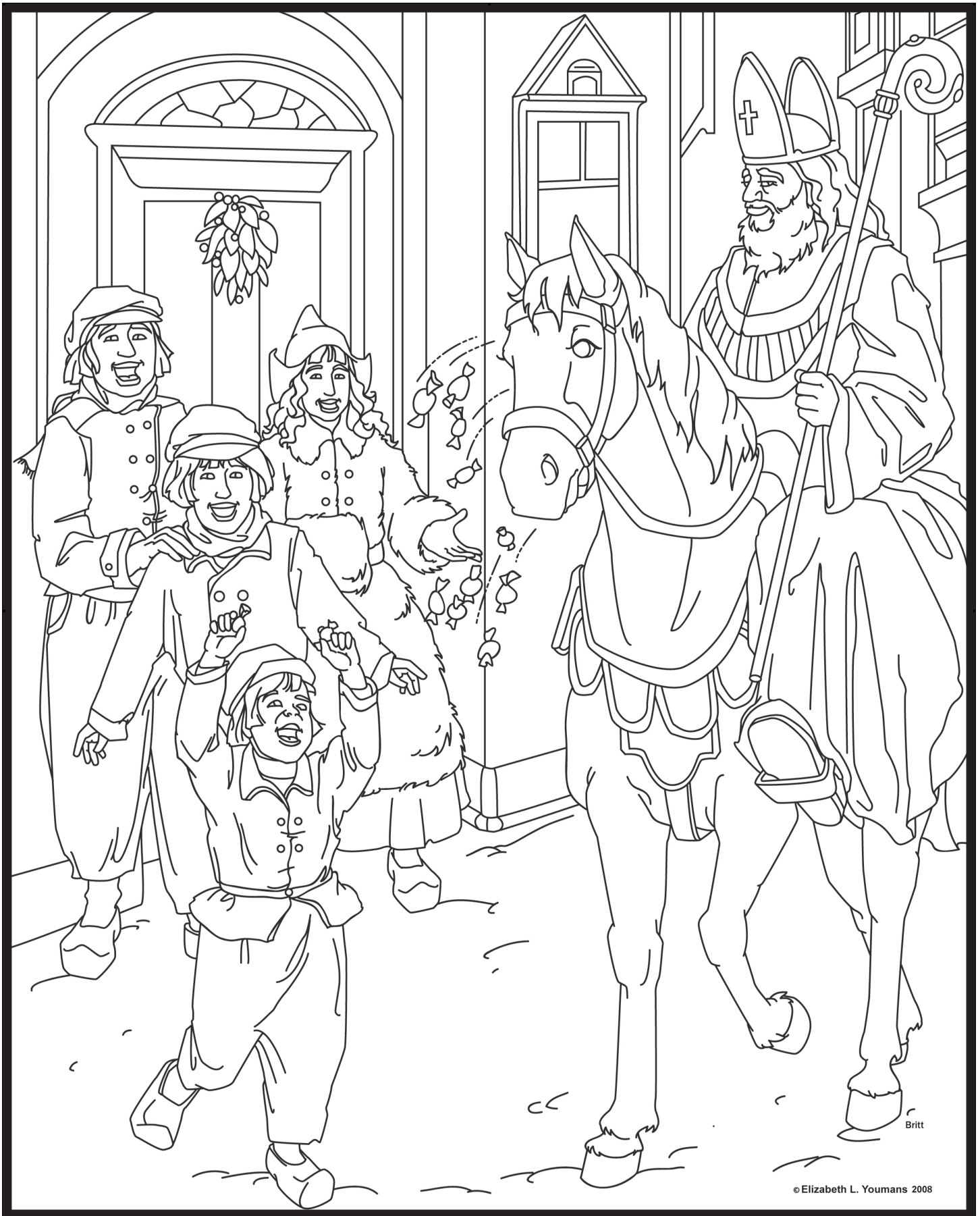
Internal:

- speaks gently and defends others
- “a consciousness of kindness for the poor”
- “cheerful obedience to the household rules”



Oral Work:

Happiness comes from living life God's way!



Saint Nicholas showered them with sugarplums.

Hans Brinker 9

Time: 40 minutes

Reading: Chapter 10

Review: What brings happiness to the inner man

Goal: Introduce the Biblical standard of craftsmanship

Principle: A high standard of craftsmanship and

meticulous attention to details are attributes of a Christian master painter.

Scripture: Whatever you do,

do your work heartily, as for the Lord rather than for men (Colossians 3:23).

TEACHER

Vocabulary:

contempt (n.) Lack of respect accompanied by a feeling of intense dislike.

crockery (n.) Earthenware or tableware formed of clay.

dogcart (n.) A small carriage with two wheels.

fluent (adj.) Able to speak a language readily and effectively.

glee (n.) Joy; merriment; mirth.

masonry (n.) Stonework or brickwork.

meticulous (adj.) Very careful and with great attention to every detail.

metropolis (n.) A major city; a large and densely populated urban area.

orderliness (n.) Free from disorder; neat; skill in an occupation or trade for making things.

precision (n.) Exactness or accuracy with which an operation is performed.

prudence (adj.) Forethought and caution applied to personal choices to avoid evil.



Preparation to Teach:

1. For this lesson, reread Chapter 10. “What the Boys Saw and Did in Amsterdam.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 5, In front of the Rijksmuseum in Amsterdam.
4. Locate images of the Golden Age of Dutch and Flemish art online and either print several or be prepared to show the children on your computer.



Teaching Plan:

1. Distribute student binders.
2. Review what brings happiness to the inner man.

STUDENT



Key Word:

craftsmanship (n.) Skill, precision, and grace of hands in an occupation or trade.

? Reason Questions:

1. Why do you think the Dutch cared so much about cleanliness? Discuss how cleanliness brings peace to your soul and how disorderliness brings chaos and unrest.
2. How did the boys show they cared for their friend?
3. Discuss the craftsmanship and precision of the Dutch masters. (For example: spending three days painting a broom handle on a painting)
4. Think of the years of study and practice that the Dutch artists invested to become master artists. What natural qualities or talents has God given you that you could study and practice to master? What character qualities will you need to strengthen in order to do this?



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Setting graphic organizer:

“Broek, with its quiet, spotless streets, its frozen rivulets, its yellow brick pavements, its bright wood houses”

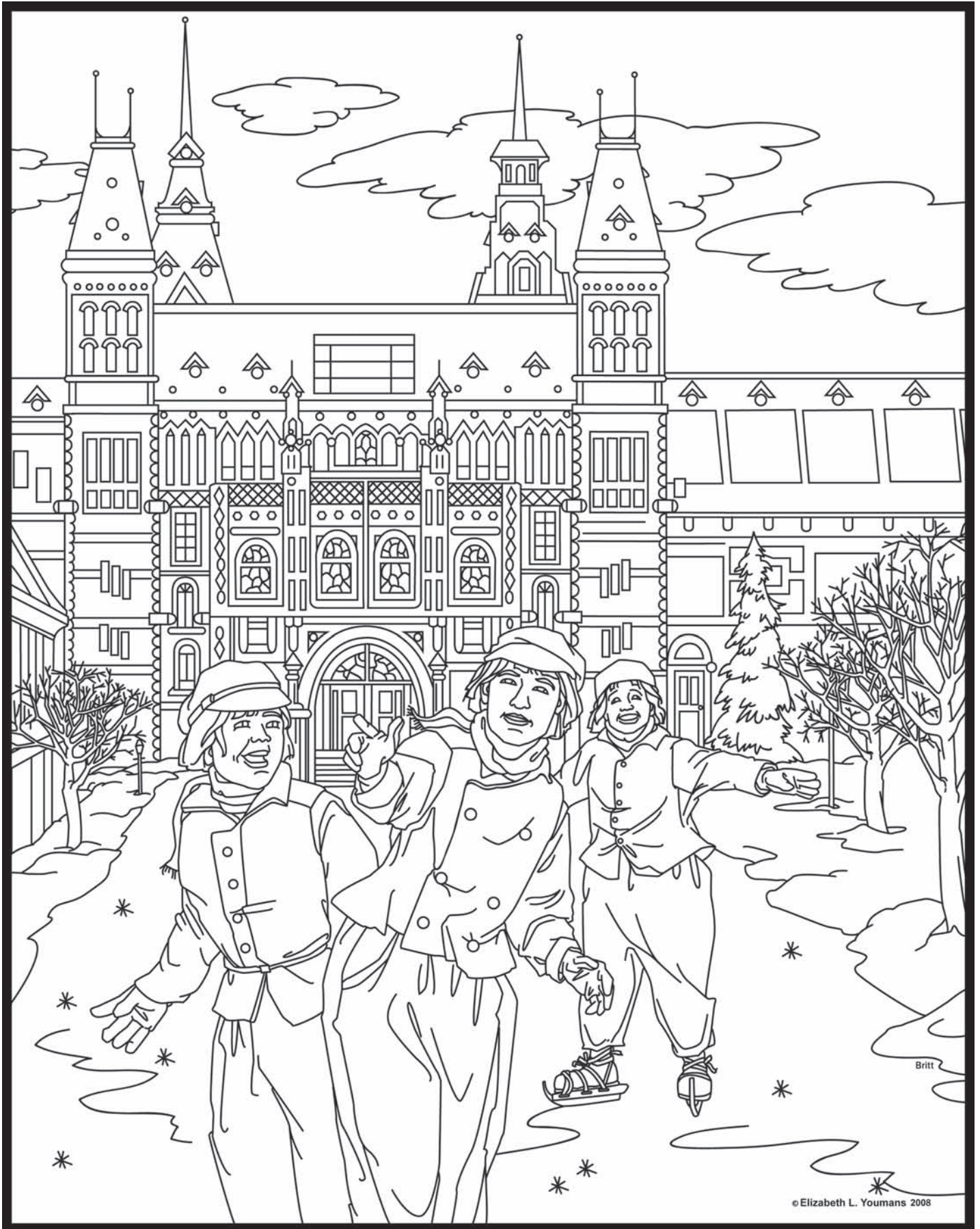
Amsterdam is “the great metropolis of the Netherlands—a walled city of 95 islands and nearly 200 bridges”

“Everything was so clean and bright,... it seemed... like petrified neatness”

3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Explain how the Dutch and Flemish masters demonstrated Christian character and a love of God in their standard of painting. The Bible teaches us that, “whatever your hand finds to do, do it with all your might.” (Ecclesiastes 9:10a) Most of the Dutch masters of the Golden Age (1600s) were Christians. Dutch trade, science, and art were among the most acclaimed in the world. The artists served the Lord as painters. They lived during the European Reformation and studied the Word of God. Their artistic standard was high because their desire was to glorify God in their work. God’s Holy Spirit breathed upon their craftsmanship and skills, as well, and gave them wisdom, understanding, and knowledge in their craft as painters. When God gave Moses the template to “construct a sanctuary for Him,” He anointed Bezalel and “filled him with the Spirit of God in wisdom, in understanding, in knowledge and in all kinds of craftsmanship to make artistic designs” so he could furnish and beautify the Tabernacle of Meeting. (Exodus 31:1-5) The qualities of beauty, order, and precision are part of God’s nature. Because we are created in God’s image, we have this potential, as well. When we create works that reflect beauty, order, and precision of craftsmanship we, too, will glorify God.
5. Read chapter 10 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Setting graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

My desire is to glorify God in all that I do with my hands.



In front of the Rijksmuseum in Amsterdam

Hans Brinker 10

Time: 40 minutes **Reading:** Chapters 11 and 12 **Review:** The biblical standard of craftsmanship

Goal: Introduce how human folly can cause people to get caught up in such things as the “tulip mania”

Principle: Temperance in all things is needful to live a life pleasing to the Lord.

Scripture: In your knowledge, apply self-control, and in your self-control, perseverance, and in your perseverance, godliness (2 Peter 1:6).

TEACHER

Vocabulary:

deprecating (adj.) Diminishing the price or worth of something.

dignity (n.) 1) True honor; nobleness or elevation of mind. 2) The quality of being worthy of esteem or respect.

folly (n.) 1) The absence of wisdom. 2) A foolish act contrary to the rules of prudence.

gambling (n.) The act of playing for stakes in the hope of winning, that includes the payment of money for a chance to win a prize.

loyalty (n.) 1) Allegiance or fidelity to a person or a belief. 2) The act of binding yourself to a course of action.

mania (n.) Madness; insanity; an irrational but irresistible motive for a belief or action; insane passion affecting one or many people.

patriotic (adj.) Inspired by love for one’s country.

prodigious (adj.) So great in size or force as to elicit awe.



Preparation to Teach:

1. For this lesson, reread Chapter 11, “Big Manias and Little Oddities” and Chapter 12, “On the Way to Haarlem.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the biblical standard of craftsmanship.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Temperance or self-control is one of the fruits of the Holy Spirit. (Galatians 5:22, 23) When you put God above all things and live a life balanced with spiritual and physical matters, you are living a temperate lifestyle. Anything in excess has the potential of being harmful.

STUDENT

Key Word:

temperance (n.) Self-control; the quality of avoiding excesses.

Reason Questions:

1. Why was the Dutch “tulip mania” considered a form of gambling? Why is gambling harmful?
2. Lambert preferred his native Holland to England. Benjamin said there is nothing like loving ones country, which is called patriotism. How does patriotism show that you are loyal and indebted to your country?
3. Describe how you demonstrate patriotism for your country.
4. What did Benjamin mean when he said, “There’s a great deal to be done yet in this world, and some of us who are boys now will have to do it”?
5. Name that “something great” you want to do in your life. What will you have to do to see it come a reality some day?



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Setting graphic organizer:
“tall, leaning houses, seeming to pierce the sky with their shining roofs”

Exercising temperance or self-control holds our weaknesses in check so we won't seek to gratify our every wish. Practicing temperance is pleasing to the Lord.

5. Read chapters 11 and 12 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Setting graphic organizers. Have the students look at pictures of Swan Castle on the following website:

<http://www.kleve.de/kommunen/kleve/english/www.nsf/pages/0index.htm>
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

“the glassy canal with its many skaters, its brown-winged ice boats, and its queer little sleds”
magnificent beds of tulips of the finest varieties and colors

 **Oral Work:**

Temperance in all things is needful to live a life pleasing to the Lord.

Hans Brinker II

Time: 40 minutes

Reading: Chapters 13 and 14

Review: The quality of temperance, one

of the fruits of the Spirit

Goal: Reinforce that honesty is always the best policy in all affairs of life

Principle: In all circumstances, put on the armor of light and walk in honesty.

Scripture: Let us cast off

the works of darkness and put on the armor of light. Let us walk honestly, as in the day (Romans 13:12b-13a).

TEACHER

Vocabulary:

atonement (n.) The act of compensating for sin or wrongdoing.

catastrophe (n.) A great and sudden disaster.

gallant (adj.) Brave, fine, and stately.

impertinence (n.) The trait of being rude and disrespectful.

indignant (adj.) Showing anger at something unjust or wrong.

penitent (adj.) Feeling or expressing remorse for misdeeds.

portal (n.) A doorway or gate.

ragamuffin (n.) A child in ragged, dirty clothes.

sentiment (n.) Mental feeling; what one feels; an, opinion.

stiver (n.) A Dutch coin worth about one penny.

surlier (adj.) Irritably sullen in mood or manner; crabby.

tippet (n.) A woolen scarf.



Preparation to Teach:

1. For this lesson, reread Chapter 13, "A Catastrophe" and Chapter 14, "Hans."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the character quality of temperance.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of being honest in all situations. Hans Brinker lived an honest life. When he found the money pouch, he didn't even think of keeping it for himself, although he needed the money badly. It is always better to act honestly, no matter what the circumstance or how great the temptation is to lie, steal, or deceive.

STUDENT

Key Word:

honesty (n.) Moral rectitude of the heart; an upright disposition.

Reason Questions:

1. Why did Peter say that he would not let others suffer because he lost the money? What did this show about his character?
2. How did Peter influence the boys to have a pleasant attitude about their catastrophe?
3. How do you know that Carl was an ill-natured person? How did he react to the catastrophe? Contrast his attitude with Peter's attitude.
4. Explain why Hans did not take the reward money for returning Peter's purse.
5. Has there ever been a time in your life when you were tempted to be dishonest? How did you respond?
6. Why does Hans Brinker make a great role model for all youth? What have you learned from him so far?



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Hans Brinker's Character graphic organizer:

External:

"strong and large"

"wooden-skate ragamuffin in the patched leather breeches"

As the Book of Proverbs teaches, “it is better to be a poor man than a liar.” (19:22b)

5. Read chapters 13 and 14 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Hans Brinker’s Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

Internal:

“the harder the task, whether in study or in daily labor, the more he liked it”

“clever at carving wood”

honest and hard-working



Oral Work:

It is better to be a poor man than to be a liar.

Hans Brinker 12

Time: 40 minutes

Reading: Chapter 15

Review: Honesty is the best policy in life

Goal: Teach students that a sunny disposition is more desirable than a stormy temperament. Inner beauty should be valued above outer beauty. It is a trap to believe that outer beauty brings happiness.

Principle: External beauty is vain; internal beauty is of great worth.

Scripture: Your beauty should

not come from outward adornment, such as braided hair and the wearing of gold jewelry and fine clothes.

Instead, it should be that of your inner self . . . which is of great worth in God's sight (1 Peter 3:3, 4)

TEACHER

Vocabulary:

bewitch (v.) To attract strongly as if with a magnet; to cast a spell over someone and cause to be enamored.

chamois (n.) An agile goat antelope of the mountains of Europe.

coquette (n.) A vain, trifling girl, who endeavors to attract admiration and advances in love, from a desire to gratify her vanity.

disgraceful (adj.) Shameful, causing disgrace.

desperation (n.) A despairing; a giving up of hope.

drearily (adv.) Gloomily or dismally.

earnest (adj.) Ardent in the pursuit of an object; zealous.

idolatry (n.) The worship of idols, images, or any thing made by hands, or which is not God.

prejudice (n.) An unfair bias of mind for or against any person or thing.

shanty (n.) A hut, cabin or shack.



Preparation to Teach:

1. For this lesson, reread Chapter 15, "Homes."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review that honesty is the best policy in all affairs of life.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle. Introduce the concept of inner and outer beauty. Don't be fooled by

STUDENT

Key Word:

vain (adj.) Having an exaggerated sense of self-importance.

? Reason Questions:

1. What does it mean when the author says that, "Rychie Korbes was beautiful to look upon, but not half so bright and sunny within as Hilda"?
2. Describe Rychie's attitude about Gretel. Why could she be described as prejudiced?
3. Why is it dangerous to agree with the opinions of whomever you are talking to? You must think for yourself, otherwise you might do things that you never would do when you weaken under pressure from other people's influences, especially your peers.
4. Contrast the characters of all four girls in this chapter. Which girls have Christian character qualities and inward beauty? Which have outward beauty alone?
5. Describe ways that you can begin to be like the girls that have inward beauty and Christian character.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Hilda van Gleck's Character graphic organizer:
Internal:
"a warm-hearted, noble girl of fourteen"

4. Introduce the principle of inner and outer beauty. Don't be fooled by outward beauty, it doesn't mean that someone is beautiful inwardly, as well. Inner beauty is more important than outward beauty. Good looks don't last forever, but having a sunny disposition will stand the test of time. Sometimes people are beautiful on the inside and this makes them look beautiful on the outside. We should place more importance on inner beauty than on outer beauty. Charm is deceitful and beauty is vain, but a woman who fears the LORD, she shall be praised (Proverbs 31:30).
5. Read chapter 15 aloud to the children.
6. Write notes on the chalkboard and have children copy onto both their Hilda van Gleck's and Gretel Brinker's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

“bright and sunny within”

3. Record the following phrases on your Gretel Brinker Character graphic organizer:

External:

“little hands, so tin and brown”

Internal:

“so patient and good”

 **Oral Work:**

Internal beauty is of great worth.

Hans Brinker 13

Time: 40 minutes

Reading: Chapter 18

Review: Internal beauty is of great worth

Goal: Introduce the character qualities of a true hero comes from the Lord in times of crisis.

Principle: A true hero is one whose strength

Scripture: Be strong and courageous! Do not tremble or be dismayed, for the LORD your God is with you wherever you go (Joshua 1:9).

TEACHER

Vocabulary:

burgher (n.) 1) A member of the middle class. 2) A citizen of a town or borough.

clever (adj.) Skillful; mentally quick and resourceful.

inundation (n.) An overwhelming flood.

nimble (adj.) Quick and light in movement; agile.

rampart (n.) An embankment or defensive wall, usually with a walkway on top, built for defensive purposes.

paltry (adj.) Lacking in importance or worth.

solitary (n.) Living or being alone.

tyrannize (v.) To rule or exercise power over someone in a cruel and autocratic manner.

vengeance (n.) The act of taking revenge or retaliation.

Xantippe (n.) 1) The shrewish wife of the Greek philosopher, Socrates. 2) An ill-tempered woman.



Preparation to Teach:

1. For this lesson, reread Chapter 18, "Friends in Need."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 6, The hero of Haarlem who represents the spirit of Holland.



Teaching Plan:

1. Distribute student binders.
2. Review the difference between external and internal beauty.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the character qualities of a true hero to the children. In today's global popular culture, which portrays and markets Hollywood and rock stars, sports figures, and other teen idols as heroes, it's refreshing to read about a true historic hero, a youth who put his trust in the Lord to

STUDENT

Key Word:

hero (n.) One distinguished by exceptional courage, strength, and self-sacrifice.

Reason Questions:

1. Why is the story of the lady, who saved her husband and lord through cleverness, a well-known story?
2. What does the saying mean, "a willing heart makes a nimble foot"?
3. While Ben was hearing more of the "Hero who Saved Haarlem," his brother and sister, Robert and Jenny, were reading the story in their school in England. How did they all view this hero?
4. How did the little Dutch boy save Haarlem? What character qualities did he possess? Why did he become a true national hero?
5. When the little boy called on God for help, how did God answer?
6. What did it mean when Lambert said that any Hollander would be ready to "stop the leaks" in politics, honor, and public safety? What does this statement say about the national character of the Hollanders?



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Dutch National Character graphic organizer:
 - "Sweeping, mopping, and

save his city from flooding. Spend time discussing the difference between today's pop culture "heroes" and true historic heroes and the character qualities needed to be noble, courageous, and self-sacrificing.

5. Read chapter 18 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Dutch National Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

scrubbing form a passion with Dutch housewives."

- "Our great engineers are the highest of public benefactors."
- Any Hollander would be ready to stop the leaks in politics, honor, and public safety.

 **Oral Work:**

A true hero is one who draws his strength from the Lord in a time of crisis.



The hero of Haarlem, who represents the spirit of Holland.

Hans Brinker 14

Time: 40 minutes

Reading: Chapter 19

Review: Character qualities of a true hero

Goal: Teach the importance of the meditation of your heart

Principle: When you train your mind

to dwell on those things that are true, honorable, pure, and right, “sunshine” emanates from within.

Scripture: Whatever is true,...honorable,...right,...pure,...lovely,...of good repute, if there is any excellence and if anything worthy of praise, let your mind dwell on these things (Philippians 4:8).

TEACHER

Vocabulary:

aanspreeker (n.) Dutch word meaning “one who accosts verbally.”

carillon (n.) Playing a set of bells hung in a bell tower.

chide (v.) To angrily rebuke.

dingy (adj.) Dirty and worn.

dowager (n.) A widow holding property from her deceased husband.

John Bull (n.) A man of English descent.

juggernaut (n.) A massive force that crushes everything in its way.

masthead (n.) The head or top of a ship’s mast or vertical pole that supports the sails.

pennon (n.) A long, tapering narrow banner or flag.

placid (adj.) Free from disturbance; peaceful.

proW (n.) Front part of a ship.

sunny thoughts, Happy or cheerful thoughts; having a positive frame of mind.



Preparation to Teach:

1. For this lesson, reread Chapter 19, “On the Canal.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.
4. Go to the following web site and download the song of the Dutch “caroling bells” (carillon) from the Old Amsterdam Church: <http://www.thehollandring.com/hol2.shtml>



Teaching Plan:

1. Distribute student binders.
2. Review the character qualities of a true hero.

STUDENT



Key Word:

dwell (v.) To meditate on any thing in thought; to contemplate.



Reason Questions:

1. Why do you think so many people (rich, poor, young and old) enjoyed skating on the canal?
2. What happened that made Ben fear that he would never see his family again? Why do you think he was so happy when he was safe in the end?
3. Was Ben really angry when the other boys chided him for being in the way of danger? Explain your answer.
4. What do you think Ben was thinking about when he said, “I do believe I thought more in that one moment than in all the rest of my past life?”
5. What do you think the following lyrics mean?

“Sunny sparkles, bright before us,
Chase away the cold.
Hearts where sunny thoughts are
welcome
Never can grow old.”



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Setting graphic organizer:

“Saint Nicholas had remembered the favorite pastime; shining new skates were everywhere.”

“The ice seemed fairly alive.”

3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the concept that we must not take our families or loved ones for granted. It is important to appreciate all the blessings we have and show our family how much we love them. Point out the connection between being appreciative and having sunny thoughts. Explain how thinking pleasant or “sunny” thoughts will keep us young at heart.
5. Read chapter 19 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Setting graphic organizers.

Play the song of the Dutch carillon while they copy their notes.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

Painted and gilded “iceboats flew over the great Haarlemmer Meer.”

“Sunny sparkles, bright before us chase away the cold.”

 **Oral Work:**

Hearts where sunny thoughts are welcome never can grow old.

Hans Brinker 15

Time: 40 minutes

Reading: Chapter 20

Review: Sunny thoughts keep us young at

heart **Goal:** Teach children that it's best to put the desires and needs of others before our own

Principle: Prefer one another in honor.

Scripture: Be devoted to one another in brotherly love;

give preference to one another in honor (Romans 12:10).

TEACHER

Vocabulary:

Bellerophon, A Greek mythical hero of Corinth who performed miracles on the winged horse Pegasus.

contemptuous (adj.) Scornful.

dray (n.) A low, heavy cart without sides, used for haulage.

hoist (v.) To raise, lift, or draw up.

roc (n.) A mythical bird of prey having enormous size and strength.

schipper (n.) Dutch for “skipper,” the master of a ship.

Sinbad, A hero in the Arabian Nights who tells of the fantastic adventures he had in his voyages.

stern (n.) The rear part of a ship.

vertigo (n.) Dizziness caused especially by heights.

vigor (n.) Active strength or force of body, physical force.



Preparation to Teach:

1. For this lesson, reread Chapter 20, “Jacob Poot Changes the Plan.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and Peter van Holp’s Character graphic organizer.



Teaching Plan:

1. Distribute student binders.
2. Review how sunny thoughts can keep us young at heart.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle that it’s always best to give preference to the needs and desires of others before your own. This builds an unselfish nature within and helps us grow in the stature and wisdom of Jesus Christ.

STUDENT

Key Word:

prefer (v.) To honor and esteem above another or self.

? Reason Questions:

1. Why did the boys not like Jacob’s suggestion to ride on the boat?
2. What did you learn about Jacob when he decided to do what the others wanted to do, instead of what he wanted to do?
3. How did the boys feel when Jacob experienced “vertigo”? What did they get a “Spartan resolve” to do after that?
4. How did Peter show generosity to the man who gave them a ride on his boat as a favor?
5. Describe a time when you had to defer to the desires or plans of others.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Peter van Holp’s Character graphic organizer:

External:

“a veteran of 17”

“looking so gallant and handsome”

“frank face and clear blue eyes”

Internal:

“his blunt Dutch way”

“he was the happiest of the happy”

5. Read chapter 20 aloud to the children.
6. Write notes on the chalkboard and have children copy onto their Peter van Hulp's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

Help me, O Lord, to think of others first.

Hans Brinker 16

Time: 40 minutes

Reading: Chapter 21 and the first half of 22

Review: Preferring one

another **Goal:** Introduce the wisdom of using caution among unfamiliar surroundings and people

Principle: A fool does not take care to watch his steps, but a wise man is full of caution.

Scripture: Watch the path of your feet and all your ways will be established (Proverbs 4:26).

TEACHER

Vocabulary:

amiable (adj.) Lovely; worth of love; deserving of affection.

bill of fare, A list of dishes available at a restaurant.

bolster (n.) A pillow found on the bed underneath the regular pillows.

caviar (n.) Sturgeon (fish) eggs.

hearth (n.) An area that surrounds a fireplace and extends into the room.

malignant (adj.) Extremely malevolent or malicious.

ravenous (adj.) Extremely hungry.

salmagundi (n.) Cooked meats, eggs, and vegetables served with a salad dressing.

sauerkraut (n.) Shredded cabbage fermented in brine.

Stadhuis (n.) Dutch word for “city hall.”

tankard (n.) Large drinking vessel with a handle.

tiffin (n.) Dutch word for “lunch.”

tinder-box (n.) A box that holds material for starting a fire.

voetspoelen (n.) A form of execution for pirates.



Preparation to Teach:

1. For this lesson, reread Chapter 21, “Mynheer Kleef and His Bill of Fare” and the first half of Chapter 22, “The Red Lion Becomes Dangerous.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of preferring others with honor.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.

STUDENT



Key Word:

cautious (adj.) Watchful; attentive to avoid danger or misfortune.

? Reason Questions:

1. Why was Peter hesitant at first to stay at the Red Lion?
2. Why did the boys decide to lodge there?
3. When Ludwig was wisely watching their surroundings at the Red Lion, he turned to Carl and said, “I don’t like that fellow’s eye.” Review how the eyes are the window to the soul. Was Ludwig right to be wary of the wicked-looking man?
4. Why was it foolish of Carl to dismiss Ludwig’s uneasy feelings about the other men at the Red Lion?
5. Explain why it is wise to pay attention and be cautious of your surroundings.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Setting graphic organizer:

Dutch Food:

sausage and pudding
salmagundi
eggs and caviar
rye bread and cheese
sauerkraut
potato salad
herring
gingerbread, biscuits and cake

4. Introduce the principle of being careful and cautious in new surroundings. A wise man will take care and watch his steps in a new place. The foolish man does not believe anything will happen to him. He ignores the wise, inner whisper to be careful. It is always better to be safe rather than sorry.
5. Read chapter 21 and the first half of chapter 22 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Setting graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

It is better to be safe than sorry.

Hans Brinker 17

Time: 40 minutes

Reading: The second half of Chapter 22

Review: The wise man is

cautious about his surroundings

Goal: Introduce the folly of hypocrisy

Principle: There is

nothing covered up that will not be revealed. You cannot hide from God.

Scripture: Beware of the

leaven of the Pharisees, which is hypocrisy. But there is nothing covered up that will not be revealed, and hidden that will not be known (Luke 12:1b-2).

TEACHER



Vocabulary:

blunderbuss (n.) A short gun or firearm, with a large bore, capable of holding a number of balls, and intended to do execution without exact aim.

chrysalis (n.) The cocoon stage, which butterflies and moths assume, before they are transformed into their winged state.

elated (adj.) Full of high-spirited delight.

simpleton (n.) A silly person; a person of weak intellect; a trifler; a foolish person.

sullen (adj.) Showing a brooding ill humor.



Preparation to Teach:

1. For this lesson, reread the second half of Chapter 22, "The Red Lion Becomes Dangerous."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of being cautious of your surroundings.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Teach them the importance of being true to yourself and others. Hypocrisy does not work. People will always be able to tell who you really are inwardly. Someday the truth will be found out and others will not trust you.
5. Read the second half of chapter 22 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Peter van Holp's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.

STUDENT



Key Word:

hypocrisy (n.) Pretending to have qualities or beliefs that you do not have.



Reason Questions:

1. Why do you think Carl, who pretended to be so brave, was the only boy who ran frightened and pale out of the room while the others were capturing the robber?
2. What did Peter believe was their folly? How did he blame himself for the attempted theft?
3. What does it mean when it says that nothing "can prevent youth with an easy conscience from floating down the river of dreams"?
4. Why did Carl lay awake when the others fell asleep?
5. If you are honest with yourself, have you ever pretended to be something you are not?



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Peter van Holp's Character graphic organizer:

External:

nothing could be keener or sharper than the captain's gaze

Internal:

Peter was naturally self-possessed a brave boy

8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

It is better to be safe than sorry.

Hans Brinker 18

Time: 40 minutes

Reading: Chapters 25 and 26

Review: The folly of hypocrisy

Goal: Learn more of the unique history of Holland

Principle: God commands us to study His Hand

in history and share it with others.

Scripture: Walk about Zion, and go around her; Count her towers;

Consider her ramparts; Go through her palaces; That you may tell it to the next generation (Psalm 48:12, 13).

TEACHER

Vocabulary:

fossil (n.) The remains of a plant or animal that existed in the past that is embedded and preserved in the earth's crust.

fresco (n.) A mural painted with watercolors on wet plaster.

Gothic style, The dominant style of European architecture during the Middle Ages characterized by slender vertical towers, pointed arches, soaring ceilings and flying buttresses.

ibex (n.) A wild goat with large, curved horns.

mandate (n.) A command, an order, a commission.

moat (n.) A deep, wide ditch filled with water that surrounds a fortified medieval town, fortress, or castle as a protection against assault.

sarcophagi (n. pl.) Stone coffins used in ancient civilizations, which were often highly decorated.

tapestry (n.) A wall hanging of heavy, hand-woven fabric with pictorial designs in it.

venturesome (adj.) Willing to try new things and take risks.



Preparation to Teach:

1. For this lesson, reread Chapter 25, "Leyden" and Chapter 26, "The Palace in the Wood."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 7, In the castle tower.



Teaching Plan:

1. Distribute student binders.
2. Review the folly of hypocrisy.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Teach them the importance of studying history from God's perspective. He commands His children in various places in the Old

STUDENT



Key Word:

history (n.) A record or description of past events, individuals, or the works of nature.



Reason Questions:

1. Why was the University of Leyden built? What does this say about the character of the Dutch?
2. In every city the boys visit, they spend time touring the historic buildings and visiting the museums and art galleries. What does this tell you about their education and their personal tastes?
3. Why do you think God commands His people to study history and tell it to the next generation?
4. Why did Peter have a new appreciation for his home after staying at the Red Lion?



Notebook Record:

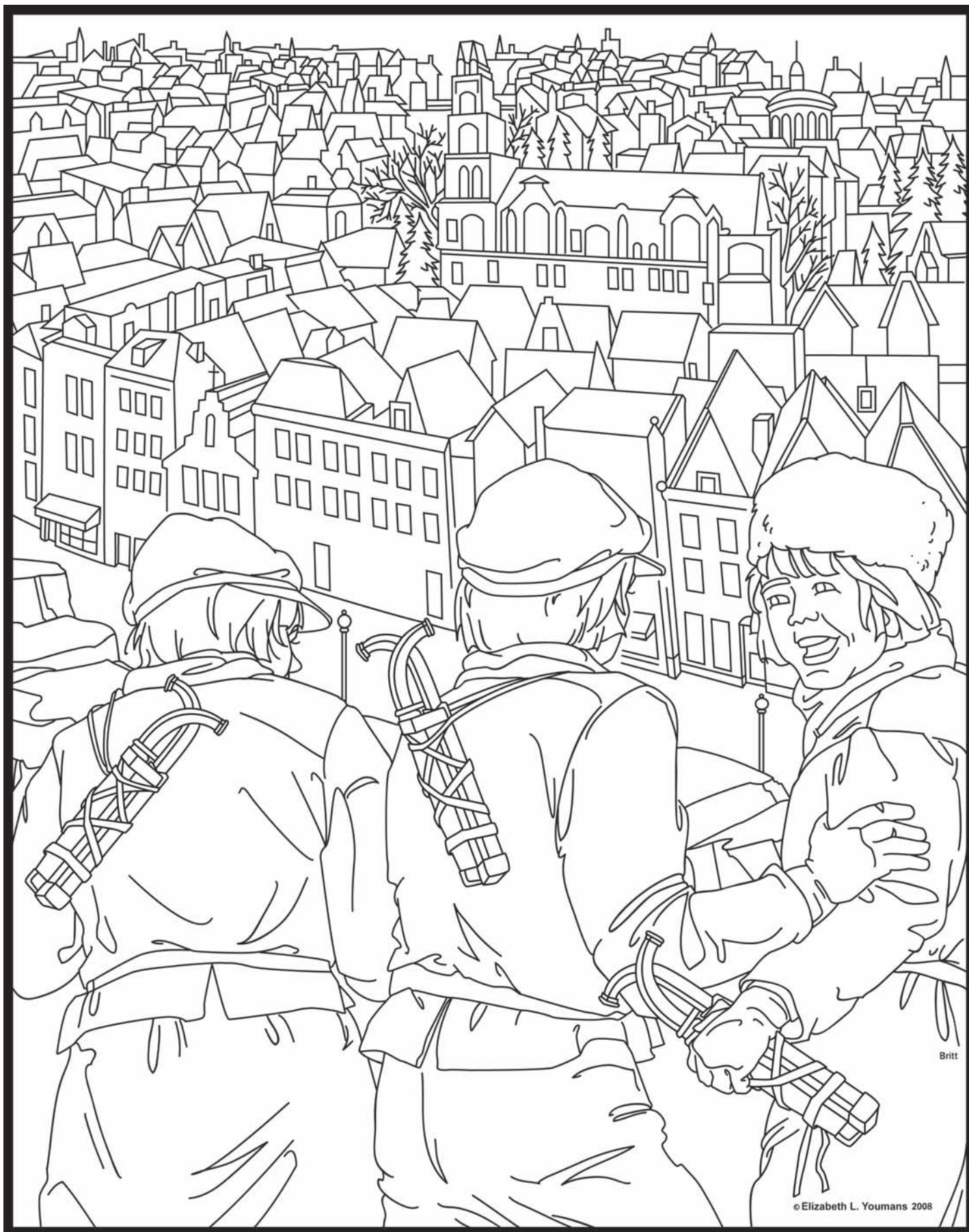
1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Setting graphic organizer:
"the round tower now in ruins, the site of an ancient castle"
"the houses painted a variety of colors"
"the city of Leyden intersected by numerous water-roads formed by the river Rhine"
"the great University of Leyden founded by the Prince of Orange"
"the old brick mill painted by Rembrandt"

Testament to study His hand in the history of Israel and to create memorials to His miracles and tell it to the next generation. The study of Christian history (God's providential hand directing and guiding individuals and nations for His gospel purposes) builds our faith and trust in Him for our own lives and nation. For hundreds of years, Holland was a refuge for those who were persecuted for their faith.

5. Read chapters 25 and 26 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Setting graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

○ Lord, give me a love for studying your hand in history.



In the castle tower, the boys had a grand view of Leyden.

Hans Brinker 19

Time: 40 minutes

Reading: Chapter 27

Review: The value of learning about God's

Hand in history

Goal: Introduce the principle of being thankful

Principle: Maintaining a

heart of thanksgiving is a testimony to your trust in God for all things.

Scripture: I will praise God's

name in song and glorify him with thanksgiving (Psalm 69:30).

TEACHER

Vocabulary:

approbation (n.) Official approval.

cavalry (n.) A body of military troops on horses.

coax (v.) To influence or urge; to persuade.

courtier (n.) An attendant at the court of a king or queen.

foundry (n.) Factory where metal castings are produced.

gnome (n.) A legendary creature resembling an old man who guards buried treasure.

mold (n.) A container into which liquid is poured to create a given shape when it hardens.

shipwright (n.) One whose occupation is to construct ships.

smith (n.) One who works in metals.

stadtholder (n.) The chief magistrate of the United Provinces of Holland.

treasury (n.) A depository where wealth and precious objects are kept for safety.



Preparation to Teach:

1. For this lesson, reread Chapter 27, "The Merchant Prince and the Sister Princess."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the value of learning about God's Hand in history.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Teach them the importance of maintaining a thankful heart.
5. Read chapter 27 aloud to the children.

STUDENT



Key Word:

thanksgiving (n.) The act of rendering thanks or expressing gratitude for favors or mercies received.



Reason Questions:

1. "A Holland lady is not to be easily turned from her purpose." What does that tell you about the women of Holland?
2. Jasper van Gend "had a heart as young and fresh as their own, and if he loved anything in this world more than industry, it was sunshine and frolic. He also had a heart full of love and a head full of wisdom." How do you think these qualities helped him succeed in business?
3. How did "the noble-hearted" women of Prussia save their country?
4. Why do you think it's important to give thanks to God before you receive something? Explain your answer.
5. Describe several ways you can maintain a heart of thanksgiving.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Dutch National Character graphic organizer:
"A Holland lady is not to be easily turned from her purpose."
"The churches of Holland could almost tell her story."
"bloody steppingstones of her history"

6. Write notes on the chalkboard and have the children copy onto their Dutch National Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

Help me to always maintain a heart of thanksgiving.

Hans Brinker 20

Time: 40 minutes

Reading: Chapters 29 and 30

Review: Maintaining a heart of

thanksgiving

Goal: Introduce the principle of having tolerance and charity towards others who are

different.

Principle: Charity covers a multitude of sins. It never fails.

Scripture: Above all,

keep fervent in your love (charity) for one another, because love covers a multitude of sins (1 Peter 4:8).

Charity never fails (1 Corinthians 13: 8a).

TEACHER

Vocabulary:

armorial (adj.) Of or relating to heraldry or heraldic arms.

congregation (n.) A group of people who adhere to a common faith and attend a given church.

foot stove (n.) An earthenware container filled with glowing coals that is placed under one's feet to keep them warm in a cold building or wagon while traveling.

deacon (n.) A Protestant layman who serves in the church.

donder (n.) An old expression that means "thunder."

Mercury, A Roman mythological messenger of Jupiter who moved with the speed of lightning.

propriety (n.) Correct or appropriate behavior.

ruff (n.) A high collar that is ruffled or puckered.

tolerant (adj.) Showing respect for the opinions or practices of others.



Preparation to Teach:

1. For this lesson, reread Chapter 29, "A Day of Rest" and Chapter 30, "Homeward Bound."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 8, They entered a fine old church.



Teaching Plan:

1. Distribute student binders.
2. Review the importance of maintaining a heart of thanksgiving.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.

STUDENT

Key Word:

charity (n.) 1) Love; kindness. 2) Any act of kindness or good will.

? Reason Questions:

1. What did the author mean by, "as Ben listened to the familiar music of the church bells, he felt that the Christian world is one, however divided by sects and differences it may be"?
2. How did Ben relate to the Dutch as he sang the hymn in English?
3. Because the Dutch church did things differently than the English church, Ben got offended several times during the service. Why do you think people get offended at things that are different from what they are used to doing?
4. Explain the meaning of, "There is an Angel called Charity who often would save our hearts a great deal of trouble if we would but let her in."
5. Describe a time when having a heart of charity and tolerance towards others saved you from heartache.
6. Which boy is most determined to win the race? Do you think someone can win such a race without determination and skill? Explain your answer.



Notebook Record:

1. Color your coloring page with your colored pencils.

4. Introduce the principle to the children. Discuss the power of love and kindness toward others and our responsibility to care for the needs of others.
5. Read chapters 29 and 30 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Setting graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

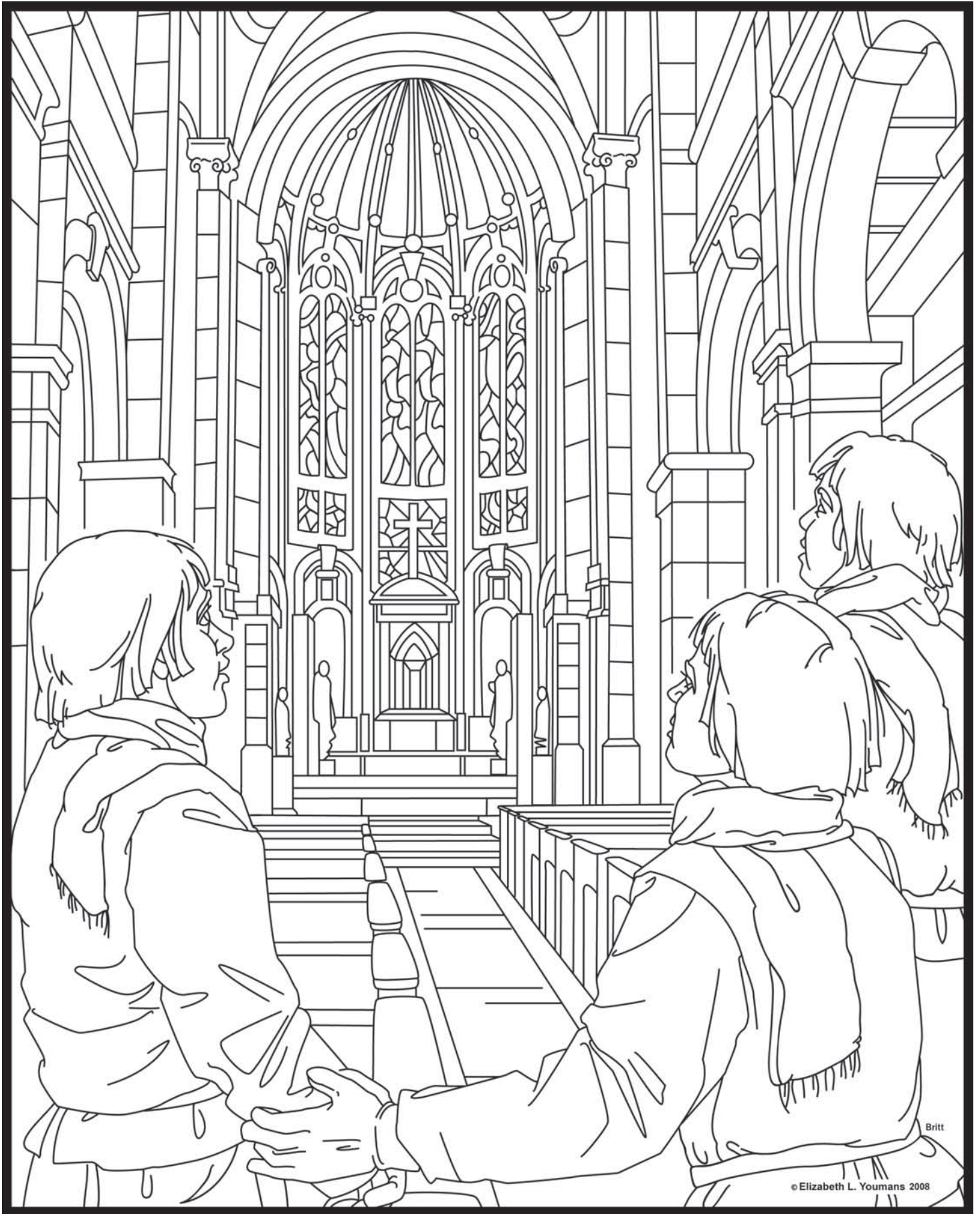
2. Record the following phrase on your Setting graphic organizer:

“The noise and bustle of the city was hushed; sweet Sunday bells sent blessed tranquil thoughts into their hearts.”

“the lofty steeple of the cathedral is of such delicate workmanship”

 **Oral Work:**

There is an angel called Charity who often would save our hearts a great deal of trouble if we would but let her in.



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Britt

They entered a fine, old Gothic church in The Hague.

Hans Brinker 2 I

Time: 40 minutes

Reading: Chapter 3 I

Review: The power of exercising charity

Goal: Introduce the principle of living life contentedly.

Principle: Being content with whatever your

circumstances is the foundation of happiness.

Scripture: For I have learned to be content in

whatever circumstances I am (Philippians 4:11).

TEACHER

Vocabulary:

interpose (v.) To place between or among; to intrude.

odious (adj.) Arousing or deserving hatred.

pathetic (adj.) Inspiring scornful pity.

satchel (n.) A little sack or bag.

skittles (n.) A game of ninepin bowling.

wrath (n.) Violent anger; indignation.



Preparation to Teach:

1. For this lesson, reread Chapter 3 I, “Boys and Girls.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and the Annie Bouman’s Character graphic organizers.



Teaching Plan:

1. Distribute student binders.
2. Review the power of exercising charity.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. This is a difficult principle for children to grasp. Teach them that God desires us to be at peace, to be content in whatever circumstance we find ourselves, and to praise Him in the midst of them.
5. Read chapter 3 I aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Annie Bouman’s Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

STUDENT

Key Word:

content (n.) The state of being satisfied with things as they are.

Reason Questions:

1. How did Peter show his concern and affection for his mother?
2. Why do you think Annie was such a happy girl even though she had to work hard while nursing her grandmother?
3. Why do you think people did not care what was happening with the Brinker family?
4. How did Annie prove herself a good and loyal friend to Gretel?
5. What have you learned from Annie’s contented attitude?
6. How can you be content in your own circumstances? Explain your answer.



Notebook Record:

1. Continue to color your coloring pages.
2. Record the following phrases on your Annie Bouman’s Character graphic organizer:

External:

“prettier than the other maidens in her graceful, peasant costume”

“a bright, rosy affectionate look illumined her face”

Internal:

“was the only one who did not feel ashamed to be the companion of Gretel and Hans”

“to hear little Gretel abused always
awakened her wrath”

 **Oral Work:**

Being content is the secret to happiness.

Hans Brinker 22

Time: 40 minutes

Reading: Chapter 32

Review: Being content brings happiness

Goal: Discuss the power of prayer and how it strengthens a family for one another can overcome much.

Principle: The family that prays

Scripture: Confess your sins to one another, and pray for one another so that you may be healed. The effective prayer of a righteous man can accomplish much (James 5:16).

TEACHER

Vocabulary:

agonize (v.) To suffer anguish.

attentive (adj.) Giving close and thoughtful attention.

confer (v.) To converse or consult together.

consequence (n.) That outcome of any act, cause, principle, or series of actions.

countenance (n.) Appearance of the face.

dunce (n.) A stupid person.

idiotic (adj.) Showing a complete lack of thought or common sense.

implore (v.) To ask earnestly; to beg.



Preparation to Teach:

1. For this lesson, reread Chapter 32, "The Crisis."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 9, Dr. Boekman consults with Hans.



Teaching Plan:

1. Distribute student binders.
2. Review being content in your circumstance is the secret to happiness.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Prayer is much more than asking God for things. There are various kinds of prayers: 1) Petition or asking; 2) Adoration or worship; 3) Confession; and 4) Thanksgiving. When we confess our sins to one another and pray for one another's needs, it strengthens us in many ways!
5. Read chapter 32 aloud to the children.

STUDENT



Key Word:

prayer (n.) The acts of confessing personal sins, adoring, talking with and petitioning God.

? Reason Questions:

1. Describe how Dr. Boekman was insensitive to the feelings of the Brinker family. How did he change?
2. "Hans was standing, but his head was bent as if in prayer. Little Gretel began to weep and implore God to listen." Who do you think taught Hans and Gretel to pray?
3. How did Hans help his mother and provide strength and support when she needed it the most?
4. When Hans advised his mother to, "say what God tells thee, Mother," how did this show wisdom beyond his years as a youth?
5. How does praying together as a family help strengthen the family?
6. Describe a time when God answered your prayers for your family.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Hans Brinker's Character graphic organizer:

External:

"Hans wound his arm around his mother."

"Hans was standing, but his head was bent as if in prayer."

6. Write notes on the chalkboard and have the children copy onto their Hans Brinker's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

The family that prays together can overcome much.



Britt

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Dr. Boekman consults with Hans about his father.

Hans Brinker 23

Time: 40 minutes

Reading: Chapter 33

Review: The family that prays together

Goal: Introduce the concept of learning to bear one another's burdens. **Principle:** When we have compassion for others and help them bear their sufferings, we are fulfilling the law of Christ.

Scripture: As God's chosen people, . . . clothe yourselves with compassion (Colossians 3:12a).

TEACHER

Vocabulary:

inertia (n.) The tendency for a body to maintain its state of rest unless acted upon by an external force.

insinuation (n.) A sly, usually derogatory comment.

rouse (v.) To awaken; to become active.



Preparation to Teach:

1. For this lesson, reread Chapter 33, "Gretel and Hilda."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of a family that prays together.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of having compassion for others and helping them bear their suffering. Compassion is part of God's nature. If we selfishly worry about just our own problems, we will have no one to comfort us when we need it. But when we show compassion, we often see our own burdens roll away.
5. Read chapter 33 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Gretel Brinker's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

STUDENT



Key Word:

compassion (n.) A deep awareness and sympathy for another's suffering.

? Reason Questions:

1. When dear Gretel had to wait outside during her father's operation, how do you know she trusted in God to take care of him?
2. How did Hilda possibly save Gretel from falling asleep and freezing in the snow? Describe how she showed compassion.
3. What made Hilda cry? Why do you think Gretel was so surprised and comforted by Hilda's tears?
4. Why do you think Hilda's kindness and "bright, pitying smile" left such an impact on Gretel's memory?
5. How can you help others by sharing in their sufferings and showing them compassion in their time of need? Explain your answer.



Notebook Record:

1. Continue coloring your coloring pages with your colored pencils.
2. Record the following phrases on your Gretel Brinker's Character graphic organizer:

External:

"the trembling little creature crouched in the closet in the dark"

Internal:

"the poor child had been tasked beyond her strength...through all,

she had been her mother's willing handmaiden, soothing, helping, and cheering the half widowed woman by day, and watching and praying beside her all the long night"

 **Oral Work:**

Bear one another's sufferings and so fulfill the law of Christ.

Hans Brinker 24

Time: 40 minutes

Reading: Chapters 34 and 35

Review: Helping those who are

suffering through compassion

Goal: Introduce the principle of rejoicing with those who rejoice

Principle: Rejoice with those that rejoice.

Scripture: Rejoice with those who rejoice and weep with those who weep (Romans 12:15).

TEACHER

Vocabulary:

contemptuous (adj.) Expressing disobedience to or disrespect for authority; scornful.

corpse (n.) The dead body of a human being.

garret (n.) That part of a house on the upper floor immediately under the roof.

hysterics (n.) A state of uncontrollable laughter or crying.

indiscreet (adj.) Not having sound or objective judgment.

ravenous (adj.) Extremely hungry; devouring food in great quantities.

sneer (n.) A look of disdain; a turning up of the nose to show contempt.

snivel (v.) To cry or whine in a tearful manner.



Preparation to Teach:

1. For this lesson, reread Chapter 34, “The Awakening” and Chapter 35, “Bones and Tongues.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, Raff Brinker’s Character graphic organizers, and coloring page 10, The big Bible was opened.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of helping others through compassion.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. Just as the Bible exhorts us to weep with those who weep, so it tells us to rejoice with those who rejoice. The Christian does not exist in a state of isolation and indifference to the condition of those around him, but, like Jesus, should be involved in and moved by the circumstances and emotions of others, whether in joy or sorrow.

STUDENT

Key Word:

rejoice (v.) To experience great joy and gladness.

Reason Questions:

1. How do you know that Dr. Boekman gave the glory to God for the success of Raff’s operation?
2. Why did the Brinker family react to Raff’s recovery by praying?
3. How did Hilda celebrate her joy of Raff’s recovery? What happened at school?
4. How did the news spread and the village of Broek rejoice?
5. Explain why you think it’s more difficult to rejoice with others than to weep with them.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Raff Brinker’s Character graphic organizer:

External:

“strong of arm and very hearty”

“stared blankly”

“Raff was now a cured man”

Internal:

“was so good and steady”

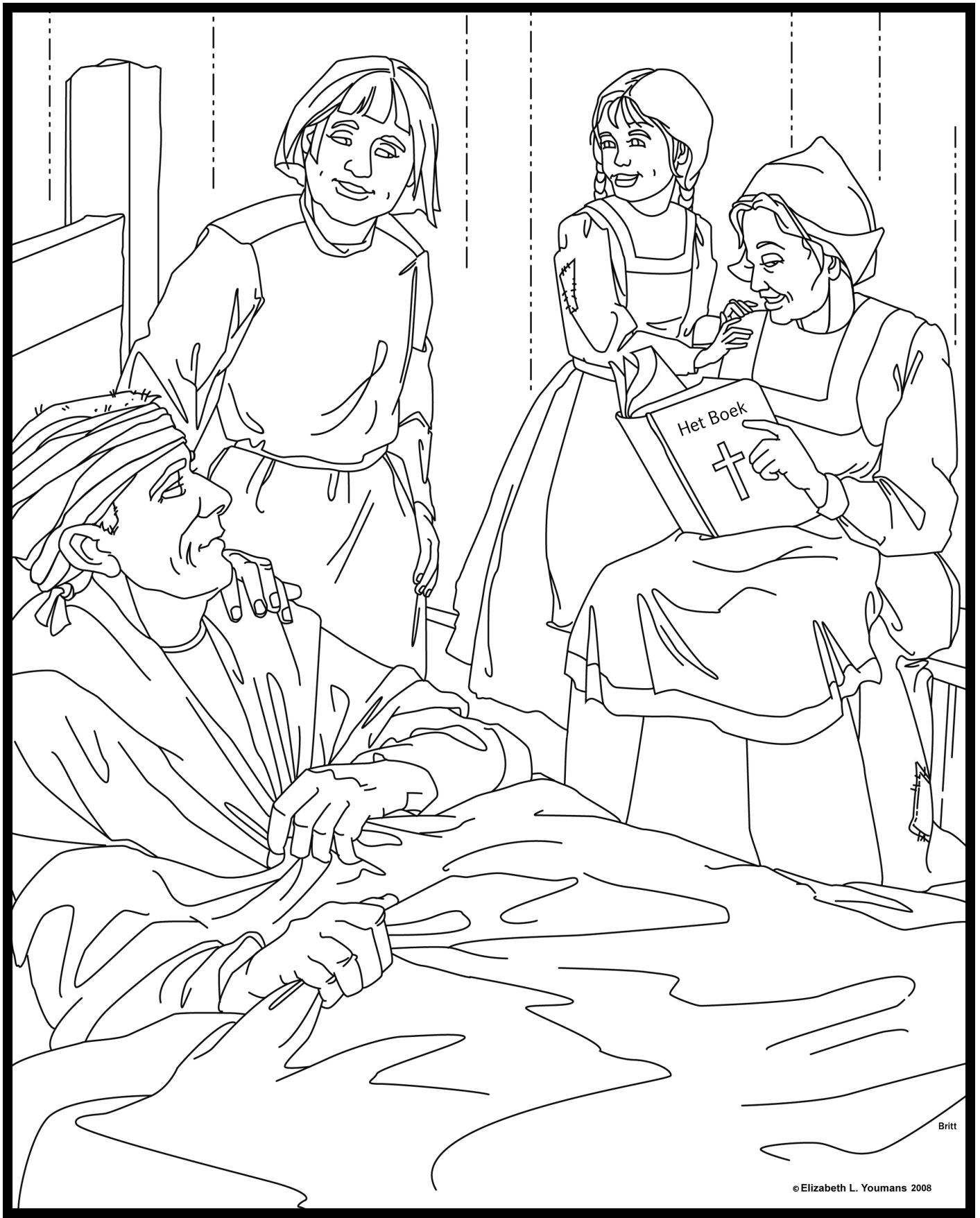
“when he was himself . . . he was a great, brave man”

“He knows us!” screamed Dame Brinker.

5. Read chapters 34 and 35 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Raff Brinker's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

 **Oral Work:**

Rejoice with those who rejoice!



Britt

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The big Bible was opened and a chapter was read to Raff.

Hans Brinker 25

Time: 40 minutes

Reading: Chapters 36 and 37

Review: Rejoice with those who rejoice

Goal: Introduce the principle of giving liberally to those in need

Principle: When we give

generously to others in need, God blesses us as well.

Scripture: Give generously and do so without

a grudging heart; then because of this the LORD your God will bless you in all your work and in everything you put your hand to (Deuteronomy 15:10).

TEACHER

Vocabulary:

benefactor (n.) He who helps or blesses others with charitable benefits or gifts.

complacently (adv.) In a self-satisfied manner.

dek-bed (n.) A blanket filled with goose feathers or down.

eccentric (adj.) Odd, unconventional, or unusual.

parry (v.) To avoid or try to avoid answering. **reproach**

(v.) To express criticism towards.

tranquil (adj.) Quiet; calm; undisturbed; peaceful.

Preparation to Teach:

1. For this lesson, reread Chapter 36, "A New Alarm" and Chapter 37, "The Father's Return."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.

Teaching Plan:

1. Distribute student binders.
2. Review the principle of rejoicing as well as weeping with others.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children. The principle of giving generously is found throughout the Bible. Abundant giving is first seen in the nature of God Himself, who gave the greatest gift, that of His Son. When we give generously to those in need, God pours out His abundance upon us: "Give and it will be given to you; good measure, pressed down, shaken together, running over, they will pour into your lap. For by your standard of measure it will be measured to you in return." (Luke 6:38) This is the way God cares for all His children! We cannot out give God!

STUDENT

Key Word:

generosity (n.) The quality of the heart to give liberally or to bestow favor.

Reason Questions:

1. How did Hans show his faith in God when he said, "Do you think God would let father starve, just after giving him back to us?" Why was he so optimistic?
2. What principle was operating in Hilda's family and in Dr. Boekman? Does this principle only apply to people who are wealthy? Explain your answer.
3. What lifelong prayer did God answer for Gretel?
4. What fact did Gretel remind her father about that gave him great comfort and encouragement?
5. The Brinkers blessed all those that helped them and thanked God just as often. How can you put that thankful attitude into practice daily?

Notebook Record:

1. Continue coloring your coloring pages with your colored pencils.
2. Record the following phrases on your Dame Brinker's Character graphic organizer:

External:

"She felt for her husband's hand even while she was praying."
sat beside Raff's bed while he slept

5. Read chapters 36 and 37 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Dame Brinker's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

Internal:

"The good woman was beside herself with joy."

 **Oral Work:**

Dear Lord, help me to have a liberal spirit of generosity so I can bless others.

Hans Brinker 26

Time: 40 minutes

Reading: Chapter 38

Review: The principle of generosity

Goal: Introduce the principle of walking in agreement
much can be accomplished

Principle: When two are in agreement,
Scripture: Can two walk together unless they be agreed? (Amos 3:3).

TEACHER

Vocabulary:

doleful (adj.) Sorrowful; expressing grief.

falter (v.) To fall short, to miss.

feeble (adj.) Weak; destitute of much physical strength.

hale (adj.) Healthy and robust.

resolute (adj.) Having a fixed purpose; determined.

stow (v.) To put in a suitable place or position.



Preparation to Teach:

1. For this lesson, reread Chapter 38, “The Thousand Guilders.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of generosity.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of being in agreement. If you constantly differ and disagree with someone you cannot walk in harmony with him or her. God wants us to have unity one with another. This pleases Him. The Bible says that our prayers will be answered when we are in agreement. There is power in being in unity. What this does not mean is that we violate our conscience to be in unity with others.
5. Read chapter 38 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Hans Brinker’s Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing.

STUDENT



Key Word:

agreement (n.) Harmony; union of mind in regard to common interests.



Reason Questions:

1. As Hans and Gretel looked wistfully towards the delicious food set aside for their father “even in thought they did not rob their father.” What does this mean? Is it possible to rob someone in our thoughts? Explain.
2. In giving Gretel advice for marriage later in life, Dame Brinker told her that she could “never rule by differing.” What does this advice mean?
3. Why is it important to learn how to walk harmoniously with others?



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Hans Brinker’s Character graphic organizer:

External:

“Half sickened with his new trouble, he wore a brave look.”

Internal:

Had faith: “I’m as sure of getting all the father needs, as if my pockets were bursting with gold.”



Oral Work:

When two are in agreement, much can be accomplished!

Hans Brinker 27

Time: 40 minutes

Reading: Chapters 39 & 40

Review: Walking in agreement with others

Goal: Introduce the principle of seeing others through God's eyes

Principle: Prejudice and partiality

wrongly color our thoughts and opinions of others.

Scripture: Man looks at the outward appearance,

but God looks at the heart (1 Samuel 16:7).

TEACHER

Vocabulary:

capricious (adj.) Having a large capacity.

gall (n.) Anything extremely bitter; or anger; bitterness of mind.

impudent (adj.) Lacking modesty; bold with contempt. **jaunty**

(adj.) Having a cheerful, lively, and self-confident air. **loiter** (v.)

To linger; to delay or wander as an idle vagrant. **noble** (adj.)

Great; elevated; dignified; being over everything that can dishonor reputation.

odious (adj.) Meriting a strong dislike or displeasure. **solitude**

(n.) Loneliness; a state of being lonely.

urchin (n.) A poor and often mischievous city child.



Preparation to Teach:

1. For this lesson, reread Chapter 39, "Glimpses" and Chapter 40, "Looking for Work."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of walking in agreement with others.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of learning to see others through the eyes of God. Prejudice and partiality wrongly color our thoughts and opinions of others because we often judge them based on external appearances or on what others say about them. It is best to ask God to help us form opinions of others by seeing them through His eyes. It's like the old saying, "You can't tell a book by its cover."
5. Read chapters 39 and 40 aloud to the children.

STUDENT



Key Word:

prejudice (n.) An unfair bias of mind for or against any person or object.

? Reason Questions:

1. Annie was charming even when she said, "hate." Do you think she really meant that she "hated" Janzoon, or did she just dislike his cruel actions?
2. What did Peter's mother mean when she said, "We may be quite mistaken in judging a person solely by their manners, though a courteous deportment is by no means to be despised?"
3. When Peter muttered about "the sin of allowing sorrow to turn all one's honey into gall," what did he mean?
4. Explain why it is important to judge someone by their inward character and their actions rather than their outward appearance.
5. Have you ever made a snap judgment about someone either based on what someone else told you or based on how they looked? Did anything happen to change your opinion? Explain.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Dr. Boekman's Character graphic organizer:

Internal:

"He is more than great. He is good."

6. Write notes on the chalkboard and have the children copy onto their Dr. Boekman's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and blessing for the children.

“lost his child under painful circumstances; before then he was one of the most agreeable gentlemen”

“But for the meester's kind heart and great skill my poor father would yet be in the dark.”

 **Oral Work:**

You cannot judge a book by its cover.

Hans Brinker 28

Time: 40 minutes

Reading: Chapter 41

Review: Seeing others through God's eyes

Goal: Introduce the principle of being honest in all transactions.

Principle: Go the extra mile to

do what is right in the eyes of the Lord.

Scripture: The thoughts and purposes of the righteous are

honest and reliable, but the counsels and designs of the wicked are treacherous (Proverbs 12:5, Amplified).

TEACHER

Vocabulary:

embodiment (n.) A concrete representation of an otherwise abstract concept.

fairy godmother, A female character in some fairy tales, who has magical powers and brings unexpected good fortune to the hero or heroine.

solemnity (n.) Steady seriousness.

tidings (n.) News; information.

venture (n.) A hazard; an undertaking of chance or danger.

whit (n.) A point; a jot; the smallest part or particle imaginable.



Preparation to Teach:

1. For this lesson, reread Chapter 41, "The Fairy Godmother."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of seeing others through God's eyes.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of living an honest life. It is not always easy to be honest. But a truly honest person will do what is right in every situation and in all social transactions. Hans was upset because he felt someone was short-changed or cheated even though they didn't mind. He was so honest he wanted to do what was right, even if the other person's folly was his gain. He was truly an upright and honest young man.
5. Read chapter 41 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Annie Bouman's Character graphic organizers.

STUDENT

Key Word:

right (adj.) Anything in accord with principles of truth and justice.

Reason Questions:

1. Why do you think Annie pretended to give Hans more money for the skates than they were worth?
2. Why was Hans so insistent that they be honest in this business transaction and that he return some of the money?
3. Why do you think it was good for Gretel and Hans to play a game of make-believe with Annie?
4. Annie was sweet and joyful even though she spent her days in a dark room caring for her grandmother. How do you think she stayed so joyful and high-spirited in the midst of her circumstances?
5. Name the character qualities needed to be like Annie. How does one acquire such qualities?
6. What did it mean to the Brinker family for them to find the thousand guilders?



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Annie Bouman's Character graphic organizer:

External:

"bright red jacket, with its pretty skirt bordered with black, graceful

7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing for the children.

cap bobbing over the gold earrings,
dainty apron and snug leather shoes”

“Annie, you look like a fairy.”

Internal:

“She’s just like flowers—so sweet and lovely.”

 **Oral Work:**

Go the extra mile to do what is right in the eyes of the Lord.

Hans Brinker 29

Time: 40 minutes

Reading: Chapter 42

Review: Being honest in all transactions **Goal:**

Reinforce what the children already know of God's nature being all-seeing and all-knowing.

Principle: God knows and sees everything. You can't hide from God.

Scripture: "And He said to

them, "You are those who justify yourselves in the sight of men, but God knows your hearts" (Luke 16:15a)

TEACHER

Vocabulary:

complacently (adv.) In a self-satisfied manner.

digression (n.) A message that departs from the main subject.

disgrace (n.) A state of being out of favor; a cause of shame.

divulge (v.) To make public; to tell or make known something.

endeavor (v.) To attempt to accomplish something.



Preparation to Teach:

1. For this lesson, reread Chapter 42, "The Mysterious Watch."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and Theme graphic organizers.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of being honest in all transactions.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of making personal decisions that are honest and upright before God. He sees all and knows all about each one of us, and yet He loves us anyway. Learning to make righteous decisions and choices before God builds an honest and righteous character within. Others will recognize our transparency with God and will readily fellowship with us and trust our decisions.
5. Read chapter 42 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Theme graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing for the children.

STUDENT



Key Word:

transparent (adj.) 1) Free of deceit.
2) Transmitting light.



Reason Questions:

1. Why did Dame Brinker keep the pocket watch all those years when she could have sold it to feed her children?
2. Why did Dame Brinker get upset with Raff?
3. Why do you think Raff trusted the boy with the pocket watch? Did he trust his outward appearance alone, or was it something more?
4. When the lad was in trouble he said, "God knows I am innocent." Is it true that God knows if we are guilty or innocent?
5. Describe how you can live a life that is transparent before God and men.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Theme graphic organizer:
 - 1) The individuality and unique character of Holland
 - 2) The development of Christian virtues



Oral Work:

I want to do what is right in God's eyes.

Hans Brinker 30

Time: 40 minutes

Reading: Chapter 43

Review: Remaining transparent and upright

before God

Goal: Introduce the principle of expressing gratitude

Principle: Expressing

gratitude for kindnesses and gifts received is a virtue that is pleasing to God.

Scripture: Let the word

of Christ dwell in you richly as you teach and admonish one another with all wisdom, and as you sing psalms, hymns and spiritual songs with gratitude in your hearts to God (Colossians 3:16).

TEACHER

Vocabulary:

diligently (adv.) With industry, care and steady application.

injunction (n.) A formal command or admonition.

meddlesome (adj.) Intrusive in an offensive manner.

tactful (adj.) Possessing or exhibiting tact of what is considerate or discreet in dealing with people.

virtue (n.) A moral excellence.



Preparation to Teach:

1. For this lesson, reread Chapter 43, "A Discovery."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 11, Dr. Boekman held the pocket watch.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of remaining transparent and upright before God.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of living with a heart of gratitude. You will learn that by being grateful for kindnesses extended by others and the many blessings from God, you will enjoy them so much more! Give thanks and sing unto the Lord with gratitude in your heart.
5. Read chapter 43 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Dr. Boekman's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.

STUDENT



Key Word:

gratitude (n.) An expression of thankfulness and appreciation.



Reason Questions:

1. Name those things throughout the story for which the Brinkers had reasons to be grateful.
2. Was the proverb, "Bigger the pouch, tighter the string," true of Dame Brinker?
3. What did Dame Brinker mean when she said, "No time for leaks when the ship is rich laden?"
4. Why did Raff call Gretel "his little music box?"
5. When the Brinkers offered money to the doctor he refused and said, "I can find plenty of such pay anytime, but gratitude comes seldom. That boy's thank you was pay enough for me." Why is gratitude rare?
6. How can you share gratitude with those that care for you? Be specific.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Dr. Boekman's Character graphic organizer: Internal:

External:

"The great surgeon sobbed like a little child."

9. You may end with a short prayer and a blessing for the children.

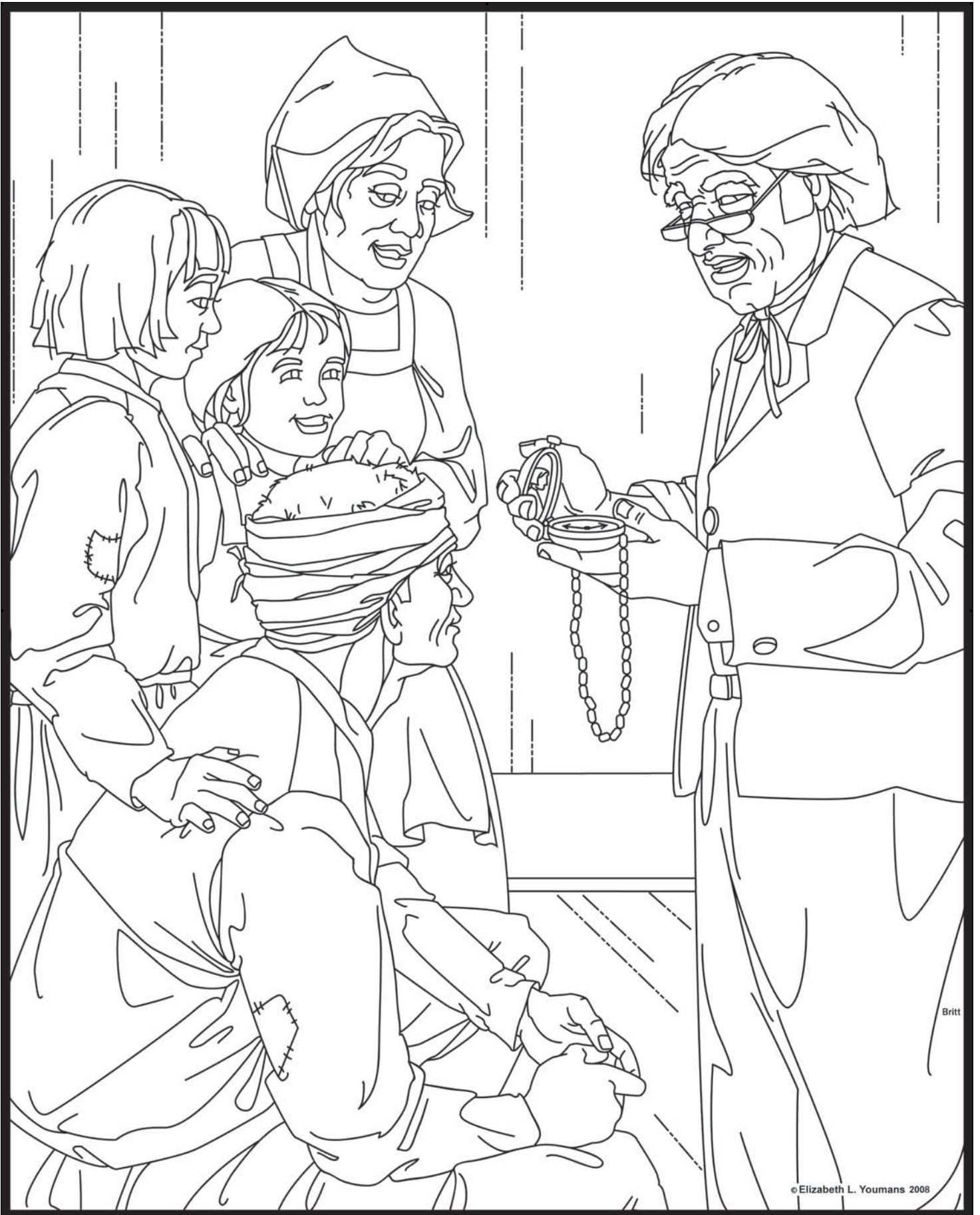
Internal:

“the great man was becoming sociable”

“The meester has more life in him than I thought.”

 **Oral Work:**

I am grateful for all my blessings!



Dr. Boekman held the pocket watch tenderly in his hand.

Hans Brinker 3 I

Time: 40 minutes

Reading: Chapter 44, 1st half

Review: Expressing gratitude for

kindnesses

Goal: Discuss the bond of fellowship that grows in community events and festivals

Principle: Fellowship and cultural unity deepen with participation in community festivities.

Scripture: The whole company that had returned from exile built booths and lived in them. From the days of Joshua son of Nun until that day, the Israelites had not celebrated like this. And their joy was very great (Nehemiah 8:17).

TEACHER

Vocabulary:

attire (n.) Dress; clothes; habit.

community (n.) A society of people sharing cultural interests in common.

herring (n.) An important food fish.

pavilion (n.) A large, open tent or booth.

picturesque (adj.) Suitable for a picture; pretty as a picture.

vox-humana, Latin phrase meaning, “human voice.”

weather-cock (n.) A weather vane in the shape of a rooster; when placed on the roof of a house or the steeple of a church shows the direction of the wind as it turns.



Preparation to Teach:

1. For this lesson, reread the first half of Chapter 44, “The Race.” End with the paragraph that begins, “Twenty boys and twenty girls.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 12, The joyful skaters practiced for the big race.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of expressing gratitude for kindnesses and blessings received.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the children to the joy of participating in cultural events and community activities. Community celebrations were a part of life in ancient Israel and kept alive their cultural distinctives and the Hand of God in their history. Whenever people gather for special events and activities, the bond of unity and a sense of belonging deepen among them.

STUDENT



Key Word:

fellowship (n.) An association of people who share common beliefs or activities.



Reason Questions:

1. Everyone—young and old, rich and poor—was present to watch the race. What does this tell you about the Dutch?
2. Why was there such an air of excitement and joy in Holland the day of the race?
3. Janzoon was not allowed to race because he was caught doing several illegal offenses. Do you think his foolish actions show how your past can prevent you from enjoying life in the future? Explain your answer.
4. Describe a joyful community event in which you have participated that enabled you to get to know others better.



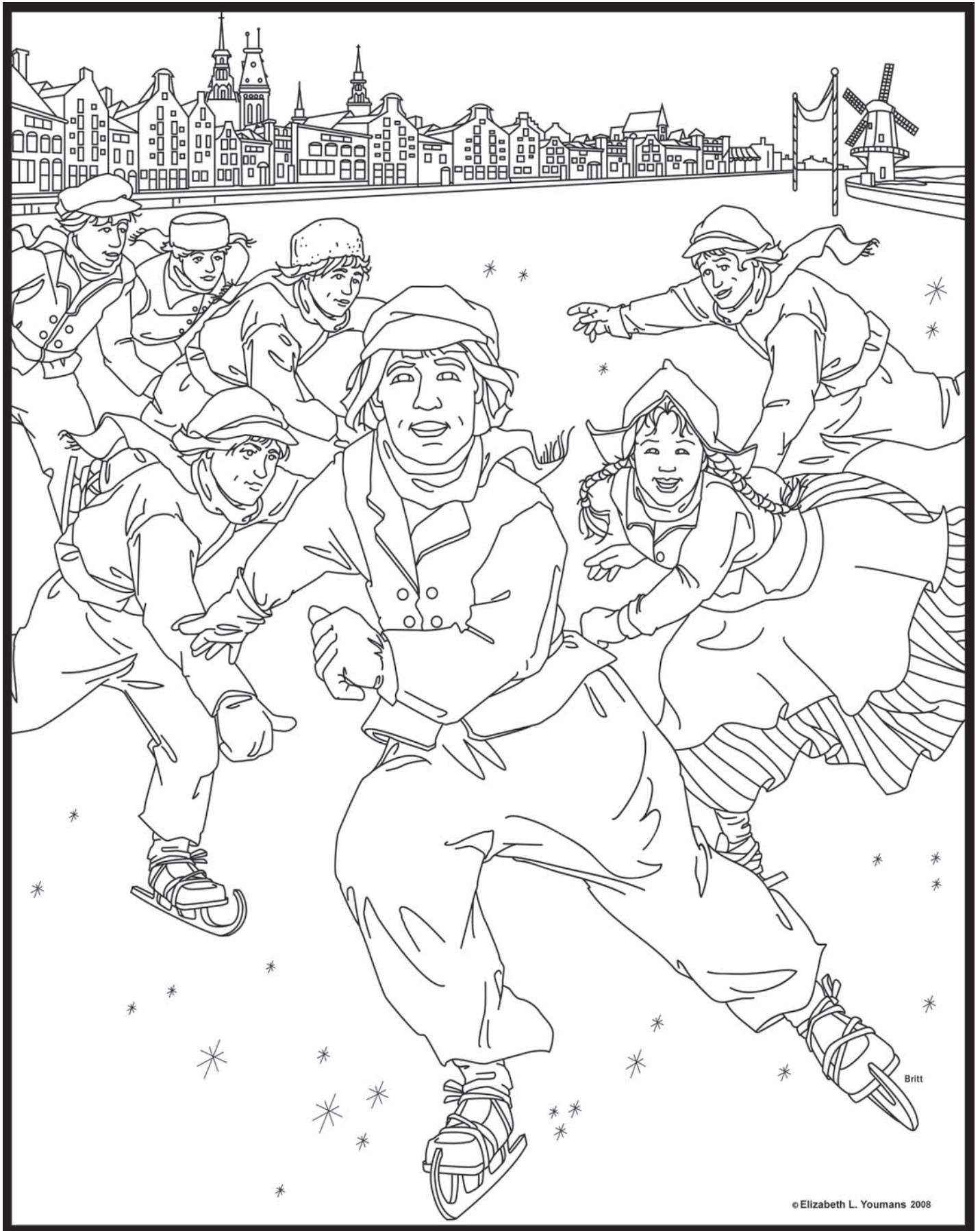
Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Setting graphic organizer:
“Townspersons and strangers turned out for the race in large numbers: Utrecht water bearers, Gouda cheese makers, Delft pottery men, Amsterdam diamond cutters, Rotterdam merchants, herring packers, and sleepy-eyed shepherds from Texel.”

5. Read the first half of chapter 44 aloud to the children. End with the paragraph that begins, “Twenty boys and twenty girls.”
6. Write notes on the chalkboard and have the children copy onto their Setting graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing for the children.

 **Oral Work:**

The bond of unity deepens when participating in community festivities.



The joyful skaters practice for the big race.

Hans Brinker 32

Time: 40 minutes

Reading: Chapter 44, 2nd half

Review: Fellowship in community

events **Goal:** Introduce the concept of living life as a race

Principle: Life, like a race, must be

run with endurance so as to win the prize.

Scripture: Since we have so great a cloud of witnesses, .

. . . let us run with endurance the race that is set before us (Hebrews 12:1). Do you not know that those who run in a race all run, but only one receives the prize? Run in such a way that you may win (1 Corinthians 9:24).

TEACHER

Vocabulary:

bitter (adj.) Expressive of severe grief or regret.

determination (n.) The act of deciding; firm resolution; settled purpose.

fleetest (adj.) Swift in motion; light and quick in going from place to place.

insolent (adj.) Marked by casual disrespect.

remonstrance (n.) The act of expressing a protest.

sprite (n.) An elfish person.



Preparation to Teach:

1. For this lesson, reread the second half of Chapter 44, “The Race.” Begin with “The race is about to commence. . . .”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic, Student Vocabulary Card, and coloring page 13, Gretel, the Queen of Skaters.



Teaching Plan:

1. Distribute student binders.
2. Review the joy of fellowship experienced in community activities and events.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the children to the principle of endurance as a key to winning a race. The Apostle Paul exhorts us in his New Testament letters to live life as we would run a race. He tells us to run with endurance, and to run in such a way as to win the prize. The prize in our lives as Christians is eternal life with Jesus Christ. And just like the ice skating race in our story, there are challenges, hardships, and stress to face all along the way. Hans and Gretel faced many hardships and challenges in their young lives. These prepared them to

STUDENT



Key Word:

endurance (n.) The power to withstand hardship or stress without giving up.



Reason Questions:

1. Why was the author rooting for Peter or Hans to win the race? Why do you think she didn’t want Carl “the bitter, the insolent one” to win?
2. What did the statement mean when it speaks of the girls in the race, “one air of determination pervades them all?” How were they determined? How do you know that Gretel was even more determined during the third race?
3. What internal character qualities did both Hans and Gretel Brinker reveal during and after the race?
4. How did the life that both Hans and Gretel lived prepare them for participating in the ice skating race?
5. Explain why endurance is a key to winning a race.



Notebook Record:

1. Color your coloring page with your colored pencils.
2. Record the following phrases on your Gretel Brinker’s Character graphic organizer:

External:

“the fleetest sprite of a girl that ever skated”

participate in the ice skating race where their characters were proved in the challenges and stress.

5. Read the second half of chapter 44 aloud to the children. Begin with “The race is about to commence . . .”
6. Write notes on the chalkboard and have the children copy onto their Gretel Brinker’s Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing for the children.

“Like a bird she has flown over the ice, in a timid, startled way.”

“a stare of gratitude”

 **Oral Work:**

I want to run life’s race with endurance.



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Gretel, the Queen of the Skaters, stares with gratitude.

Hans Brinker 33

Time: 40 minutes

Reading: Chapter 45

Review: Running life's race with endurance

Goal: Introduce the principle of celebrating the happiness of others
Principle: To celebrate the joy of others is to bring joy into your own life.

Scripture: But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found (Luke 15:32).

TEACHER

Vocabulary:

churn dasher, The blades of a churn, which is a device that turns cream into butter.

emphatically (adv.) Without question and beyond doubt.

joy (n.) The emotion excited by the expectation of good or success.

morocco (n.) Soft, pebble-grained leather prepared from goatskin.

rheumatic (adj.) Referring to a creakiness of the joints.

slouch (v.) To assume a dropping posture or position.

sulky (adj.) Sullen; sour; moody.

vigorous (adj.) Full of physical or mental strength or active force; robust.



Preparation to Teach:

1. For this lesson, reread the Chapter 45, "Joy in the Cottage"
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of running the race of life with endurance.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of living a life that celebrates the happiness of others. God tells us to be happy and rejoice with others. When we are serving and obeying Him, we will have "fullness of joy." When you celebrate the joy of others, you will be filled with joy, as well.
5. Read chapter 45 aloud to the children.

STUDENT



Key Word:

celebrate (v.) To honor by festivities and marks of joy.



Reason Questions:

1. What were some signs that the Brinker household was very happy?
2. Again Raff Brinker commented that he was well and able to work. Why was this important to him?
3. Why do you think Peter returned to give Hans back his strap? What did he offer Hans that Hans refused to take? Why do you think Hans refused?
4. What did Peter mean when he said of Hans, "Such boys as you do not ask for thanks . . .?"
5. Why did the Brinker family become wildly joyful at the end of the chapter? What does that reveal about their character?



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Hans Brinker's Character graphic organizer:

External:

"honest, generous boys like Hans have a way of blushing"

Internal:

"a voice he seldom disregarded—his own conscience"

"such boys as you do not ask for thanks"

6. Write notes on the chalkboard and have the children copy onto their Hans Brinker's Character graphic organizers.
7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing for the children.

“radiant with sudden joy”

 **Oral Work:**

Celebrate the joy of others and watch your heart fill with joy.

Hans Brinker 34

Time: 40 minutes

Reading: Chapter 46

Review: Celebrating the happiness of others

Goal: Introduce the principle of doing your best in the little things

Principle: When one is faithful

in the little things, more responsibilities are given to govern.

Scripture: And He said to him, “Well

done, good slave, because you have been faithful in a very little thing, you are to be in authority over ten cities” (Luke 19:17).

TEACHER



Vocabulary:

apprenticeship (n.) The course of learning a trade from a master craftsman.

consternation (n.) Astonishment; amazement or horror.

gossamer (adj.) Characterized by unusual lightness and delicacy.

prodigious (adj.) Huge; enormous in size, quantity or extent.

proprietor (n.) The owner of a business.

scandalous (adj.) Giving offense to moral sensibilities and injurious to one’s reputation.



Preparation to Teach:

1. For this lesson, reread the Chapter 46, “Mysterious Disappearance of Thomas Higgs.”
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of celebrating the happiness of others.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of doing your best and being faithful in the little things you do. When you prove yourself in these small matters, you will be rewarded with greater responsibilities. Don’t think that because you are doing small things that your work is not important. God sees it and will reward your faithfulness.
5. Read chapter 46 aloud to the children.
6. Write notes on the chalkboard and have the children copy onto their Themes graphic organizers.

STUDENT



Key Word:

faithful (adj.) Constant in the performance of duty and services.



Reason Questions:

1. Why do you think people gossiped about Thomas Higgs? Why did he appear so mysterious to them?
2. How was Thomas Higgs faithful in the little things? How did this character quality contribute to his success as a merchant?
3. How did the Brinkers find out where Thomas Higgs was? If Thomas’s craftsmanship had not been so excellent, do you think he would have been reunited with his father?
4. Describe the areas of your life where you could be more faithful in the little things you do each day.



Notebook Record:

1. Continue coloring your coloring pages.
2. Record the following phrases on your Themes graphic organizer:
 - 3) The love of country and family
 - 4) The fruit of sacrificial love and loyalty



Oral Work:

Help me to be faithful in the small things.

7. Ask the Reason Questions and have children respond orally.
8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing for the children.

Hans Brinker 35

Time: 40 minutes

Reading: Chapters 47 & 48

Review: Being faithful in little things

Goal: Conclude the study of Hans Brinker by reflecting on noble principles and applying God's principles to my conduct will produce Christian character and God's blessings.

Principle: Reasoning

Scripture: Keep hold of the deep truths of the faith with a clear conscience (1 Timothy 3:9, NIV).

TEACHER

Vocabulary:

anguish (n.) Extreme mental distress.

battledore (n.) A badminton racket.

consent (n.) Agreement; being of one mind.

noble (adj.) Having high moral qualities or elevated character.

portly (adj.) Imposing; corpulent.

reverie (n.) Absent-minded dreaming while awake.

stripling (n.) An adolescent.



Preparation to Teach:

1. For this lesson, reread the Chapter 47, "Broad Sunshine" and Chapter 48 "Conclusion."
2. Study the teacher vocabulary words.
3. Gather all the resources needed for the lesson: the classic and the Student Vocabulary Card.



Teaching Plan:

1. Distribute student binders.
2. Review the principle of doing your best and being faithful in little things.
3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce the principle to the children of knowing and applying God's basic truths or principles to their everyday decisions and choices. The Bible exhorts us to meditate on His Word and apply His noble principles to our conduct that we may be upright and a testimony of His grace and justice.
5. Read chapters 47 and 48 aloud to the children.
6. Ask the Reason Questions and have children respond orally.
7. Conclude the written work for this literature study by having the children select three noble principles from our Hans Brinker unit. Have them list them on their Noble Principles graphic organizer and describe why they are noble.

STUDENT



Key Word:

principle (n.) A foundational truth that can be used as a basis for reasoning and personal conduct.



Reason Questions:

1. Why do you think Hans defended the profession of a physician? Why did Hans describe the work of a doctor as "noble" and "the grandest thing on earth"?
2. Explain why you think Hans would make a noble physician.
3. How has Dr. Boekman changed since the beginning of the book? What caused this change?
4. Who is your favorite character from the book? Explain why and describe his or her character and personality.
5. The author states that Carl Schummel had a hard life because he "was not sustained by noble principles." What does this mean?
6. Of all the principles we have reflected upon in this study, which one is the most noble to you?



Notebook Record:

1. Complete coloring all your coloring pages.
2. Select three principles of conduct from our study of *Hans Brinker* that have inspired you the most. On your Noble Principles graphic organizer, list them and describe why they are "noble."

8. Before completing the lesson, have the children repeat the Student Oral Work.
9. You may end with a short prayer and a blessing for the children.

 **Oral Work:**

May God's noble principles forge a noble character in me.

Hans Brinker 36

Hans Brinker Festival

A Celebration of All Things Dutch



Purposes of the Festival:

1. Celebrate the culmination of our study of *Hans Brinker, or the Silver Skates*, which contains many Christian ideals and character qualities
2. Enjoy the individuality of Holland and its culture
3. Give the children the joy and experience of public presentations
4. Involve parents in volunteerism and provide them the opportunity to share in their children's love of learning
5. Network with local businesses, young professionals, and community leaders by special invitation in order to seek a commitment of relationship and financial support for your children's ministry
6. Fellowship with church and community and share with them all that God is doing in your ministry

Length of Time Needed for the Festival:

2-1/2 hours

Activities:

1. Upon arrival, children will make Dutch hats and windmill name tags to wear with their Dutch costumes. (Patterns and instructions are found with the Arts and Crafts lesson plans.)
2. Have the children dress in modest Dutch costumes:
Girls: Wear a dress or a skirt and vest. Tie on an apron. (Can be made with a dishtowel pinned to the skirt.) Braid hair into two braids and tie with ribbons.
Boys: Wear long pants, a shirt with a collar, and a vest.
3. Set the buffet and lunch tables using Dutch flags and the children's crafts as centerpieces.
4. Serve the children a Dutch lunch buffet-style. Invite the mothers to help with the preparation and service. Have children make their own sandwiches.
 - European-type breads, sliced for sandwiches
 - Variety of Dutch cheeses (Edam and Gouda) and luncheon meats, sliced
 - Peanut butter, Nutella (European hazelnut and chocolate spread), jam, and chocolate sprinkles

- Dutch almond cookies (recipe follows)
 - Fresh fruit
 - Hot chocolate for the children and strong coffee for the adults
5. Print the menu (found with the Resources) using the Dutch words for the foods and set out on the buffet table.

TIFFIN – LUNCH

Boterham – Sandwich

Kazen en Vlees – Cheeses and Meats

Jam – Jam

Pindakaas en Hagel Slags – Peanut Butter and Chocolate Sprinkles

Fris Fruit – Fresh Fruit

Koekjes – Cookies

Koffie – Coffee

Hete Chocolade – Hot Chocolate

The Dutch say “*Eet Smakelijk!*” (“Eat well!”) before dining.

6. Student Presentations: (Teacher must prepare the children and practice prior to the Festival.)
- Using the wall map of The Netherlands, select several children to describe the individuality of Holland using as many of the author’s phrases as possible.
 - Select three children to describe the scene in their Hans Brinker dioramas.
 - Select children to describe the characters of Gretel and Hans Brinker, Annie Bouman, Peter van Holp, Dame Brinker and Dr. Boekman.
7. Art Festival:
Hang the students’ “Tulips in a Vase” paintings, and select one boy to portray Vincent Van Gogh. Have him describe the life of Van Gogh and his style of painting. Attractively display the remaining student crafts around the room.
8. The Skit:
“The Awakening”, a simple skit inspired by chapter 34 in *Hans Brinker, or the Silver Skates*. (Teacher must prepare the set and the children and practice prior to the Festival.)

Preparation:

1. Create an invitation and send to parents, church and community leaders, and businessmen.
2. Assign one mother or grandmother the role of organizing the Dutch lunch for the festival.
3. Ask other mothers to assist by making Dutch almond cookies. Have recipe available for them to use.
4. Assign skit parts and set aside plenty of time to practice lines and rehearse the skit.
5. Select and practice some Dutch songs with the children, so they master the words and melodies.
6. Practice the various presentations with selected children: Hans, Gretel, Hilda, Dr. Boekman, etc.
7. Make a large Dutch flag and print “Hans Brinker Dutch Festival” on it. Tie red, white and blue balloons to it and place it outside your ministry the day of your festival.

8. Before the festival, gather the children's paintings and crafts. Use some of the tulip flower boxes, windmills, and Dutch houses as centerpieces on the lunch tables. Plan how you will display the remainder of the children's crafts to create the Art Festival.
9. Invite a local artist or craftsman to attend the festival. Have him or her judge the children's crafts and paintings and award a "blue ribbon" for each arts and crafts category. (Be certain the same child does not win two awards.)
10. Make 8 large blue ribbon art awards, one for each category: Van Gogh painting, windmill, Dutch house, Hans Brinker diorama, tulip flower box, snow globe, snowflake, and Delft tile.

Supplies:

- blue construction paper
- 3-inch wide blue ribbon

Instructions:

- Cut 6-inch circles out of blue paper.
- Fringe the edges with your scissors.
- Cut two strips of blue ribbon for each circle and staple.
- Type the following and print on white paper:

FIRST PRIZE

Hans Brinker Art Festival

2008

- Cut and glue onto your blue circles.
11. Have a table for adult refreshments with tablecloth, napkins, coffee service, Dutch almond cookies, a Dutch flag, and some of the children's crafts, such as a tulip flower box, windmill, and Dutch house.
 12. Set up chairs for the audience to watch the skit.
 13. Assign a Hans and a Gretel to greet the visitors in a friendly manner at the door.
 14. Assign a mother or grandmother to write the names of guests on nametags.
 15. Assign someone to take plenty of photos at the Festival.
 16. If the children are with you all day, you can rent and show Walt Disney's 1962 DVD, "Hans Brinker, or the Silver Skates." (1-½ hours) Please know that some liberties were taken with the script and various components differ from the classic. But it offers the valuable moral virtues of Dodge's classic and contains beautiful Dutch scenery and costumes. It's certainly worth seeing.

Arts and Crafts Lesson Plans

Every child is an artist.

The problem is how to remain an artist once he grows up.

~ Pablo Picasso ~

Instructions:

1. Have images available of various Dutch items as a model.
2. Have each child select one item to draw, cut, and decorate for the map.
3. Glue onto the map.
4. Print "The Netherlands" at the bottom.

Windmill



Our Project:

Children will design and create a windmill, which can be used as table centerpieces for their culminating Dutch Festival.

Supplies:

- large styrofoam cup, 1 per child
- spray paint (brown, beige, grey)
- white, black, brown or grey plastic canvas (found in craft stores) or construction paper
- brass paper fastener, 1 per child
- paint and brushes
- magic markers (red and blue)
- toothpicks, 1 per child
- glue
- scissors

Preparation:

1. Create a sample windmill.
2. Spray paint paper cups and allow to dry before the children handle.

Instructions:

1. Provide each child a painted cup.
2. Children will create two equal-sized windmill arms from white plastic canvas or construction paper the same length as the height of the cup used.
3. Decorate windmill with canvas or construction paper windows, doors, and ladder.
4. Create a Dutch flag and glue to toothpick. Insert on top of windmill.
5. Help children put a hole in the center of their windmill arms and windmill. Attach with brass paper fastener.
6. Have children write their names on the inside of the windmill.

Tulips in a Vase Painting

Painted in the style of van Gogh



Vincent van Gogh (1853-90) was born in Holland. He was the son of a pastor and grew up in a cultured, Christian home. One of his first jobs was as a preacher in a dreary mining area of Belgium, for which he was not suited. Soon, he studied art and determined to give happiness to others by creating beauty. He met many of the young, impressionist painters of his day and was influenced by them to paint with short brush strokes and vibrant, unmixed colors. These distinctives, along with his imaginative movement and vibration of form and line, are his chief symbols of artistic expression.

Van Gogh bridged the painting styles of the 19th and 20th centuries. He is considered a post-impressionist painter, although he painted in the style of impressionism. As a young man, his mental health declined, and tragically, he died never knowing how famous his many paintings would become. Today his legacy lives on, and he is regarded as one of the greatest and most prolific artists of the modern era.

Our Project:

Children paint a vase of tulips in the style of impressionist, Vincent van Gogh.

Supplies:

- water color or white construction paper (thick)
- acrylic paints and brushes
- black or brown construction paper, 1 sheet per child

Preparation:

Create a painting for display.

Download some of van Gogh's artwork from the web to show the children his style and vibrant colors.
<http://www.vangoghgallery.com/>

If possible, arrange fresh or artificial tulips in a large vase to use as a model for painting.

Instructions:

1. Introduce the children to Vincent van Gogh and his style of painting with vibrant colors and heavy, sharp strokes.
2. Instruct the children on how to observe van Gogh's use of light and bold strokes.
3. Have the children lightly sketch an outline of their vase of flowers on their paper.
4. Demonstrate how to use acrylic paints to create an impressionistic style.
5. Guide the children to begin painting the vase and flowers first and fill in the background last.
6. Have each child initial his painting in the lower right hand corner.
7. Allow to dry on a flat surface.
8. Frame each painting by gluing it to a piece of black or brown construction paper or card stock.
9. Hang all the paintings in the classroom.

Dutch Houses



Our Project:

Children will design and create a Dutch house, which can be used as table centerpieces for the Dutch festival.

Supplies:

- milk cartons (1 quart or 1 pint sizes), 1 per child
- spray paint, brown, beige, grey, white (for spraying the cartons)
- construction paper, various colors
- macaroni or penne pasta (for the roofs)
- paint (for roofs), black, brown, red and brushes
- glue

Preparation:

1. Create a sample Dutch house.
2. Spray paint milk cartons various colors and allow to dry for children's use.

Instructions:

1. Provide each child a painted milk carton.
2. Help the children decide what design to select. If the gable is to be extended, have the child cut it from construction paper and glue it to the top of the milk carton. You may want to spray paint these extensions to match the cartons before they are glued.
3. Glue pasta to the top for the roof and paint.
4. Cut windows, doors and trim from construction paper and glue on.

Delft Tiles



In the 17th century the Dutch East India Company imported blue and white Chinese porcelain, which became very popular. Because it was so expensive, the Dutch potters began to imitate the porcelain. The pottery of highest quality was produced in the town of Delft. They used a unique process for glazing the tiles and reproduced Chinese patterns in blue on white tiles. As the Netherland cities were built on rivers, canals and along the sea, tiles were soon used as insulation and protection against water seeping into the houses. Tiles were used to make scenic Dutch pictures and to decorate fireplaces. These handmade tiles soon became famous and were exported all over the world.

Our Project:

Children will design and paint white tiles in the style of Dutch delftware.

Supplies:

- 6-inch clay tiles OR a clay flowerpot liner (a white paper plate can be substituted for clay tile or flowerpot liner)
- white spray paint (not needed for paper plate craft)
- blue acrylic paints, dark and light
- brushes
- gloss varnish (not needed for paper plate craft)
- white felt (not needed for paper plate craft)

Preparation:

1. Create sample Delft tiles.
2. If using the clay flowerpot liners or various colored tiles, spray paint white and dry.

Instructions:

1. Provide each child a white tile, flowerpot liner, or paper plate.
2. Provide various Dutch scenes or objects for the children to use as a model for painting their tiles
3. When dry, coat each tile with gloss varnish. (Do not varnish paper plate craft.)
4. When dry, cut a piece of felt the size of the bottom and glue. This will prevent the tile from scratching furniture. (Not needed for paper plate craft.)
5. The square tile can be used as a trivet on the dining table or hung on the wall. The round one with a lip can be used by mother or grandmother as a decorative dish on her dressing table or hung on the wall.

Hans Brinker Diorama



A book diorama is a scenic representation of a favorite literature book, which serves as a lasting remembrance of reading the book. It displays sculptured figures and lifelike details in miniature, which blend with a realistic painted background.

Our Project:

Children will design and create their favorite scene from *Hans Brinker* as a remembrance of having read this unique children's classic. This project requires two class periods to complete.

Supplies:

- shoe box or rectangular tissue box
- spray paint (white, grey or beige)
- salt dough
- construction paper
- pipe cleaners
- magic markers
- paint and brushes
- scissors
- glue

Preparation:

1. Create a sample diorama.
2. Spray paint boxes for children.
3. Prepare salt dough (see Snow Globe Lesson Plan for recipe).

Instructions:

1. Have each child select his or her favorite Hans Brinker scene. Provide pictures of Holland (download from the internet) or use AMO coloring pages for a model.
2. Provide each child a box and construction paper.
3. Have children draw and paint buildings and background scenery. Flowers, grass, and canals, etc. can be cut from construction paper and glued on.
4. Figures can be made from colored pipe cleaners, (See our sample above. Our boat, face, hat, and wooden shoes were made from salt dough. The shoes were glued onto the pipe cleaner legs.)
5. Provide a paper plate and salt dough for each child. Have child write his or her name on plate. When items are constructed, put items on the paper plate to be baked.

Snow Globe



Our Project:

Children will create a miniature Dutch figure as the winter setting for a snow globe. This project must be completed by the teacher, who adds the oil, water, and glitter to the jars, and seals them with cement.

Supplies:

- small glass jar with screw on lid
- salt dough (see recipe below)
- permanent magic markers
- gloss varnish to seal paint on salt dough figures
- glitter, white or silver
- glue
- cement sealant (waterproof the jar lid)
- water
- mineral or baby oil

Preparation:

1. Create a sample snow globe.
2. Make the salt dough for the figures.

Instructions:

1. Have children select a Dutch item such as a windmill, ice skaters or Dutch castle and mold from the salt dough. Have them write their names on the bottoms of their items
2. Place salt dough figures on a cookie sheet in 200 degree oven for 2 hours or until hard.
3. Paint figures with permanent magic markers. Allow to dry and varnish.
4. When dry, glue figure to the inside of the lid with cement sealant. Allow to dry.

Teacher only:

5. Fill the jar with $\frac{2}{3}$ water and $\frac{1}{3}$ oil.
6. Add glitter.
7. Put cement sealant around the rim of the lid and screw tightly onto the jar.

Salt Dough Recipe:

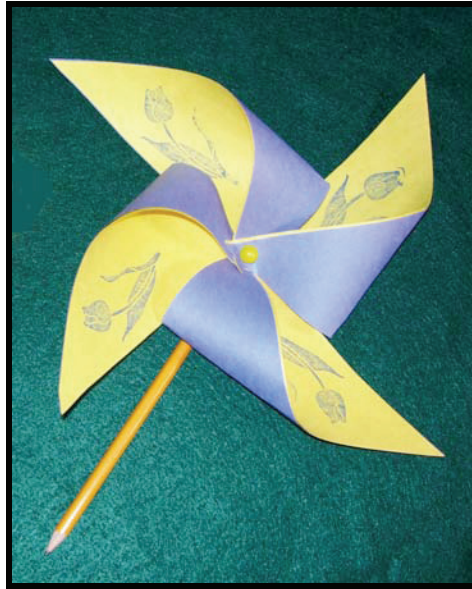
1 cup flour

$\frac{1}{2}$ cup salt

$\frac{1}{4}$ cup water (more may be needed)

Mix and knead until soft like clay.

Pinwheel



Our Project:

Children will create colorful paper pinwheels.

Supplies:

- construction paper, various colors
- pushpins
- new lead pencil with eraser, or a straw or long stick, 1 per child
- crayons
- star stickers (if available)
- scissors

Preparation:

1. Create a sample pinwheel.
2. Cut various colors of construction paper into 8 inch squares. Each child will need 2 squares.

Instructions:

1. Have children select 2 contrasting colored squares.
2. Demonstrate how to fold the square in half in the shape of a triangle. Unfold and fold in half again in the shape of a triangle. The folds will provide an X on the paper to show where to cut.
3. Have children place both sheets of paper together and cut 4 inches on each folded line toward the center.
4. You may have the children decorate one side of each piece of paper with stickers or colored images. We have stamped ours with a tulip.
5. Gently gather each of the four points to the center. Be careful not to crease the paper. The teacher may have to assist the children with this step.
6. Fasten the pinwheel to the eraser end of the pencil with the pushpin.

Tulips and Flower Box



Our Project:

Children will make tulips and create a flower box, which will be decorated and used as table centerpieces for the Dutch festival.

Supplies:

- egg cartons
- square tissue box
- green construction paper
- green pipe cleaners, 7 per child
- rubber band or twist tie, 1 per child
- scissors
- glue
- paint and brushes
- newspaper

Instructions:

1. Create a sample flower box.
2. Cut egg cartons into separate cups and distribute 7 to each child.
3. Have children cut each cup with 4 pointed tulip petals.
4. Paint cups the various colors of tulips.
5. Distribute tissue boxes and have children paint and decorate.
6. When paint is dry, fill each box with crumpled newspaper to hold the flowers and leaves in place.
7. Twist each pipe cleaner twice around your index finger and glue to the bottom of each tulip.
8. When glue is dry, bind as a bouquet with a rubber band or twist tie and arrange in the box.
9. Cut 5 or 6 long leaves from green construction paper and arrange with tulips in the flower box.

Dutch Paper Hats



Supplies:

- white duplicating paper, legal size (8 1/2 inches by 14 inches)
- black construction paper
- scissors
- stapler
- scotch tape
- hairpins

Instructions for Girl's Hat:

1. Draw two 4-inch lines on the paper parallel to the 8 1/2-inch paper's edge (one 4 1/2 inches from the edge and one 9 1/2 inches from the edge).
2. Cut both lines.
3. Place both edges of the paper at the center **over** the inner piece to form the Dutch hat and staple several times to hold together.
4. Fold the two outer edges toward the back. Roll both edges over a pencil to curl them.
5. Use hairpins to hold the hats on the girls' heads.

Instructions for Boy's Hat:

1. Go to the web site for the pattern and instructions: www.hvanrossum.com/dutchboyscap.html
2. Depending upon the age and dexterity of the children, this hat may be too difficult for the boys to cut and assemble. Have plenty of helpers available, so they don't get frustrate

Snowflake Ornaments



Snowflakes

Whenever a snowflake leaves the sky,
It turns and turns to say “Good-by!
Good-by, dear clouds, so cool and gray!”
Then lightly travels on its way.

But when a snowflake, brave and meek,
Lights on a rosy maiden’s cheek,
It starts—“How warm and soft the day!”
“T’is summer!” and it melts away.

A Poem by Mary Mapes Dodge

Our Project:

Children will create snowflake ornaments by folding and cutting white paper.

Supplies:

- white duplicating paper (8-inch squares) 2 per child
- colored construction paper squares
- scissors
- glue
- string

Preparation:

1. Create sample snowflakes.
2. Cut white paper into 8 inch squares.

Instructions:

1. Read Mary Mapes Dodge's poem to the children.
2. Provide each child with two pieces of white paper.
3. Have them put the two sheets of paper together and fold in half into a triangle. Then fold the triangle in half again with the folded point at the bottom.
4. Draw small notches along each side of the triangle. Do NOT cut the folded point.
5. Draw a large notch at the top of the triangle.
6. Cut out all notches. Do not cut folded point or snowflake will fall apart.
7. Open the triangles and place together, matching the design on both sides.
8. Place a piece of colored construction paper in between the two snowflakes.
9. Glue the two snowflakes together.
10. Tie a string in the top notch to hang on your Christmas tree or to hang from the ceiling or in a window.

Windmill Name Tags



Supplies:

- construction paper, white and royal blue
- royal blue magic markers, 1 per child
- brass paper fastener
- scissors
- safety pins, 1 per child

Preparation:

Make patterns for the mill and its arms. Duplicate a set for each child.

Instructions:

1. Cut two arms out of blue construction paper.
2. Cut the mill out of white construction paper.
3. Draw the shape of the mill with blue magic marker inside the border. Add a window.
4. Sketch lines with blue magic marker on the arms.
5. Punch a hole in both arms and the mill. Attach arms to the mill with brass paper fastener.
6. Have each child write his name on the mill.
7. Attach to each child's shirt or dress with a safety pin.

