



**TRAILBLAZER BOOKS**

Curriculum Guide

# George Müller

*The Bandit of Ashley Downs*

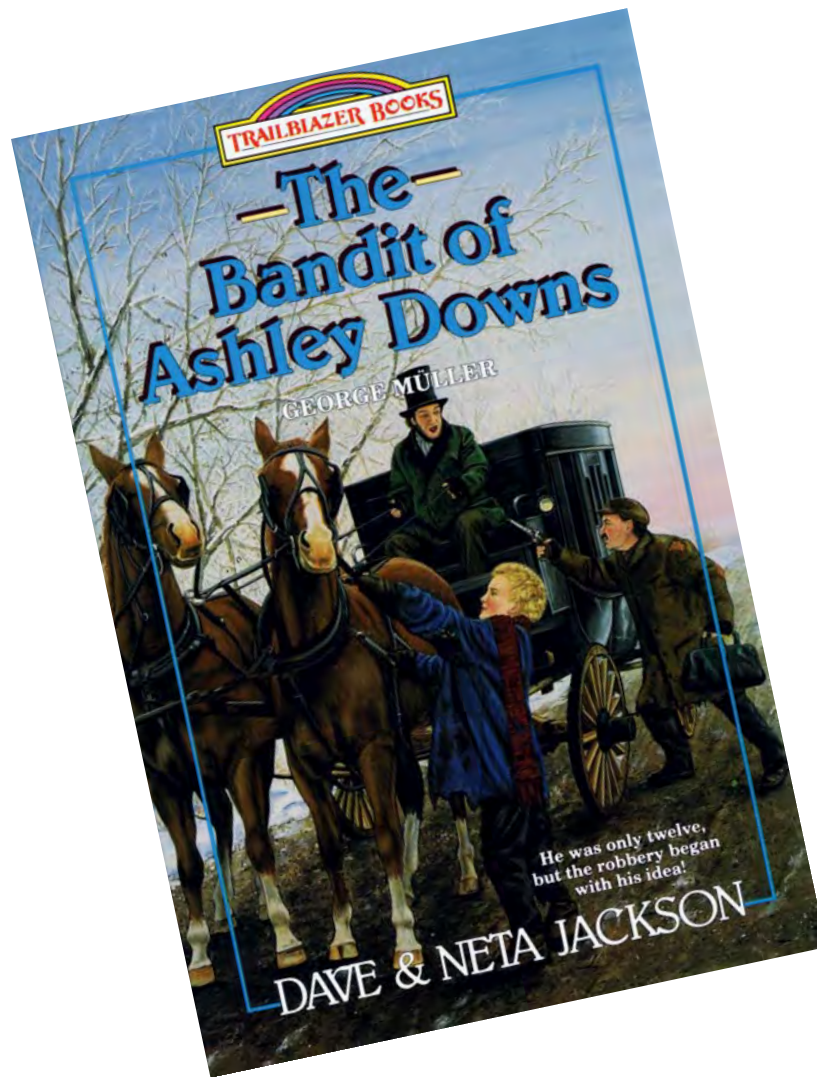
Bring  
Christian Heroes  
of the Past to Life  
With the Official  
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Curriculum!

Julia Pferdehirt  
with Dave & Neta Jackson



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# *A Trailblazer Curriculum Guide*



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Julia Pferdehirt with Dave and Neta Jackson

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## HOW TO USE THIS GUIDE

Welcome to the TRAILBLAZER BOOKS Curriculum Guides! As a teacher or homeschooling parent, you're glad when you see your students with their noses in books. But a good story is only the beginning of a learning adventure. Since the TRAILBLAZER BOOKS take readers all over the world into different cultures and time periods, each book opens a door to an exciting, humanities-based study that includes geography, history, social studies, literature, and language arts.

This Curriculum Guide for *The Bandit of Ashley Downs* about George Müller puts a host of activities and resources at your fingertips to help launch your students on a journey of discovery. The wealth of options allows you to choose the best pace and content for your students. You might want to assign students to simply read the book and then do one or two projects on folklore or food, travel or topography. Or you can delve deeper, planning a two-week unit with daily reading and vocabulary, research, creative writing, and hands-on projects. *Advance planning is key to effective use of this guide.*

## SCOPE AND SEQUENCE

This guide includes **seven lessons**, enough for a two-week unit. The first lesson covers one chapter and provides historical background; all other lessons cover two chapters. All lessons include vocabulary, background information, discussion questions, and suggested activities. **Activities** are grouped by subject matter in the back of this guide: Geography (GEO), History (HIS), Social Studies and Folkways (SS/FW), and Literature and Language Arts (LIT/LA). Within each subject, look for symbols indicating different types of activities (writing, research, speech, reading, hands-on projects, video). Activities and resources particularly appropriate for younger or older students are designated as follows: younger (\*), older (\*\*). Three- to five-day Mega Projects are also included. All activities list resources and materials needed.

## PLANNING

*Four to six weeks prior to the study . . .*

- Skim *The Bandit of Ashley Downs*, review

lessons (pages 4–10), and choose activities, noting materials needed.

- Reserve materials on interlibrary loan and order films from specialty sources. (Titles and authors are listed in the **Activities** sections; full publication information is available under **Resources** on page 23 of this guide.)
- Purchase craft materials.

*If you are planning a two-week unit . . .*

- Students will cover one lesson daily for seven days.
- Choose one or more short, focused activities to accompany each lesson. Activities especially appropriate to the chapter(s) covered are noted on each lesson page.
- The remaining days can be devoted to one of the **Mega Projects**.

*Note:* Choose activities based on the age level, interests, and learning needs of your student(s). You might choose one activity from each discipline during the unit, *or* you might opt to balance the different types of activities.

## LESSONS

- Assign relevant chapters in *The Bandit of Ashley Downs* the day before the lesson, to be read either individually *or* out loud.
- **Praise and Prayer**, written by TRAILBLAZER authors Dave and Neta Jackson, provides an opportunity for students to spend a short time in God’s Word and apply scriptural concepts to their own lives.
- Read aloud the **Background** segment, then discuss **Vocabulary and Concepts**. (*Or* ask students to use context clues and a dictionary to define unfamiliar words as they read, leaving puzzling words or concepts to discuss the following day.)
- Give students an opportunity to discuss thoughts and reactions to their reading using the questions in the **Talk About It** feature. Discussion, debate, and interaction can be lively. Enjoy!
- Use the suggested **Activities**, or one of your own choosing.

*Note:* Unless marked otherwise, page and chapter numbers refer to Dave and Neta Jackson’s original TRAILBLAZER BOOK *The Bandit of Ashley Downs*.

## HISTORICAL SUMMARY

In mid-1800s England, society was divided; most people were very wealthy or very, very poor.

Poor neighborhoods, called *tenements*, were filthy and crowded. Medical care was poor. Many women died in childbirth. Laws didn’t force employers to make workplaces safe, so many workers were injured or killed. Diseases like tuberculosis or typhoid swept through tenements like deadly blizzards, killing whole families. When parents died, orphans lived—and just as often died—homeless and hungry on the streets.

The government did nothing. Churches did little. Orphans were “low class.” Many wealthy people thought all poor people were lazy or dishonest. They wanted nothing to do with orphans who, in their opinion, would be just as lazy or dishonest as their parents had been.

As a result, gangs of homeless young boys ran wild, stealing food and picking pockets. Shivering, ragged little girls begged on street corners.

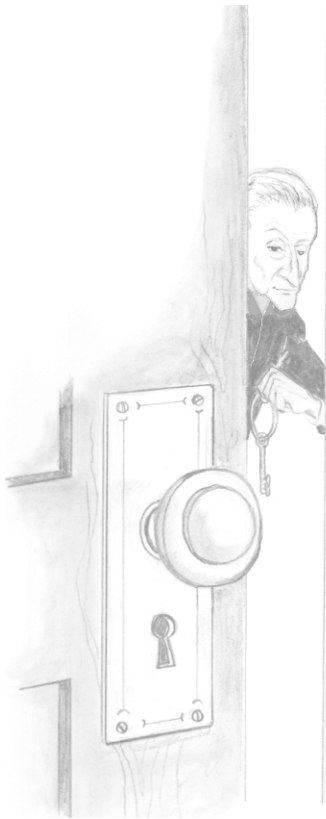
England’s solution to this problem was the New Poor Law. This law required communities to build “workhouses.” In workhouses, poor people, mostly women and children, worked long hours for a bed (not necessarily a warm one) and food (enough to keep from starving). Workhouses made profits—but for the owners, not for the poor.

British writer Charles Dickens wrote *Oliver Twist*, *David Copperfield*, and *A Christmas Carol* to open the eyes of wealthy people, churchmen, and government officials to the needs of orphaned children and the poor. Some people listened. Most did not.

Until George Müller gave his life to Jesus at age twenty, he was a wild partygoer and gambler. When he found Christ, he wanted to make a difference in the lives of people. He also took God at his word and believed that God would provide everything if Christians would only ask and trust.

Armed with a desire to serve and faith that God would provide, Müller opened an orphanage. Maybe his wild experiences before becoming a Christian helped him understand and love tough, streetwise orphans.

Some Christians criticized him. Others didn’t understand why a gifted young preacher would waste time on dirty street children.



“If you’re in there, you little thief, then this ought to keep you.”

# Lesson One

## CHAPTER 1: ESCAPE FROM THE TOWER

### PRAISE AND PRAYER: HUNGRY FOR GOD

In chapter one of *The Bandit of Ashley Downs*, Curly Roddy was hungry—so hungry he was willing to steal. Have you ever been *really* hungry or thirsty? Why were you so hungry? What did it feel like? What did you do about it? **Read Matthew 5:6.** What do you think it means to be “hungry and thirsty” for “righteousness”? How would it feel? What would you do about it?

*Thought:* Jesus said he is the Bread of Life (see John 6:32–35). Why?

*Prayer:* O God, give me a hunger for you that won’t rest until it is satisfied.

### VOCABULARY AND CONCEPTS

sexton, belfrey, peal

On page 11 we read that the sexton had a “wry grin.” What does that mean?

### BACKGROUND

When Curly Roddy is trapped in the church bell tower, he doesn’t call for help. In fact, he would rather risk falling from the church roof—and perhaps die—than risk being caught. Why? Because thieves, even boys suspected of picking pockets, were sent to prison or even hung in England in 1872, when this story takes place.

During this time, not only were orphans left to starve on the streets, but punishment for any lawbreaker was terrible and harsh. Starving children were sent to prison for stealing bread. If a widow borrowed money to pay the rent on her family’s crowded, cold room, she had better pay it back. Debtors (people who couldn’t pay debts) went to prison, too.

George Müller believed that kindness and a loving, safe, Christian home would help street kids change. Many people, even Christians, thought George Müller was foolish.

### TALK ABOUT IT

Many Christians living in comfortable, safe homes like to think we would never pick pockets even if our situation became desperate. What other options (different choices) did Curly have? Can you think of people living today who are in situations like Curly’s? What options do they have?

### ACTIVITIES

Read the first chapter of *Oliver Twist* aloud. Talk about feelings and thoughts this story brings out.

*Note:* *Oliver Twist* may help students understand why Curly Roddy would do almost anything to avoid the workhouse.

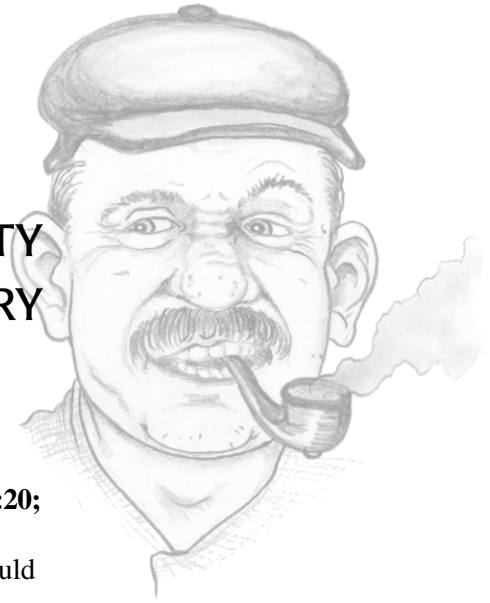
Also see GEO 1, 5; SS/FW 3, 4



# Lesson Two

CHAPTER 2: A RIPE OPPORTUNITY

CHAPTER 3: HIGHWAY ROBBERY



## PRAISE AND PRAYER: THE COMPANY WE KEEP

Curly's lot in life was hard. But he still had choices. One of those choices was who he decided to hang around with. **Read Proverbs 1:10–19; 13:20; 22:24–25, and 1 Corinthians 15:33.** What kind of friends should we avoid?

*Thought:* Do I have friends who are a bad influence on me? What should I do about it?

*Prayer:* Dear Jesus, help *me* to be the kind of friend who is a good influence on others.

## VOCABULARY AND CONCEPTS

siblings, grudging, nestled, smirked, snitch  
What does “a boxer’s stance” on page 24 mean?

## BACKGROUND

Today cell phones, cameras, bulletproof windows, police helicopters, and alarm systems help catch thieves. A robbery can happen at noon, and a computer-generated photo of the thief is on the six o’clock news.

In the 1870s, dark country roads and city alleys were dangerous places. The rich were very wealthy, and the poor were ragged and half-starved. Gangs of robbers held up coaches and robbed travelers. The thieves would disappear into the countryside or blend into city crowds.

Robbery was so common that it was a large problem in England. Of course, stealing is wrong. However, when poor people starved and froze to death and honest work didn’t pay enough for food and decent shelter, the temptation to steal was powerful. With starvation on one side and stealing on the other, many people thought they had nothing to lose.

## TALK ABOUT IT

On page 35, Curly thinks that if church people were really so “good,” he wouldn’t be stealing from them. What does this mean?

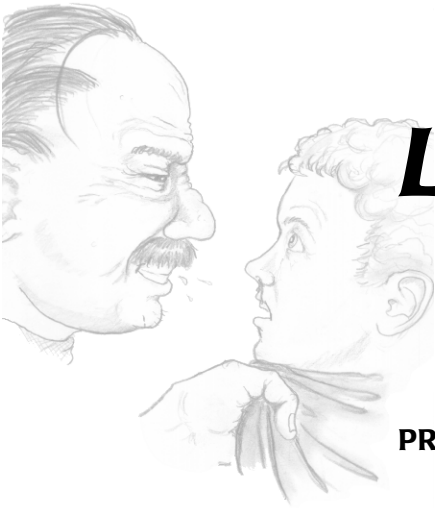
Imagine Curly living today. Imagine that instead of Boy Scout troops and soccer teams, his neighborhood has gangs. His mother works two jobs just to pay for rent and food. She can’t afford a baby-sitter, so Curly is alone after school. Drug dealers hang out on the corner.

Soon, Curly joins a gang and begins to steal. Is he responsible for his stealing? Why or why not? Who else has responsibility? Why?

## ACTIVITIES

GEO 2, 5; HIS 1, 2, 3, 4, 5; SS/FW 1; CT 1.

Spuds  
frowned as  
he looked  
Curly up  
and down.  
“What  
happened  
to you?” he  
growled.



Spud's  
homely  
face  
screwed up  
into a red  
knot, and  
he lunged  
at Curly,  
grabbing  
the boy  
with his  
free hand.

# Lesson Three

CHAPTER 4: BETRAYAL  
CHAPTER 5: THE RAID

## PRAISE AND PRAYER: CONSEQUENCES

Curly Roddy “was not a mean kid” (see page 9), but he stole money to buy food. **Read Proverbs 6:30–31.** What were the consequences in Old Testament times for stealing food? Does that seem fair? Some people—like murderers, drug dealers, and thieves—seem like terrible sinners. **Read Romans 3:23 and 6:23; and Numbers 32:23.** What do these verses say about us? About sins no one knows about? About the consequences of “little sins”?

*Thought:* All sin, if not confessed and forgiven, separates us from God.

*Prayer:* Dear Lord, help me to confess my “hidden sins” and be willing to take the consequences. I want a clean heart.

## VOCABULARY AND CONCEPTS

satchel, mutton, roused, dustbin, exotic, scruffy

What does “a secluded place in the park where they might divide the spoils” on page 44 mean?

What does “ward off the blows” on page 47 mean?

On page 53 we read, “The memory gnawed at him.” What does that mean?

## BACKGROUND

Curly’s frightened thought that he might spend the rest of his life in prison wasn’t as farfetched as it seems. It was common for factory owners to buy children from orphanages and workhouses. The orphanage or workhouse received a fee and the children (who couldn’t read) “voluntarily” signed a contract agreeing to work until their twenty-first birthday—if they lived so long. Children worked twelve hours or more every day. “Older” children, ages ten to fourteen, often worked nights. Sometimes they never saw the sun.

Children also worked in mines, on ships, and as chimney sweeps. Sometimes parents signed up their children, using the child’s pathetically small wage to pay off the parents’ debt. Many people thought this kept “undesirables” like Curly Roddy off the streets and “employed.”

## TALK ABOUT IT

Well, Curly isn’t so clever after all! The police come and Curly is headed to jail. Curly *did* steal. What should the consequences of his stealing be? Should he be put in prison? Let go? Sent to the workhouse? What outcome would help Curly most? What would hurt him most? Why?

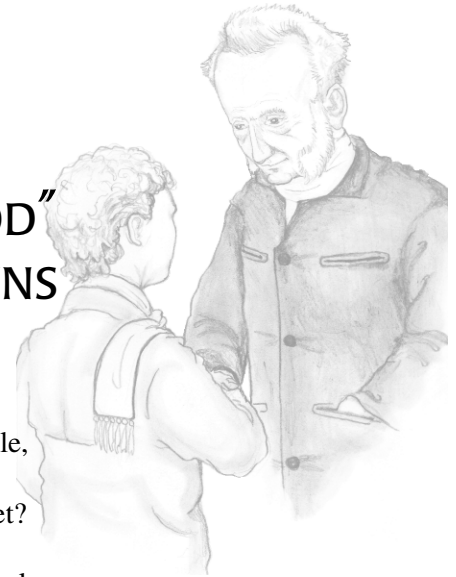
## ACTIVITIES

SS/FW 2, 3, 4; LIT/LA 1

# Lesson Four

CHAPTER 6: "HIS KIND ARE NO GOOD"

CHAPTER 7: ASHLEY DOWNS



## PRAISE AND PRAYER: WORTH SAVING

All of us tend to lump people into categories: good people, bad people, “my kind of people,” people to avoid, smart people, dumb people, beautiful people, ugly people. **Read Luke 7:36–50.** Why was Simon the Pharisee upset? Who was the woman? What was Jesus’ response to this “bad” woman?

*Thought:* “For man looks on the outward appearance, but the Lord looks on the heart” (1 Samuel 16:7, author’s paraphrase).

*Prayer:* O God, help me to see people with the eyes of Jesus—as someone Jesus died to save.

## VOCABULARY AND CONCEPTS

shackles, interrogate, interlacing, sneered, lurched  
What are “custody papers” (see page 67)?

## BACKGROUND

Today, an accused robber like Curly would never be allowed to leave jail without permission from a judge. But in 1872, the police had so many thieves, debtors who couldn’t pay their bills, and pickpockets to deal with, they were probably glad to let Mr. Walk take Curly. They’d have one fewer juvenile delinquent (child criminal) on their hands!

The New Poor Law, passed in 1834, required cities to build “workhouses.” The idea was that poor people should work for their food and shelter. Workhouses were run by churches or businessmen. The workers were homeless people and desperate. Most were women and children. Workhouse jobs included cleaning fish, shelling clams, doing laundry, sewing, or packing goods. Even the tiniest children and oldest people worked. The pay was food and shelter. All profit went to the workhouse owners.

## TALK ABOUT IT

When James Walk wanted to take Curly Roddy out of jail, Officer Bradley discouraged it by saying, “I tell you, his kind are no good. He’ll be in trouble again before you can turn around.”

Expecting the worst of someone often gets just that—more bad behavior.

Why do you think Mr. Walk was willing to give Curly another chance? What effect did it have on Curly? Can you think of a time when you did well because someone was expecting the *best* of you?

## ACTIVITIES

LIT/LA 2, 3, 4; CT 2, 3

Mr. Müller  
held out his  
hand.  
Curly was  
confused.  
No one had  
ever shaken  
hands with  
him before.





Mr. Müller turned.  
“Come on in, Curly. Don’t just stand there.”

# Lesson Five

CHAPTER 8: THE LEADER OF THE GANG  
CHAPTER 9: CAUGHT RED-HANDED

## PRAISE AND PRAYER: ASK GOD

Dave Jackson says, “While writing *The Bandit of Ashley Downs*, I was challenged by George Müller’s faith. We had several large financial needs—equal to about an “extra” year’s salary! I decided to simply pray, telling no one except Neta. At the end of the year, I realized every single need had been met in one way or another. God is faithful!” **Read Matthew 6:25–34 and 7:7–11.** Do you worry? Or do you pray?

*Thought:* A day hemmed in prayer is less likely to unravel.

*Prayer:* Thank you, Lord, for caring about *all* my needs. Today I want to tell you, and you alone, about the following need. . . .

## VOCABULARY AND CONCEPTS

headmaster, vaguely, stashed, fervently, venture, resolutions, despised, verily  
What does “it gave him status with the other boys” on page 85 mean?

On page 89 one character says, “I never thought he meant it literally...”  
What does that mean?

## BACKGROUND

People thought George Müller was mad. How could a sane person run an orphanage without asking anyone for money?

Here are some amazing facts: Müller’s “experiment” started in 1831. When the year ended Müller wrote, “*Now the truth is...we have not even...a single penny left...yet never have we had to sit down to a meal without our good Lord having provided nourishing food. If I had to choose this day again as to the way of living, the Lord giving me grace, I would not choose differently.*”

George Müller saw miracles. The “breakfast from heaven” in chapter 9 really happened! He lived what he believed.

## TALK ABOUT IT

Christians usually tell others when money is needed for church and mission work. On page 97 Müller says, “When someone gives the money, no one believes it’s from God; they just think it came from some generous person.”

George Müller decided never to tell his needs to others, only to God. What do you think of this “experiment”? Was it realistic? Should every Christian do this? When churches receive money because they told others about their needs, is the money or help from God or from a generous person? What do you think?

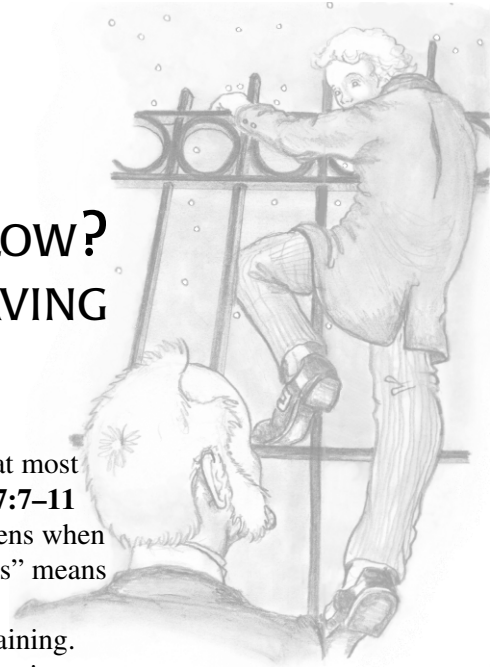
## ACTIVITIES

HIS 7; SS/FW 5; LIT/LA 5, 6; CT 4

# Lesson Six

CHAPTER 10: WILL THE BOILER BLOW?

CHAPTER 11: LEAVING



## PRAISE AND PRAYER: GO AHEAD, ASK

Worry, worry, worry. Complain, complain, complain. That's what most of us do when life is tough or things aren't going right. **Read Matthew 7:7–11 and James 4:1–3.** What do these verses encourage us to do? What happens when we don't ask God for what we need? (What do you think "wrong motives" means in James 4:3?)

*Thought:* Substitute prayer for worry; ask God instead of complaining.

*Prayer:* Lord, I'm sorry that I spend more time worrying than praying. Help me learn to simply *ask*, and leave the results to you.

## VOCABULARY AND CONCEPTS:

vivid, debating

What does "George Müller's *practice*" on page 101 mean?

What does George Müller mean when he says the wind has "a bitter bite" on page 102?

"Well, well.  
And where  
are you  
headed this  
late, young  
man?"

## BACKGROUND

The story of the boiler in the little children's house told in chapter 10 actually happened. Mr. Müller did tell the children to pray. Imagine the workmen's surprise to learn they were an answer to little children's prayers!

Once George Müller asked God to provide furniture for a new orphan home. A very wealthy woman gave room after room of very expensive, fancy furniture. George Müller didn't like fancy things. He would never have bought such furniture; it was all rare, beautiful wood carved by craftsmen. Some people thought he should sell the fancy furniture and use the money for the orphanage. But George Müller knew that God always sent just what was needed. He'd asked for furniture, and God had sent furniture. So, without a penny to their names, the orphans moved into a house filled with furniture fine enough for a mansion!

## TALK ABOUT IT

George Müller asked God to keep the little children warm until the boiler was fixed. Miraculously, the weather changed from very cold to very warm.

George Müller believed God changed the weather. A *meteorologist* (person who studies weather) might have explained why, even in winter, weather might suddenly change from cold to warm without mentioning God. Who is right? If one is right, does that mean the other is wrong?

## ACTIVITIES

GEO 3, 4



A big smile  
spread  
over her  
thin face,  
and  
suddenly  
she  
reminded  
him of his  
sister.

# Lesson Seven

CHAPTER 12: TREASURE'S END

CHAPTER 13: CHRISTMAS FOR SOMEBODY'S SISTER  
MORE ABOUT GEORGE MÜLLER

## PRAISE AND PRAYER: A FATHER'S LOVE

Curly Roddy had a hard time believing anybody *really* loved him—even God. **Read Jeremiah 29:11 and Matthew 6:25–34.** If we *really* believe that God loves us, what difference would that make in how we pray? In how we think? In how we act? (See Matthew 6:33.)

*Thought:* Nothing can separate us from God's love (see Romans 8:38, 39).

*Prayer:* Thank you, Lord, for your great love for *me*. Thank you for all the ways you care for me—even when I don't ask.

## VOCABULARY AND CONCEPTS

dingy, retraced, coal bin, trapdoor, interior, towheaded, stammered

On page 125 what does "Curly pulled [the money bag] out slowly, almost *reverently*" (italics added) mean?

What does "righted the table" on page 126 mean?

What does "a thin, pinched voice" on page 128 mean?

## BACKGROUND

George Müller believed God would keep the promises he made in the Bible. God promised to be a Father to the fatherless. He promised to supply all our needs (Philippians 4:19). He promised to give the Holy Spirit to anyone who asked (Luke 11:13). George Müller asked for all these things and received them.

During his life, 10,023 children lived in George Müller's orphanages. At least 3,000 of these children became Christians. As an old man, George Müller said he had recorded more than 50,000 specific, clear answers to prayer!

At eighty-nine years old, George Müller preached his last sermon. The next morning he was found dead. He died where he had spent so many hours of his life—kneeling in prayer beside his bed!

## TALK ABOUT IT

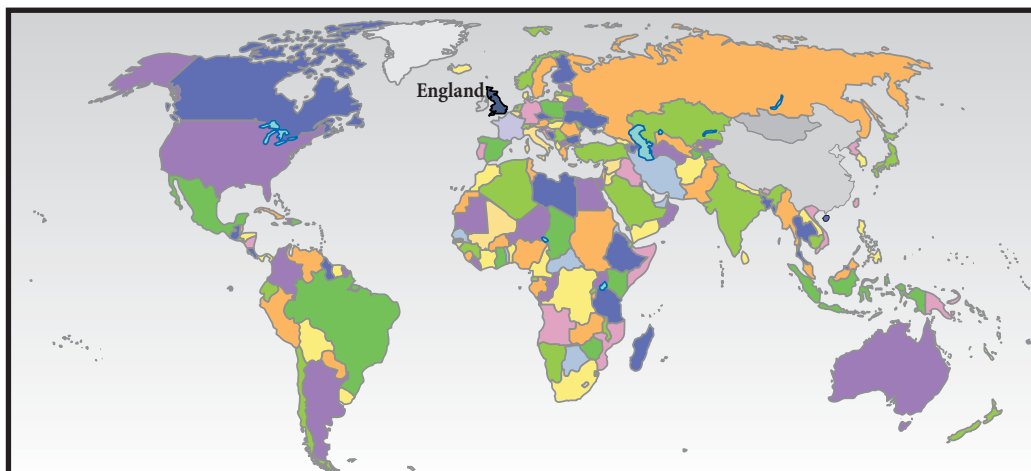
George Müller said the key to prayer was to take God at his word and trust his love. Müller tried not to have expectations about how God would answer. If he prayed for food, Müller was equally happy with rice or steak and baked potatoes!

Read Philippians 4:19 and 20. Share your thoughts about these verses. Is it hard or easy to believe? Is it hard for you to "live out" this kind of faith? Why?

## ACTIVITIES

HIS 8, 9, 10; LIT/LA 7, 8, 9; CT 5, 6





# Geography

If we know the land, we will know more about the people. In a land like England, surrounded by water on all sides, the land determines how people live.

As advances in technology (television, Internet, etc.) make our world smaller and smaller, students must know about other countries. To understand the news and politics, students must understand how and where people live around the world. So geography is more than finding England on a map; it is understanding how the land affects people and culture.



**GEO 1:** Find Bristol and London on the map of England shown on page 11. Where is Ashley Downs? (HANDS-ON)



**GEO 2:** Use your library or the Internet to find maps and photographs of nineteenth century London. Find out what the poor tenement neighborhoods looked like. What was the city like?

One good Web site about London is at [www.fidnet.com/~dap1955/dickens/dickens\\_london.html](http://www.fidnet.com/~dap1955/dickens/dickens_london.html). It includes wonderful quotes from Charles Dickens about life in London. (RESEARCH)



**GEO 3:** In the *natural* sense, what could have caused the sudden change in temperature that allowed the workmen to fix the boiler in chapter 10?

Using your library or the Internet, find out about warm fronts, jet streams, air currents, and air pressure. Make a list of possible natural causes for the sudden change in temperature from cold to “short-sleeves” weather in just one day.

Find England on a globe. How could England’s location have partly caused the change in temperature? (RESEARCH)



**GEO 4:** Sending warm weather to Ashley Downs for a couple of days was “small business” for God. It wasn’t the only time God miraculously changed weather to speak to, protect, or teach people.

Jesus did it in Mark 4:35–41. God used weather to give a message to Noah in Genesis 7–9. Elijah asked for a change in the weather in 1 Kings 18. Also, Moses told Pharaoh to expect a serious change in the weather in Exodus 9:13–35. (RESEARCH)



**GEO 5:** Draw a relief map of all Great Britain. Note the different countries that are part of the “British Isles.” Note the different bodies of water. (HANDS-ON)

# History

An old saying claims that people who don't know history are doomed to repeated it. Whether that is true or not, knowing history helps us to understand why people behave as they do, how governments work, and how one event causes another as history unfolds.



**HIS 1:** Read Charles Dickens' book *Oliver Twist* or view a video of the story.  
(READING)



**HIS 2:** In the mid-1800s every country in the world had orphaned children. In some cultures families, villages, or tribes took in orphans. In other countries orphans were sold as slaves or used as cheap labor.

In America, thousands of orphans lived in cities like New York, Boston, and Philadelphia. They were called "street arabs." They begged, stole, sold newspapers, and slept in alleys.

A pastor named Charles Loring Brace wanted to help these children. Find out about his interesting, unusual solution by reading *The Orphan Trains* by Annette R. Fry or the **TRAIL-BLAZER BOOK Roundup of the Street Rovers**.  
(RESEARCH)



**HIS 3:** View *The Orphan Trains*, a PBS video telling the story of the orphan train experiment and true stories of some orphan train riders. (VIDEO)



**HIS 4:** During George Müller's lifetime, British factory owners actually bought children from workhouses and orphanages. Learn about child workers online at

[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk).

- Click on "Child Labour: 1750–1900."
- Then scroll to "Life in the Factory" and click on each subject.
- Scroll to "The Factory Workers" and click on individual names to read stories of real

children who, like Curly Roddy's brothers and sisters, worked in England's workhouses and factories.

(INTERNET)

## \*\* Mega Project for Older Students



**HIS 5:** Learn about child labor in the United States and around the world. Here are some questions to investigate and discuss:

Why are children used as workers? What problems does this cause for children? For families? For the entire country and culture? What kind of work do children do around the world (or in the U.S.)? Why are people concerned about child labor?

What are the child labor laws in your state? Are child *agricultural* workers protected?

Topics you might investigate include:

- World Vision's work to end child labor
- Mother Jones and the Children's March (for child labor laws)

Using a foam display board (available at most office supply stores), create an exhibit showing the history and problems of child labor. Include photos. Use graphs to show numbers of children who work. Share your exhibit with your family, class, or homeschool group.

Using your notes and/or written report on what you have learned, present an oral report explaining the problem of child labor, your display board exhibit, and your research.

Some possible sources of information:

## United States

*Kids at Work: Lewis Hine and the Crusade*

*Against Child Labor* by Russel Friedman

*Mill Child* by Ruth Holland

*Lyddie* by Katherine Paterson

*No Time for School, No Time for Play: The Story of Child Labor in America* by Rhoda Cahn

*The Bobbin Girl* by Emily Arnold McCully

Lewis Hine Photos at

[www.historyplace.com/unitedstates/childlabor/index.html](http://www.historyplace.com/unitedstates/childlabor/index.html)



### International

*Stolen Dreams: Portraits of Working*

*Children* by David Parker

*Exploitation of Children* by Judith Ennew

*India* by David Cumming (helpful in understanding how poverty affects families, child labor, and education)

David Parker photos at

[www.hsph.harvard.edu/gallery](http://www.hsph.harvard.edu/gallery) (also see *Stolen Dreams* above)

**\*\**Cheap Raw Material* by Milton Meltzer (older students only)**

(MEGA)



HIS 6: At the end of chapter 4, Curly and Spuds are headed to jail. They won't find a clean, warm bed with three meals a day. English prisons in 1872 were horrid places. Read the TRAILBLAZER BOOK *The Thieves of Tyburn Square*, or to learn more look on the Internet at [www.spartacus.schoolnet.co.uk/LON/newgate.htm](http://www.spartacus.schoolnet.co.uk/LON/newgate.htm) (address is case sensitive). (RESEARCH)



HIS 7 and LIT/LA 6: Good historical fiction teaches true history using created stories and characters. Read one of the following fictional books to enjoy a good story about an orphan:

**\*\**The Wild Children* by Felice Holmen (post-Revolution Russia; for older students only)**

*The Secret Garden* by Frances Burnett

**\**The Story of Holly and Ivy* by Rumer Godden**

*Anne of Green Gables* by L. M. Montgomery

*Heidi* by Johanna Spyri

*Lily's Crossing* by Patricia Reilly Giff

ORPHAN TRAIN MYSTERIES by Joan Lowry Nixon

**\*\**The Midwife's Apprentice* by Karen Cushman**

**\*\**Beauty* by Robin McKinley (fantasy)**

*Sarah, Plain and Tall* by Patricia MacLachlan

(READING)



HIS 8: What could a boy like Curly Roddy do with all that money?! Actually, in the years before God "captured" him, George Müller stole, misused, and gambled away even more money than our imaginary character Curly Roddy had in his bag. To find out more about George Müller's life, see the TRAILBLAZER BOOKS Web site at [www.trailblazerbooks.com](http://www.trailblazerbooks.com). Click on *The Bandit of Ashley Downs* book cover, *More About George Müller*, and *Web Links* to read words from George Müller's own diary. Read about how George Müller's story affected a modern-day orphan. (INTERNET)



HIS 9: Read about George Müller's entire life in *The Guardian of Bristol's Orphans* by Janet and Geoff Benge. (READING)



HIS 10: Learn about other heroes who cared for orphans in these TRAILBLAZER titles:

*Flight of the Fugitives* (Gladys Aylward)

*Imprisoned in the Golden City* (Adoniram and Ann Judson)

*The Thieves of Tyburn Square* (Elizabeth Fry)

*Kidnapped by River Rats* (William and Catherine Booth)

As a family, class, or homeschool group, assign individuals or groups to read about these other heroes of the faith. Present an oral report on these people to the group. (SPEECH)

# Social Studies and Folkways

Folkways are the traditions of a people and culture. Art, foods, storytelling, music, dance, drama, literature, and even religion are mirrors reflecting the heart and soul of a nation and its people. England's history is rich with music, foods, and literature.



SS/FW 1: England is famous for the late-afternoon tradition of "tea." Of course, Curly never had such a luxury, but you can. Tea would include, of course, hot, sweet English breakfast or

Darjeeling tea. Jam and scones (from Scotland and Ireland originally) or crumpets (much like our toasted English muffins) might be served.

Here is a wonderful description of English tea from C. S. Lewis's famous story *The Lion, the Witch, and the Wardrobe*. Enjoy your tea along with Lucy and Tumnus the Faun.

*And really it was a wonderful tea. There was a nice brown egg, lightly boiled, for each of them, and then sardines on toast, and then buttered toast, and then toast with honey, and then a sugar-topped cake. And when Lucy was tired of eating, the Faun began to talk....*

Tea time is a special time for talk and enjoying one another. Make yours special by setting the table with a clean, attractive cloth and, if possible, teacups, saucers, a teapot, and lump sugar. (COOKING)



SS/FW 2: Interview someone older than age seventy. Find out about his or her first job. Did he or she work on a farm? In a factory? How old was this person when he or she first worked full time?

Ask how your interviewee thinks work has changed since he or she was young. How is work the same?

Share what you learn with your family, class, or homeschool group. (SPEECH)



SS/FW 3 (also see SS/FW 4): St. George's Church in Bristol was big and beautiful, but it was no match for England's grand cathedrals. Learn

about cathedrals in David Macaulay's book *Cathedral*. You'll learn about more than belfreys! Who built the great cathedrals of the world? How? How long did it take? (READING)



SS/FW 4 (also see SS/FW 3): Create a model of a cathedral using what you learn in *Cathedral* by David Macaulay. England's cathedrals are not the oldest, but they are among the world's most beautiful. You'll need boxes, poster board, corrugated or other cardboard, scissors, colored cellophane or tissue for windows, and paper-towel tubes. A hot-glue gun and X-Acto knife with cutting board may be used by an adult or older student.

*Think:* How can you re-create the giant stones from which cathedrals were built? Styrofoam (requires special glue and paint)? Markers and paint? Cardboard cutouts?

*Hints:* The rough surface of stones can be depicted in a model by painting a surface with glue and then sprinkling with fine gravel. Allow to dry, then paint. Roof tiles can be cut from cardboard and painted. (HANDS-ON)

## \* Mega Project for Younger Students



SS/FW 5: The British are famous for their Christmas celebrations. Many of your favorite Christmas carols were written in England. Traditions like "crackers," stockings, and Christmas cards began there.

Learn about British Christmas traditions:

- Find out about John Calcott Horsley. What did he do?
- Read *Letters From Father Christmas* by J. R. R. Tolkien.
- Read *A Child's Christmas in Wales* by Dylan Thomas.
- Listen to English carols on tape or CD (see Resources list).
- In a hymnal or book of carols, find and read or sing some of England's many

carols: “Hark the Herald Angels Sing”; “I Saw Three Ships Come Sailing In”; “Once in Royal David’s City”; “God Rest You Merry, Gentlemen”; “Good King Wenceslas”; or “The Twelve Days of Christmas.”

- Plan your own English Christmas
- Make “crackers.” Fill a toilet-paper tube with a few candies, tiny toys, or cut-out snowflakes or tissue-paper crowns to unfold. Wrap the filled tube in bright Christmas paper, tying the ends with ribbon. Pull the ends to open.
- Choose a tape or CD of carols to accompany your celebration.
- “Lessons and Carols” is a common Christmas Eve liturgy. Read the Christmas story from Luke aloud. Choose one carol to begin (perhaps “O Come, O Come Emmanuel” or “Once in David’s Royal City”). Choose a second carol to sing at verse 14 (“Hark the Herald Angels Sing”) and a third carol to end (“Away in a Manger”).
- Prepare butter shortbread, a traditional British Christmas treat. Ingredients: 2 cups all-purpose flour, 6 tablespoons sugar, 2 tablespoons cornstarch, 15 tablespoons (1 $\frac{7}{8}$  sticks) of butter. Preheat oven to 350 degrees. Sift together flour, sugar, and cornstarch. Cut in butter with a

pastry blender or two table knives until particles are about as big as grains of rice. Shape dough into a ball. Knead lightly (not long) with fingertips until the mixture just holds together. Press into a buttered 8-inch layer-cake pan. Prick all around with a fork. Bake at 350 degrees for 35 to 40 minutes till lightly browned. Remove from oven when *almost* done and mark “cutting lines” in wedge or rectangular shapes on the shortbread. Return to oven for 5 minutes more. Cool in pan.

- Other traditional dishes include an apple yule log. (Stuff unpeeled, cored apples with a mixture of bread crumbs, raisins, nuts, brown sugar, and cider. Bake at 325 degrees for 40 minutes.) Traditionally, Scotch whiskey is lightly drizzled over the baked apple, and the dessert is served flaming, with whipped cream on the side. *Note:* Burning removes all or nearly all alcohol content from this dessert. However, it certainly may be served “unflamed,” as well. Drizzle with a small amount of melted butter instead.
- Steamed Christmas pudding and trifle are also traditional Christmas dishes. Good cookbooks like *Joy of Cooking* contain detailed recipes for both.

(MEGA)



# Literature and Language Arts

Stories are windows to understanding people and their culture. When we enjoy folktales or listen to song lyrics from another culture, we see and appreciate the creativity of the people.

Reading books set in another culture, like *The Bandit of Ashley Downs*, also makes us better writers. We see how words are used to tell a story, describe a scene, or reveal a character. Students can experiment, using those techniques in their own writing.



LIT/LA 1: Spuds *claims* he is holding Curly's share of the money until "the right time." Actually, Spuds' plan made sense. Police *would* investigate any suspicious, out-of-the-ordinary behavior. Free spending and sudden wealth would certainly be out of the ordinary for Curly! But the "voice" telling this story isn't Spuds' voice; it is Curly's.

The authors wrote *The Bandit of Ashley Downs* from Curly's *point of view*. That means that what the reader knows, sees, and understands comes from Curly's thoughts, observations, feelings, and experiences. Writers call this "writing from the main character's point of view."

Imagine this chapter written from *Spuds'* point of view. Instead of understanding Curly's feelings about not having "his" money, we would understand Spuds' thoughts and feelings about the money. We would read about Spuds' wild, frantic thoughts as the policemen crash through the doorway. We would share Spuds' feelings as he and Curly are shackled and shoved into the police wagon.

Starting from the minute "the four bandits stumbled into the Cracker Box Inn shortly after noon" (page 42), rewrite the events of chapter 4 from Spuds' point of view.

Remember, you will be using Spuds' "voice" to show the reader what Spuds thinks, feels, experiences, and sees. It will be interesting to see how the story changes! (WRITING)



LIT/LA 2: On page 69, Curly and Mr. Walk are riding in the back of the same carriage Curly and Spuds robbed just a few weeks before. Curly recognizes the country road where the robbery happened. "Where are we going?" he asks. Mr. Walk scowls as he answers, "You ought to be able to figure that one out for yourself."

Where do you think they are going? Don't read ahead! Create your own version of the next chapter. Perhaps in your version, Curly falls asleep and dreams of the place Mr. Walk is taking him. Perhaps they drive for days only to find... Perhaps the carriage drives up the treeless walk to the front gate of a grey, cold-looking building. Perhaps... Well, you can write your own answer to Curly's question. (WRITING)



LIT/LA 3: Imagine the scene on page 80. Curly and Roger's argument has grown into a fight. Fight scenes are hard to imagine when described with words. Can you illustrate this scene in pictures?

You may create one picture or a series of pictures. Maybe you even want to show the whole fight from beginning to end in a "flip book" series of drawings.

Read the scene on pages 78 through 80. See if your illustrations can show Curly's *feelings* as well as his *actions*. (HANDS-ON)



LIT/LA 4: An old saying goes, "The eyes are the window to the soul." The illustration on page 75 is just this sort of "window."

Look at the illustration. What do you imagine George Müller is thinking?

Reread pages 74 through 77. Imagine this scene from George Müller's point of view. Perhaps he is sitting in his study as the coach drives to the front door of Ashley Downs. Write your own version of this scene from George Müller's point of view. Remember, your readers will "see" this scene where Curly first arrives at

Ashley Downs with George Müller's eyes, ears, thoughts, and physical and emotional feelings. (WRITING)



LIT/LA 5: England's authors are famous for their children's stories.

Read one of the following:

*Five Children and It*, *The Railway Children*, and others by E. Nesbit

\**A Little Princess* and *The Secret Garden* by Frances Burnett

*The Chronicles of Narnia* by C. S. Lewis

*The Hobbit: There and Back Again* by J. R. R. Tolkien

\**The Once and Future King* by T. H. White (READING)



LIT/LA 6 and HIS 7: Good historical fiction teaches true history using created stories and characters. Read one of the following fictional books to enjoy a good story about an orphan:

\*\**The Wild Children* by Felice Holmen (post-Revolution Russia; for older students only)

*The Secret Garden* by Frances Burnett

\**The Story of Holly and Ivy* by Rumer Godden

*Anne of Green Gables* by L. M. Montgomery

*Heidi* by Johanna Spyri

*Lily's Crossing* by Patricia Reilly Giff

ORPHAN TRAIN MYSTERIES by Joan Lowry Nixon

\*\**The Midwife's Apprentice* by Karen Cushman

\*\**Beauty* by Robin McKinley (fantasy)

*Sarah, Plain and Tall* by Patricia MacLachlan

(READING)



LIT/LA 7: Before you read chapter 12, look at the illustration on page 112. You know the title of this chapter is "Leaving." Write your idea of the scene this

drawing illustrates. Write from Curly's point of view (remember, you will tell the story through Curly's thoughts, ideas, experiences, and feelings).

Before you write, think: What is George Müller doing? What is Curly thinking? What is going to happen next?

Keep reading—you'll want to know what really happened to Curly and his idea of leaving Ashley Downs. (WRITING)



LIT/LA 8: The last chapters of *The Bandit of Ashley Downs* are like windows into the hearts of George Müller and Curly Roddy. As you read chapters 12 and 13, keep a journal of your thoughts and feelings about the

following:

Why do you think Curly wanted to leave Ashley Downs (page 108)?

The children at Ashley Downs called George Müller "Father Müller" (page 112–113). What fatherlike qualities do you see in the way George Müller treated Curly?

What do you wish Curly would do? What are his choices? Make a list of "pros and cons" (good and bad points) (page 125).

What do you think Curly will do (page 129)? (WRITING)



LIT/LA 9: Read chapter 12 aloud. As you read, show the *feelings* in this chapter. Imagine the kind of music a movie director might choose to create the *fear* and *tension* of Curly's warehouse break-in. Imagine the look on Curly's face as he stumbles around in the dark. Imagine the feeling in his chest as he finds the hiding place.

Like a storyteller, use your voice, facial expressions, and body to tell the story of "Treasure's End" so they will share all the feelings in this exciting chapter. (SPEECH)

# The Church Today

What is happening in the church today? Around the world there are orphaned children who need care. Missionaries and other Christian workers are working together to bring food, shelter, education, and love to these needy children.



CT 1: Contact World Vision to sponsor a child. Child sponsorship can help a child attend school instead of spending his or her childhood working. (HANDS-ON)



CT 2: Do places like Ashley Downs exist today? Use your library or the Internet to find out about Christian group homes like Rawhide Boys Ranch in Wisconsin, Circle C homes, Girls and Boys Town, or others.

Make notes about what you learn. Write an outline and present an oral report to your family, class, or homeschool group. (SPEECH)



CT 3: \*\*Many Christian families are foster families for children whose parents cannot or will not care for them. Interview a foster family. Find out why they welcome children into their home.

What good experiences have they had? What hard experiences? How has being a foster home been a gift to their family? What have they learned? What are their plans for future foster children?

Create a written or oral report based on your interview.

Finding a foster family to interview may not be easy. Perhaps a family in your church or neighborhood is a foster family. Pastors often know foster families in the area. Social workers in schools or agencies *may* be willing to contact a foster family they know and ask whether they would be willing to speak with a student about their experience.

Good interview manners include sending a written list of questions before the interview; agreeing to keep the family and foster child's

name private; respecting privacy by not asking personal questions about foster children; and sending a thank-you note after the interview. (SPEECH)

## Mega Project



CT 4: George Müller's whole life was an experiment of faith. Some people think faith just means believing in Jesus or in right doctrine—correct facts about Jesus. For George Müller, faith meant believing that God really would do exactly what he said in the Bible. He decided to live *in faith* that God would keep his promises.

Has God put a spark in your heart to try George Müller's experiment? Here's what you'll need: a Bible, a notebook, a zipper for your lips, and faith that God will keep his promises.

**Read the following promises.** Copy each one in your notebook.

Matthew 6:8

Matthew 6:25–34

Matthew 9:21–22

Luke 17:6

John 16:23–24

Romans 8:32

**Write down some real needs you have** on a left-hand page of your notebook. Leave the right-hand page open to record answers. *Remember:* Needs are necessary; wants are "extras."

George Müller believed God would give Christians what is needed to do his will. For example, if God has asked you to support a child through World Vision, you *need* money each month. If your parent has lost his or her job, a new job is a need. Food is a need. Steak and ice cream are *wants*. Rest after hard work or a difficult time is a need. A vacation at Disneyland is a want.

**Write down some requests and dreams.**

George Müller believed that if God wanted him to do something, God was responsible to provide the means (money, help, time, etc.) to do it. For example, if you *dream* of working on a



missions trip next summer, one way to find out whether this trip is God's will is to ask him to provide the money. God's part is to provide. What is your part?

**Work.** Ask God to give you a "mind to work." Participate in every missions trip workday. Maybe you think you could earn money clearing walks and driveways in winter.

**Pray.** Be ready to pray. Ask God—not your neighbors—to give you opportunities to earn money. Ask God—not your parents or relatives—to show you how he will provide the money you need. Maybe people will give you money. Maybe Grandma will send a surprise check. Maybe God will give you paying jobs. And when the job offers come, don't turn down a single one. Remember whom you asked to send you work!

**Pray every day.** Like George Müller did, keep a list of the needs (and even the dreams and requests) you lay before your Abba (Daddy) in heaven. Record the answers to those prayers when they come.

When God provides what you need or gives you the extra gift of answering a request or dream, praise him. Write your praises in your notebook.

This leads to the final step in your "George Müller experiment."

George Müller never told others what he needed, desired, or dreamed. But he *did* tell what God had done to everyone who would listen. He didn't send a letter saying the orphanage needed five hundred pounds for a new roof. He prayed and told God. Then, *after* God provided the five hundred pounds, Müller told his friends, neighbors, and whole churches the good news that God had once again done what he had promised.

**Report God's blessings.** The final step in your experiment is to *tell others* whenever God answers one of your secret prayer requests.

This activity could take an entire year. Because it is just between you and God, no one needs to know. Perhaps, like George Müller,

you will be able to say that God met every one of your needs through his own love and power. Perhaps, like George Müller, you will decide to live by faith every day of your life.

(MEGA)

CT 5: Memorize Philippians 4:19–20.  
(HANDS-ON)



CT 6: Use the Internet to learn about Iris Ministries, a group of Christians who run an orphanage in Zimpeto, Mozambique, Africa. During the winter of 2000, almost all of



Mozambique was flooded by weeks and weeks of rain. Whole villages were washed away. People became sick. Thousands of people died.

Nearly one thousand orphaned children live in two Iris Ministries orphanages. When the floods came, the children had to leave the one orphanage that was on low ground. Those children walked many miles to the other orphanage, often through deep water. The water was often polluted and dangerous. Big children carried little ones. But God is a Father to the fatherless. Every child arrived safely.

The children of Zimpeto had a special opportunity to give to others what God had given to them. First, tons of food arrived at the orphanage. The children, along with Iris Ministries staff, gave food away to hundreds and hundreds of hungry people.

The children of Zimpeto have a special ministry of their own. These children are prayer warriors. People from all over the world send prayer needs, asking the children to pray. Like George Müller, the children believe God will keep his promises. God answers their prayers in miraculous ways!

Find out all you can about Iris Ministries and the children of Zimpeto. On the Internet, information is available at [www.irismin.org](http://www.irismin.org). Be sure to click on *Photos* to see wonderful pictures of the children, the Bible school, and Iris Ministries' work in the garbage dump, and to

read weekly letters that tell what God has done in Mozambique. (INTERNET)

### Mega Project

CT 7: Is God calling you to be like George Müller? Do you want to be part of Iris Ministries, sharing what you have with the orphans in Zimpeto?



- Become an Iris Ministries partner.
- Read the Iris Ministries weekly newsletter at [www.irismin.org](http://www.irismin.org).
- Learn more by clicking on *Background* and *Info for visitors*. You'll even find out about travel to Mozambique!
- Click on *Photos* to find pictures of the work in Zimpeto. Use those photos when you pray.
- Ask God to show you how he wants you to be part of Iris Ministries. Remember, George Müller's example is to ask God

what he wants, then pray, asking God to provide everything needed.

- Perhaps your family, class, or homeschool group might raise money for the orphanage in Zimpeto.
- Perhaps you can collect clean, good quality used clothing. Click on *Info for visitors* on the Iris Ministries Web site to find a long list of clothing items needed for almost one thousand children in two orphanages. Iris Ministries staff can tell you via email the best way to ship clothing.
- Perhaps God will ask you to pray daily for the orphanages at Zimpeto.
- Perhaps God will call your family to visit Mozambique and help with the daily work of caring for one thousand children! Iris Ministries reports there are always jobs to be done.

(MEGA)

# Resources

**Titles in bold indicate resources particularly recommended for supplementing this Curriculum Guide.**

Online: The following Internet Web sites are mentioned in this guide:

[www.fidnet.com/~dap1955/dickens/dickens\\_london.html](http://www.fidnet.com/~dap1955/dickens/dickens_london.html)  
[www.historyplace.com/unitedstates/childlabor/index.html](http://www.historyplace.com/unitedstates/childlabor/index.html) (Lewis Hine photos, U.S.)  
[www.hsph.harvard.edu/gallery](http://www.hsph.harvard.edu/gallery) (David Parker photos, also see *Stolen Dreams* on p. 23 of this guide)  
[www.irismin.org](http://www.irismin.org)  
[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)  
[www.spartacus.schoolnet.co.uk/LONnewgate.htm](http://www.spartacus.schoolnet.co.uk/LONnewgate.htm) (address is case sensitive)  
[www.trailblazerbooks.com](http://www.trailblazerbooks.com)

Print: The following print resources are mentioned in this guide:

*Anne of Green Gables* by L. M. Montgomery. New York: Grosset and Dunlap, 1961 (numerous editions available).  
*Beauty* by Robin McKinley. New York: Harper and Row, 1978.  
*The Bobbin Girl* by Emily Arnold McCully. New York: Dial Books, 1996.  
*Cathedral* by David Macaulay. New York: Houghton Mifflin, 1981.  
*Cheap Raw Material* by Milton Meltzer. New York: Viking, 1994.  
*A Child's Christmas in Wales* by Dylan Thomas. New York: Holiday House, 1985.  
*Christmas in Britain*. Chicago: World Book, 1978.  
*The Chronicles of Narnia* by C. S. Lewis. New York: Macmillan, 1988 (numerous editions available).  
*Exploitation of Children* by Judith Ennew. Austin, TX: Raintree Steck-Vaughn, 1997.

*Five Children and It* by E. Nesbit. New York: Oxford University, 1994 (and others by this author).

*Flight of the Fugitives* by Dave and Neta Jackson. Minneapolis: Bethany House, 1994.

***The Guardian of Bristol's Orphans* by Janet and Geoff Benge. YWAM: Seattle, 1999.<sup>+</sup>**

*Heidi* by Johanna Spyri. New York: Aladdin Classics, 2000.

*The Hobbit: There and Back Again* by J. R. R. Tolkien. New York: Houghton Mifflin, 1984 (numerous editions available).

*Imprisoned in the Golden City* by Dave and Neta Jackson. Minneapolis: Bethany House, 1993.

*India* by David Cumming. New York: Thomson Learning, 1995 (helpful in understanding how poverty affects families, child labor, and education).

*Joy of Cooking* by Irma Rombauer. New York: Scribner, 1997 (numerous editions available).

*Kidnapped by River Rats* by Dave and Neta Jackson. Minneapolis: Bethany House, 1991.

*Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russel Friedman. New York: Clarion Books, 1994.

*Letters From Father Christmas* by J. R. R. Tolkien. Boston: Houghton Mifflin, 1999.

*Lily's Crossing* by Patricia Reilly Giff. New York: Delacorte, 1997.

*A Little Princess* by Frances Burnett. New York: Dover, 1996.

***Lyddie* by Katherine Paterson. New York: Thorndike Press, 1993 (also see video).**

*The Midwife's Apprentice* by Karen Cushman. New York: Clarion, 1995.

*Mill Child* by Ruth Holland. New York: Crowell-Collier, 1970.

*No Time for School, No Time for Play: The Story of Child Labor in America* by Rhoda Cahn. New York: J. Messner, 1972.

*Oliver Twist* by Charles Dickens. New York: DK Publishers, 1999 (numerous editions available).

*The Once and Future King* by T. H. White. New York: Ace Books, 1996.

*The Orphan Trains* by Annette R. Fry. New York: New Discovery Books, 1994.

ORPHAN TRAIN CHILDREN (series) by Joan Lowery Nixon. New York: Delacorte, 1998.

*The Railway Children* by E. Nesbit. New York: Dover, 2000 (and others by this author).

*Roundup of the Street Rovers* by Dave and Neta Jackson. Minneapolis: Bethany House, 2001.

*Sarah, Plain and Tall* by Patricia MacLachlan. New York: Harper and Row, 1985.

*The Secret Garden* by Frances Burnett. New York: Dover, 1994.

*Stolen Dreams: Portraits of Working Children* by David Parker. Minneapolis: Lerner Publications, 1998.

*The Story of Holly and Ivy* by Rumer Godden. New York: Viking Kestrel, 1985.

*The Thieves of Tyburn Square* by Dave and Neta Jackson. Minneapolis: Bethany House, 1995.

*The Wild Children* by Felice Holmen. New York: Scribner, 1983.

Audio: The following audio resources may be helpful in working through this guide:

*In Bleak Mid-Winter: Soft Sounds of Christmas*. London: UNI/London Classics, 1997.

*An English Christmas: A Festival of Carols*. New York: MCA Classics, 1986.

*A Festival of Lessons and Carols* by Cambridge King's College Choir. Cambridge, England: EMI Classics, 1994.

Video: The following video resources are mentioned in this guide:

*Anne of Green Gables*. PBS Wonderworks, 1986.

*Cathedral*. PBS Home Video, 2000.

*Lyddie*. BWE Video, 1998.

*Sarah, Plain and Tall*. Hallmark Home Entertainment, 1991.

*Oliver Twist*. Samuel Goldwyn Home Entertainment, 1995.

*The Orphan Trains*. PBS Home Video, 2000.

Organizations:

Iris Ministries: 1900 Via Sage, San Clemente, CA 92673, USA,  
[www.irismin.org](http://www.irismin.org)  
 World Vision: (800) 423-4200

\*Youth With a Mission Publishers may be reached at (800) 922-2143.