

## Chapter 1 : Sergei Prokofiev's Peter and the Wolf by Sergei Prokofiev | theinnatdunvilla.com

*25 years ago, when my children were young, we would sit and listen to this recording of Peter and the Wolf and look at the book from where all the images in the video are from.*

Jeremy Nicholas Wed 14th January Peter and the Wolf is a work of considerable charm for people of all ages. Jeremy Nicholas enters the menagerie of recordings on offer I was about 12 years old when a chiropodist friend of my parents, seeing how much I enjoyed classical music, gave me his entire collection of 78s. It was my introduction to the piece. It is a comment of which I was frequently reminded when preparing this survey of recordings. So when Satz approached him she found him not only amenable to the commission but ready with ideas for a storyline. Prokofiev vetoed the verse, feeling that it would detract from the music, and set about writing the text himself. When a wolf invades his domestic zoo, Peter organises a hunt, rounds up the predator and takes him to the zoo. It was conducted and narrated by Satz herself. Among the earliest recordings were several from America: It was narrated by Sterling Holloway, a stalwart of many Disney cartoons. Like many another composer who has tried his hand at the written word, Prokofiev was no prose poet. That is why almost every narrator brings his or her personal variation to the printed text in an effort to make it more colloquial and breathe life into it. More of that later. Ritchard uses the microphone intimately a lovely reading while the orchestra is set behind him in a spacious acoustic. Two opera singers are among those with a greater feeling for words and atmosphere. Sadly, he omits the introductory section, but the vigorous pacing of the music, the matching acoustic for narrator and orchestra, and the sense of a proper, integrated performance make this a leading contender. Picture a cuddly, rosy-cheeked grandmother surrounded by eager young faces as she reads them a bedtime story. As the mother of five children with several grandchildren, she had clearly had plenty of practice as a story-teller. Her vivacious, warm-hearted recording dates from A third and different sort of singer provides another approach. Sting may not have the most melodious speaking voice nor be unduly concerned about enunciation and his Grandfather characterisation is terrible but he brings, like few others, a real sense of adventure to proceedings. The clarinettist, by the way, is one of only a handful on disc who really sends the Cat scampering up the tree *accelerando* and *precipitato* as Prokofiev demands to escape the Wolf. Children will immediately respond to his enthusiasm, charm and palpable sincerity. Intoned in a colourless voice, he appears to be speaking in a catacomb – a pity, because he leads one of the best-engineered and most responsive recordings. Three generations of Prokofievs have recorded the work: Stewart and Nagano are polished, accurate, sound beautiful and are quite uninvolved. Nagano does a better job with the Russian National Orchestra. Sophia Loren is an accomplished and sympathetic narrator. Richard Baker, the broadcaster and music buff, had one of the great microphone voices of recent times. His narration, ideally balanced against the orchestra, bears repeated listening. John Gielgud, in the first of two recordings, proves more warmly engaging than either Lee or McCowen, speaking the traditional text with that extraordinary and to my ears beautiful voice – though what young children today will make of his fluting tones I have no idea. Recorded in , it still sounds amazingly well for its age but the performance now seems formal and old-fashioned. The LSO soloists are not encouraged to enjoy themselves and, though Sir Ralph is an avuncular story-teller, he is clearly a relative in front of whom it would be wise not to misbehave. The CD survey ends as it began with a great radio personality. Claudio Abbado and the Chamber Orchestra of Europe give arguably the best overall account of the score on disc.

**Chapter 2 : Children's Bible Lessons: Lesson - Peter And John Heal A Lame Man**

*Peter and the Children: 66 Puppet Talks [H. Burnham Kirkland] on theinnatdunvilla.com \*FREE\* shipping on qualifying offers. Effectively communicating with young people is vitally important -- we are constantly challenged to share the story of God's love in a way that really connects with them.*

Review all 39 books of the Old Testament. Thank God for the many blessings He gives us like food, good health, and a family who loves us. Click on orange circle to hear tune. As they entered into the temple, they saw a lame man begging at the gate of the temple. Every day, someone carried the lame man to the Beautiful Gate of the temple and he sat there and asked for money from all who went inside. When the lame man saw Peter and John about to go into the temple, he asked them, too, for money. With John beside him, Peter looked intently on the lame man and said, "Look at us. Then Peter said, "We do not have any silver or gold, but what I have, I give to you: In the name of Jesus Christ of Nazareth stand up and walk. Immediately his feet and ankle bones were strong! He stood, walked, and entered into the temple with Peter and John, all the time praising God! The people saw the lame man walking around and praising God and they knew it was the same lame man that sat begging for money at the Beautiful gate of the temple. They were filled with wonder and amazement when they saw what had happened! The people tremendously wondered how all this could have happened! They knew this man, they knew he had been lame his entire life, yet here he was walking around! They had no explanation. When Peter saw that they people were wondering about this lame man who had just been healed, he said to the people "You men of Israel, why are you amazed at this? Why do you look at us so closely as though through our own power we made this lame man walk? But then Peter told the people that they should repent or have godly sorrow and be converted, so their sins could be blotted out or washed away. Peter then quoted Moses and Samuel and preached about how God had raised Jesus to life after He was dead. He told them how Jesus was the Christ that they had been looking for! Just about the time Peter was talking to the people in the temple, the priests, the captain of the temple, and the Sadducees came up to Peter and John. They were all grieved and saddened that they had been preaching about Jesus and how He had been raised from the dead. They arrested Peter and John and put them in the prison until the next day. The church was growing! The next day, the rulers came to see Peter and John. They sat Peter and John in the middle of them and asked them, "By what power or by what name have you done this? He said that the one responsible for making the lame man walk again was Jesus Christ of Nazareth whom God raised from the dead. Peter went on to say that there was no salvation in any other name than Jesus Christ. Did these men know the name of Jesus Christ? They had just put Him to death on the cross not fifty days earlier! When the important people heard Peter and John, they noticed that they were very bold, were not the least bit afraid, and knew they were unlearned and ignorant men. They also remembered that they had been with Jesus, but they could not deny that the lame man had been healed. They sent Peter and John in another room and talked among themselves. They did not know what to do with the two men. So, they called Peter and John back in and told them exactly that--not to teach or even to speak the name of Jesus! Peter said they had to listen to God more than the men standing there. So they threatened Peter and John a little more and let them go because they did not know how to punish them. They were afraid of the people. Guess what Peter and John did when they were let go? They went back to the apostles and followers of Jesus, told them what had happened, and prayed to God. After they finished praying, the Bible says that the place where they had prayed was shaken, they were filled with the Holy Spirit, and they spoke the Word of God with boldness. A true miracle is one that no one can deny. The lame man was known of the people. They knew without a doubt that he had been lame for his entire life. It was not a trick. The lame man had been healed and healed quickly! People on television sometimes say that a miracle was performed, but it is always something that is inside a person like their gall bladder or their intestines; it is never a miracle like in Bible times such as a known lame man instantly healed. A miracle was from God! The purpose of a miracle was to prove that the one performing the miracle was from God. Remember these were the people who were responsible for crucifying Jesus, trying to stop His preaching. Had they silenced Jesus? We should always obey God rather than man. Lame Man Healed Materials needed: The

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best time to buy round fasteners is at Back-To-School time. Occasionally, Dollar Tree or discount stores will stock round fasteners; most often they are found at stores that have office supplies like Wal-Mart, Target, or Office Depot. Hand out tan paper. Draw Peter and John standing up; Peter should have one outstretched arm. Draw lame man in thirds: Head and waist, waist to feet, arm. Peter, John, Lame Man. Write "Acts 3, 4" on John. Insert fastener through arm and shoulder. Flatten backside of fastener. Insert second fastener through both waists.

## Chapter 3 : Free Peter and the Lame Man Bible Activities on Sunday School Zone

*Sergei Prokofiev's Peter and the Wolf is a composition written for chamber orchestra and narrator. It is one of Prokofiev's cherished works and will delight children while offering an opportunity to learn important skills through classical music.*

New Testament , â€” Purpose To help the children understand that they, like Peter, can develop a stronger testimony of Jesus Christ. Preparation Prayerfully study Matthew 4: Then study the lesson and decide how you want to teach the children the scripture account. Select the discussion questions and enrichment activities that will involve the children and best help them achieve the purpose of the lesson. A Bible or a New Testament for each child. Suggested Lesson Development Invite a child to give the opening prayer. Attention Activity Ask the children to listen as you tell them the following stories. This same man followed in the crowd when Jesus was arrested and taken to a trial. One day a man and his friend were stopped by a man who had been born lame. The man who had healed the lame man said it was by the power of Jesus Christ, even though he knew that he could be put in jail or killed for saying this. The priests commanded the man not to teach again in the name of Jesus Christ. But he replied that it is more important to obey God than to obey the false Jewish priests and that he would continue teaching in the name of Christ. Explain that the man in both stories was Peter. When Peter denied knowing Jesus just before the Crucifixion, he was still learning and growing. Jesus had been arrested, and Peter was frightened. By the time Peter healed the lame man, he had received the Holy Ghost and had a stronger testimony of Jesus Christ. This gave him the strength to do what was right no matter what might happen to him. What is a testimony? Personal knowledge of Jesus Christ and the truthfulness of his church. Scripture Accounts and Discussion and Application Questions Teach the children the following accounts about Peter and discuss each one. Study the following questions and the scripture references as you prepare your lesson. Use the questions you feel will best help the children understand the scriptures and apply the principles in their lives. Reading the references with the children in class will help them gain insights into the scriptures. Peter followed Jesus Matthew 4: What did Peter have to sacrifice in order to follow Jesus? What do we have to sacrifice to follow Jesus? How have you been blessed for following the Savior? Jesus and Peter walked on the water Matthew Why do you think Jesus was able to walk on the sea? Why was Peter able to walk out to meet Jesus? What happened to Peter after he took a few steps? How did Jesus help Peter when his faith wavered? Why is our faith sometimes weak? How does Jesus Christ help strengthen our faith? Through the Holy Ghost, our parents, Church leaders, good friends, the scriptures, and so on. Help the children understand that every time we do something that Heavenly Father and Jesus Christ have commanded us to do, we are exercising faith. And each time we exercise faith, our faith will get a little stronger. Who did Peter say Jesus Christ was? How did Peter know this? How can we, like Peter, express our testimonies of Jesus Christ? What happened to Jesus Christ on the Mount of Transfiguration? Who appeared to Jesus and Peter, James, and John? Whose voice did the disciples hear? Peter and John healed a lame man and were cast into prison Acts 3: Have a child review the story of Peter and John healing the lame man. Tell the rest of the story from Acts 5: How did Peter and John escape from prison? What did the angel tell them to do? How would you feel about going back to preach after being imprisoned for doing so? How do you think Peter and John received the strength to do what was right? Help the children understand that we might never be imprisoned for teaching about Jesus Christ, but we will be tried in other ways. How might you be tried in your life because of your testimony of Jesus Christ? See enrichment activity 4. Why do we need a strong testimony of Jesus Christ? How can we get this testimony? How can we help our testimonies grow? Read the scriptures, learn more of him, keep the commandments, pray, listen to the Holy Ghost, attend church, and so on. Enrichment Activities You may use one or more of the following activities any time during the lesson or as a review, summary, or challenge. Help the children understand that a testimony includes knowing the following: Heavenly Father lives and is the Father of our spirits. Joseph Smith is the prophet through whom the Lord restored the gospel in the latter days. The Book of Mormon is the word of God and contains the fulness of the gospel. We are led by prophets and apostles today. Discuss ways we can gain a testimony of

these truths. Explain and help the children memorize the ninth article of faith. Have the children think of experiences Peter had with the Savior that increased his testimony of Jesus Christ. How can we know for ourselves that Jesus Christ is the Son of God? By studying the scriptures, praying, obeying the commandments, and so on. Have the children name some ways other people might try to get them to deny the Church or do something wrong. Then discuss how they can be strong enough to resist such temptations. Use the following examples, if necessary: Someone tries to get them to not attend Church meetings. Someone tries to get them to break the Word of Wisdom. Someone tries to get them to lie. Someone tries to get them to spend their tithing money. Emphasize that we must gain a personal testimony of Jesus Christ to be strong like Peter. Smith, sixth President of the Church, when he was a young man returning home from his mission: Smith and his companions had traveled a short distance and made their camp, a company of drunken men rode into the camp on horseback, cursing and swearing and threatening to kill any Mormons that came within their path. They waited there for this band of men to pass. Smith was a little distance from the camp, gathering wood for the fire as these men rode up. When he saw them, he said his first thought was to find someplace to hide. Smith did not hesitate for a moment. Smith by the hand and said: Help the children memorize Acts 5: Conclusion Testimony Bear your testimony of Jesus Christ, and testify that as we learn more about Jesus and listen to the witness of the Holy Ghost, our testimonies of Jesus will continue to grow throughout our lives. Explain that we may still have doubts and questions, but as we continue to study the scriptures, pray, and obey the commandments, our testimonies will become stronger. Suggested Home Reading Suggest that the children study Matthew Invite a child to give the closing prayer.

## Chapter 4 : Bible Fun For Kids

*This is Walt Disney's 'Peter & The Wolf' children's story. The images have been scanned at high quality, and the record digitized and cleaned as much as I can without losing the tonal clarity.*

Sergei Prokofiev was born in Russia show the children on a world map where Russia is located in relationship to where they live. Sergei began learning piano from his mother, an accomplished pianist, at age 3. By the time Sergei was 5 years old, he had written compositions for the piano; at 9 years of age, Sergei had written opera. Prokofiev spent time in the United States, but moved to Paris and London. It was a huge success and has become a beloved classic among both children and adults. The Peter and the Wolf book and CD collection will have value for years to come! Peter is played by the violin string instrument family ; the bird is played by the flute woodwind family ; the duck is played by the oboe woodwind family ; the cat is played by the clarinet woodwind family , the Grandfather is played by the bassoon woodwind family ; the Wolf is played by the french horn brass family ; and the Hunters are played by the timpani percussion family. Print and download the Instrument Cards – Peter and the Wolf. Play a recording of Peter and the Wolf for the children. Our kids love the animated Disney version links below because the animals are given names: When the recording is played, ask the children to hold up the corresponding instrument cards. The instrument card file can also be printed and used as a matching activity, if desired. Feelings, and Emotions – a listening map Music embodies powerful emotions for adults and for children. It can soothe, excite, express sadness, uplift, be humorous, and create joy among many other feelings. Help the children use descriptive words as they listen to each of the characters and their corresponding instruments. Does the instrument sound happy, sad, heavy, loud, light, soft, strict, harsh, smooth, sneaky, slow, strong, determined, fast, or relaxed? Help the children form a listening map for Peter and the Wolf. Example of a Listening Map: Can they almost FEEL the duck waddling? Play the recording and ask the children to freely move to the music let the children use scarves or streamers, if desired. It is an amazing sight to watch children moving to Peter and the Wolf. It is an expressive activity that will allow the children time to feel and incorporate the music in their own way. After the movement activity, ask the children how they felt as the music played. Help the children to find words for their movements skipping, fluttering, prowling, waddling, floating, flying, stomping, crawling, marching, twirling, etc. Read each of the strips to the children the strips contain the corresponding instrument as a visual aid. Have the children try to retell the story by placing the sequencing strips in the appropriate order. The children could also retell the story in their own words. We digitally record the children as they retell the story to play it back for our group as we continue learning. Musical Creations and Rhythms Ask the children to free draw or paint while listening to Peter and the Wolf. It is fun to watch the children draw as the different themes are introduced. Some children will choose black for the wolf and lighter colors for the bird. Painting and drawing can help the children express the emotions felt by listening that they do not have the vocabulary for quite yet. Have the children use Wikki Stix to make a quarter note. Have the children use Wikki Stix to create a half note. Ask the children to clap and hold the clap for two counts. Have the children use Wikki Stix to create a whole note. Ask the children to clap and hold the clap for four counts. Ask the children to do different movements while learning music note values:

### Chapter 5 : Introducing Prokofiev's "Peter and the Wolf" to Young Kids!

*In Prokofiev's imaginative masterpiece for young audiences, Peter and his animal friends decide to capture a Wolf that's been prowling about the village! With instruments serving as characters, and the entire story brilliantly narrated, this is a time-honoured children's introduction to the Orchestra.*

Students will learn how God began to guide Peter to understand His plan to allow Gentiles to receive salvation through faith in Jesus Christ. It can be simplified to teach younger students. Sunday School Target Time Frame: Click here to respond Supply List: This website gives a list. Newspaper crumpled into balls for snowball fight, and cardboard bricks or a table turned on its side to create a barrier. Bibles and Map Learning Goal: Students will learn that God does not show favoritism and He has always planned for all people to receive the Good News about Jesus. By participating in the clean and unclean activity students will be able to identify foods that Jews could eat and could not eat. Students will demonstrate their understanding of the lesson by being able to answer review questions. As an activity to teach the memory verse play a game of Snowball Fight. Build a wall with cardboard bricks. Divide class and have students on each side of the wall. If you have even numbers of boys and girls have girls on one side and boys on the other. Before each round of snowball throwing have the students recite the memory verse. After each round discuss prejudice with students. Ask what prejudice is. Talk about how throughout history people have shown prejudice toward different groups of people. Allow them to give examples of prejudice. This verse tells us that God shows no favoritism. He tells us in His Word to love our neighbors as ourselves. Neighbors include all people. Students will be introduced to the Old Testament laws of clean and unclean animals. Talk to them about how God had special laws for His chosen people the Jews. These laws were to protect His people and also to make them distinct to the Gentile people who worshiped idols false gods. Review Questions Memory Verse: God guides Cornelius and Peter Give Bibles to students who did not bring one. This is only a guide to help teachers prepare to teach the lesson to their class. Allow the Holy Spirit to impress upon your heart what He wants to use for the individual needs of your students. Each one of us holds a Treasure in our hands today. This Book is filled with history, mystery and everything we need to live a life that pleases God. The mystery found throughout the Old Testament is how God was going to prepare His chosen people the Jews to be the ones to introduce the Savior of the world. God began by choosing a man named Abraham and promised him that he would have more descendants people born in his family than the stars of the sky. God gave His people the Jews laws and rules to follow to help them to live a life that pleases Him. The laws and rules that God gave the Jews were to keep them pure and unique people living in the land. Gentiles are any person who is not a Jew. The Gentiles lived sinful lives and worshiped idols that were not the One True God. God did not want His people to follow the ways of the Gentiles. As the history of the Bible unfolds God kept His promise to send a Savior. A Jewish woman named Mary was His earthly mother. God is His Father. As God had planned Jesus came to save people from their sins. He was the sinless Son of God and was put to death on the cross. He was buried and rose again the third day. His shed blood washes away every sin that makes a person unclean in the sight of God. When Jesus was on the earth He chose 12 Jewish men to be His disciples. They spent three years following Him and hearing Him teach and perform miracles. One of those men, Judas betrayed Jesus and took his life. After Jesus was raised from the dead the remaining 11 disciples spent forty days with Him as He prepared them for His departure and return to heaven. He told them God was going to send the Promised Holy Spirit who would come to live inside their hearts and give them the power to go into all the world and share the Good News with all people. Choose volunteers to read verses What do we learn about this man Cornelius? He lived in Caesarea. He was a centurion of the Italian Regiment A centurion: A commander in charge of up to men. Centurions were chosen because they had noble character. Cornelius was not a Jew but he lived a life following the example of devout Jewish people. He gave generously to those in need and prayed to God regularly. Although Cornelius modeled his life after righteous living he was not saved. He had not heard the Good News that Jesus died on the cross for His sins. Have you been around Christian people enough that you know how to do good things like pray, go to church and help others? Those are good qualities but without

faith in Jesus you are still unrighteous before God. Do you live your life in such a way that if an unbeliever copied your life they would be living in ways that please God? God created every person that lives on this earth. Even though Cornelius is not a Jew, God heard his prayers Psalm The way God spoke to Cornelius was by sending an angel to speak to him while he was in prayer. You and I have the complete Word of God. When we pray each day and spend time in the Bible God gives us instructions how to live our lives to please Him. Throughout the history of mankind people have always had prejudices. We would not know this by reading verses 5 and 6 but by studying the history of Bible times we learn something about a prejudice that Cornelius may have had. People who used animal furs and hides to create clothes and other items were called tanners. In Biblical times tanners were not well liked by others. They were despised by most people, Jews and Gentiles alike. God was giving Cornelius instructions to send for a man named Peter who was staying with a tanner named Simon. God sees beyond our likes and dislikes and knows the needs of those who are hurting around us. When He gives us instructions we need to obey immediately. The Holy Spirit was changing Peter and beginning to change deeply held prejudices from his heart. Peter was praying and God sent Peter instructions in the form of a dream. What happened in the dream God gave Peter? From what we discovered about clean and unclean animals why would Peter react as he did? Sin is what makes a person unclean. God gave this message to Peter three times. He sat meditating on the message God had given him. When we spend time each day with God do we take time to think about what God has shown us in the passage we read? Our quiet time is spending time with God as we would our friends. We need to use that time to talk to God and listen to Him. Sometimes we may be unsure if we received a message from God. A way to know if it is God speaking is to know whether it agrees with what the Bible teaches or not. God would not give us instructions that cause us to disobey His Word. The Holy Spirit told Peter that 3 men were looking for him and that he needed to go see them immediately. Peter obeyed and went to greet the three men and told them he was the man they were looking for. He asked them why they had come. Peter may not have fully understood what God was guiding him to do. As God gave him instructions he obeyed. Whether Peter knew it or not God was beginning to tear down the walls of prejudice between Jews and Gentiles. Next week we will continue the story of Cornelius and Peter. We hope you will come back! Do we see others as God does? He sees whether they are believers or unbelievers.

## Chapter 6 : Lesson Peter the Apostle

*Peter and the Wolf by Sergei Prokofiev is a story in music for narrator & orchestra. Listen to the music & get the Peter and the Wolf CD/MP3 with activity book.*

The eighth station shows they were in the crowd with their mothers, maybe the same ones who once asked the indignant Apostles whether Jesus could bless them. Jesus, who once said the meek were blessed, has also said the Kingdom of Heaven belonged to little ones like these. The women and children found a gruesome scene: He gave words that both showed His concern for them and the prediction of a future horror: More than two-thousand years later, secular news reports tell us the children of Christianity have been brutalized by priests who abandoned their call to love and service, obedience and chastity. They were betrayed by bishops who did not contact the police, but kept things quiet and moved the priests on to other parishes. There are allegations these things were known at the very highest levels of the Church without adequate responses. Thus, the crimes were repeated against the little ones to which the Kingdom of Heaven belongs. I have never experienced the kind of trauma of this terrible story. But my heart holds a very special place for the victims of this kind of abuse. I care deeply for the protection of the innocent, which, I guess, is often a reason a person ends up in the news business. I am a mother in the sense of having two children. But I am also a spiritual mother to many. My instinct of motherhood extends to any child in danger. When I hear that a seminarian was abused, I am a mother. I hear the stories and I am betrayed. My children were hurt! I want to be the Momma Bear who charges in and fights for her kids, even if they are grown up kids who now have grandkids or grown up kids who are now ordained. But I pray about my anger being righteous and not unrighteous. Mary stood at the foot of the Cross. And some are Peters, those who wanted to do right, but chose the wrong in cowardice. Mary allows God to sort them out and continues her prayerful support. A wise and courageous priest I love in the Austin Diocese has talked a lot about the abuse crisis. He reminded his flock and me that, while action is necessary, we are not to be wrathful. There is a line between righteous and unrighteous anger that says. Prayer and fasting will help us deal with the problems in the Church and in ourselves too. And then he recommended action in writing letters to the bishops, the pastoral centers and the office of the American nuncio. In the letters, one could speak of pain and concerns, but also of the holy sacrifices he or she is willing to make to help God act in His perfect justice and mercy. There is a Momma Bear within many of us that wants to go out and do something on our own. When God calls us to speak or act, He needs to initiate that for it to be effective. This is something I pray for. Mary is standing by the Church on her cross. She knows the Lord is going to sort out the ones who acted as Judas and the ones who acted as Peter. Vengeance is His, on earth and in Heaven. May He put an end to evil. And may He forgive the ones who knew not what they did.

### Chapter 7 : Judas and Peter, Mary and the Children in the Church Abuse Crisis - ATX Catholic

*This Peter and the Lame Man Story Illustration will help children remember that just as God healed and changed the lame man, He can change us, too. Peter and the Lame Man Bible Craft Not long after Pentecost, Peter encountered a lame man and healed him in Jesus' name.*

Title The imperial title of Peter the Great was the following: This position changed when Feodor died in As Feodor did not leave any children, a dispute arose between the Miloslavsky family Maria Miloslavskaya was the first wife of Alexis I and Naryshkin family Natalya Naryshkina was the second wife over who should inherit the throne. Consequently, the Boyar Duma a council of Russian nobles chose the year-old Peter to become Tsar with his mother as regent. Peter the Great as a child This arrangement was brought before the people of Moscow, as ancient tradition demanded, and was ratified. Sophia acted as regent during the minority of the sovereigns and exercised all power. For seven years, she ruled as an autocrat. A large hole was cut in the back of the dual-seated throne used by Ivan and Peter. Sophia would sit behind the throne and listen as Peter conversed with nobles, while feeding him information and giving him responses to questions and problems. This throne can be seen in the Kremlin Armoury in Moscow. Peter was not particularly concerned that others ruled in his name. He engaged in such pastimes as shipbuilding and sailing, as well as mock battles with his toy army. When she learned of his designs, Sophia conspired with the leaders of the Streltsy, who continually aroused disorder and dissent. Peter, warned by the Streltsy, escaped in the middle of the night to the impenetrable monastery of Troitse-Sergiyeva Lavra ; there he slowly gathered adherents who perceived he would win the power struggle. Sophia was eventually overthrown, with Peter I and Ivan V continuing to act as co-tsars. Still, Peter could not acquire actual control over Russian affairs. Power was instead exercised by his mother, Natalya Naryshkina. It was only when Natalya died in that Peter, now age 22, became an independent sovereign. Peter became the sole ruler when Ivan died in Peter was 24 years old. Peter grew to be extremely tall as an adult, especially for the time period. Both his hands and feet were small, [8] [ citation needed ] and his shoulders were narrow for his height; likewise, his head was small for his tall body. He faced much opposition to these policies at home but brutally suppressed rebellions against his authority, including by the Streltsy , Bashkirs , Astrakhan , and the greatest civil uprising of his reign, the Bulavin Rebellion. Peter implemented social modernization in an absolute manner by introducing French and western dress to his court and requiring courtiers, state officials, and the military to shave their beards and adopt modern clothing styles. His only outlet at the time was the White Sea at Arkhangelsk. Peter attempted to acquire control of the Black Sea, which would require expelling the Tatars from the surrounding areas. In the summer of Peter organized the Azov campaigns to take the fortress, but his attempts ended in failure. Peter returned to Moscow in November and began building a large navy. He launched about thirty ships against the Ottomans in , capturing Azov in July of that year. In he traveled "incognito" to Western Europe on a month journey with a large Russian delegation—the so-called "Grand Embassy". He used a fake name, allowing him to escape social and diplomatic events, but since he was far taller than most others, he did not fool anyone of importance. France was a traditional ally of the Ottoman Sultan, and Austria was eager to maintain peace in the east while conducting its own wars in the west. Peter, furthermore, had chosen an inopportune moment: While visiting the Netherlands , Peter learned much about life in Western Europe. He studied shipbuilding in Zaandam the house he lived in is now a museum, the Czar Peter House and Amsterdam , where he visited, among others, the upper-class de Wilde family. The Tsar helped with the construction of an East Indiaman especially laid down for him: Peter paid a visit to Frederik Ruysch , who taught him how to draw teeth and catch butterflies. Ludolf Bakhuysen , a painter of seascapes. Jan van der Heyden , the inventor of the fire hose, received Peter, who was keen to learn and pass on his knowledge to his countrymen. On 16 January Peter organized a farewell party and invited Johan Huydecoper van Maarsseveen , who had to sit between Lefort and the Tsar and drink. He studied the English techniques of city-building he would later use to great effect at Saint Petersburg. Cross said it was not enough. Peter nevertheless acted ruthlessly towards the mutineers. Over 1, of the rebels were tortured and executed, and Peter ordered that their bodies be publicly exhibited as a warning to

future conspirators. In Peter sent a delegation to Malta , under boyar Boris Sheremetev , to observe the training and abilities of the Knights of Malta and their fleet. Sheremetev investigated the possibility of future joint ventures with the Knights, including action against the Turks and the possibility of a future Russian naval base. He commanded all of his courtiers and officials to wear European clothing and cut off their long beards, causing his Boyars, who were very fond of their beards, great upset. Peter also sought to end arranged marriages, which were the norm among the Russian nobility, because he thought such a practice was barbaric and led to domestic violence, since the partners usually resented each other. Thus, in the year of the old Russian calendar, Peter proclaimed that the Julian Calendar was in effect and the year was Great Northern War Peter made a temporary peace with the Ottoman Empire that allowed him to keep the captured fort of Azov, and turned his attention to Russian maritime supremacy. He sought to acquire control of the Baltic Sea, which had been taken by the Swedish Empire a half-century earlier. Peter I of Russia pacifies his marauding troops after retaking Narva in , by Nikolay Sauerweid , Russia was ill-prepared to fight the Swedes, and their first attempt at seizing the Baltic coast ended in disaster at the Battle of Narva in In the conflict, the forces of Charles XII, rather than employ a slow methodical siege, attacked immediately using a blinding snowstorm to their advantage. While the Poles fought the Swedes, Peter founded the city of Saint Petersburg in , in Ingermanland a province of the Swedish Empire that he had captured. It was named after his patron saint Saint Peter. Between and and in “, Saint Petersburg was the capital of imperial Russia. In the Battle of Lesnaya , Charles suffered his first loss after Peter crushed a group of Swedish reinforcements marching from Riga. Deprived of this aid, Charles was forced to abandon his proposed march on Moscow. Peter withdrew his army southward, employing scorched earth , destroying along the way anything that could assist the Swedes. Deprived of local supplies, the Swedish army was forced to halt its advance in the winter of “ In the summer of , they resumed their efforts to capture Russian-ruled Ukraine , culminating in the Battle of Poltava on 27 June. Normally, the Boyar Duma would have exercised power during his absence. Peter, however, mistrusted the boyars; he instead abolished the Duma and created a Senate of ten members. The Senate was founded as the highest state institution to supervise all judicial, financial and administrative affairs. Without his signature no Senate decision could go into effect; the Senate became one of the most important institutions of Imperial Russia. In the Russian fleet won the Battle of Gangut. Most of Finland was occupied by the Russians. In and , the Tsar revisited the Netherlands and went to see Herman Boerhaave. He continued his travel to the Austrian Netherlands and France. Peter obtained the assistance of the Electorate of Hanover and the Kingdom of Prussia. Still, Charles XII refused to yield, and not until his death in battle in did peace become feasible. Russia acquired Ingria , Estonia , Livonia , and a substantial portion of Karelia. In turn, Russia paid two million Riksdaler and surrendered most of Finland. The Tsar retained some Finnish lands close to Saint Petersburg, which he had made his capital in On 22 October , soon after peace was made with Sweden, he was officially proclaimed Emperor of All Russia. Some proposed that he take the title Emperor of the East, but he refused. In the minds of many, the word emperor connoted superiority or pre-eminence over kings. Several rulers feared that Peter would claim authority over them, just as the Holy Roman Emperor had claimed suzerainty over all Christian nations. The expedition ended in complete disaster when the entire expeditionary force was slaughtered. In Peter investigated why the formerly Swedish province of Livonia was so orderly. He discovered that the Swedes spent as much administering Livonia times smaller than his empire as he spent on the entire Russian bureaucracy. Later others were added. Each college consisted of a president, a vice-president, a number of councilors and assessors, and a procurator. Some foreigners were included in various colleges but not as president. Peter believed he did not have enough loyal and talented persons to put in full charge of the various departments. Peter preferred to rely on groups of individuals who would keep check on one another. In Peter created a new order of precedence known as the Table of Ranks. Formerly, precedence had been determined by birth. To deprive the Boyars of their high positions, Peter directed that precedence should be determined by merit and service to the Emperor. The Table of Ranks continued to remain in effect until the Russian monarchy was overthrown in Peter decided that all of the children of the nobility should have some early education, especially in the areas of sciences. Therefore, on 28 February , he issued a decree calling for compulsory education, which dictated that all Russian to year-old children of the

nobility, government clerks, and lesser-ranked officials must learn basic mathematics and geometry, and should be tested on the subjects at the end of their studies. Taking advantage of the profitable situation, Peter launched the Russo-Persian War of , otherwise known as "The Persian Expedition of Peter the Great", which drastically increased Russian influence for the first time in the Caucasus and Caspian Sea region, and prevented the Ottoman Empire from making territorial gains in the region. After considerable success and the capture of many provinces and cities in the Caucasus and northern mainland Persia, the Safavids were forced to hand over territory to Russia, comprising Derbent , Shirvan , Gilan , Mazandaran , Baku , and Astrabad. However, within twelve years all the territories would be ceded back to Persia, now led by the charismatic military genius Nader Shah , as part of the Treaties of Resht and Ganja respectively, and the Russo-Persian alliance against the Ottoman Empire, which was the common enemy of both. He abolished the land tax and household tax and replaced them with a poll tax. The taxes on land and on households were payable only by individuals who owned property or maintained families; the new head taxes, however, were payable by serfs and paupers. In the construction of Peterhof , a palace near Saint Petersburg, was completed. Religion The statue of Peter I in Saint Petersburg, informally known as the Bronze Horseman Peter was deeply religious, being brought up in the Russian Orthodox faith, but he had low regard for the Church hierarchy, which he kept under tight governmental control.

### Chapter 8 : Peter and the Starcatchers Book Review

*I absolutely love Peter and the Wolf as a way to introduce young children to classical music. I've talked before about the importance of music appreciation in Montessori education, and Peter and the Wolf activities fit in perfectly at home or school.*

### Chapter 9 : Peter the Great - Wikipedia

*Amid the violent chaos of the impending crucifixion of Jesus were at least a few children. The eighth station shows they were in the crowd with their mothers, maybe the same ones who once asked the indignant Apostles whether Jesus could bless them. Jesus, who once said the meek were blessed, has.*