

Learning Through History

Focus: The Transcontinental Railroad, Darwinism, Moody Revivals, and Fanny Crosby
Unit 1 - Day 1



U.S. History

S

Read about history in the resource below.

★ *America: The Last Best Hope Volume I*
p. 434 – bottom of p. 436

After reading, prepare a list of “talking points” to share with an adult about the pages you read today. On a 3” x 5” index card list headings for the main topics, people, or events in today’s reading. In today’s reading, the headings could be “Building the Transcontinental Railroad,” “Financing the Transcontinental Railroad,” “Standard Time Zones,” “Robber Barons and a Gilded Age,” “Steel Production,” “American Inventions,” “Distribution of Economic Growth” and “Conclusions.” The “Conclusions” heading is a place to list any conclusions that you drew from the reading. Under each heading, list talking points that pertain to the topic from the reading. Talking points are words, phrases, or brief sentences that will keep your mind focused on points you wish to talk about or share. Also, plan to share the maps on p. 32-33 of the *United States History Atlas* as **visual aids** to illustrate your talking points. Then, meet with an adult to share your points. Sit facing the adult and informally share your talking points. The adult should actively listen and withhold questions and comments until the end. Last, tape your index card of talking points in Unit 1 – Box 2 of the *U.S. History II Journal*.

Key Idea: Railroads connected the country.

VOTE!

History Activities

I

Open your *U.S. History II Journal* to Unit 1 – Box 1. Box 1 contains labeled images referring to the various topics in today’s DVD segment. As you watch today’s DVD segment, in the space provided by each image in Box 1, write several sentences about the topic. You will need to pause the DVD to write your sentences.

★ *The American Testimony DVD Set 2:*
Disc 6, Chapter 1 “Twilight of the Frontier Era”
(12 minutes, 32 seconds)

Key Idea: The railroads changed American life.



Living Library

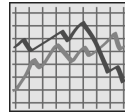
I

Read the following assigned pages:

★ *The Cereal Tycoon* p. 4 – top of p. 19

After reading, photocopy the “Triple-Entry Journal Assignment” sheet from the Appendix. Read the “Directions” on the sheet and view the “Sample Entry” provided for today’s pages from *The Cereal Tycoon*. Since a “Sample Entry” is provided, you will not need to make your own journal entry today. Glue the “Triple-Entry Journal Assignment” sheet **inside** the front cover of the notebook that you will use for your *Triple-Entry Journal*.

Key Idea: Set up your *Triple-Entry Journal*.



Economics

I

Read the assigned pages in the resource below.

★ *Intro to Economics: Money, History & Fiscal Faith* p. 15-16

Then, watch *Money Wise* DVD #1: “Introduction” and Session 1 “Adam Smith” (32 min.). As you watch the DVD, pause as needed to answer questions 1-23 on p. 17-18 of *Intro to Economics: Money, History & Fiscal Faith*.

Key Idea: Learn about Adam Smith and the birth of modern capitalism. Notice how God’s principles of generosity, liberty, and prosperity differ from today’s consumer-based focus driven by personal greed.



Foreign Language

I

Choose **one** foreign language option below.

- ★ *Spanish II: Unit 1* p. 1 – top of p. 4
- ★ *Getting Started with Latin: Lesson 1*
- ★ Your own foreign language program

Key Idea: Study a foreign language.

Learning the Basics

Focus: Finance, Bible, Literature, Composition, Grammar, Speech, Math, Science

Unit 1 - Day 1



Devotional Bible Study S

Girl Option: Read the pages assigned below. Discuss the reading with a parent.

★ *Girl Talk* p. 13-19

Boy Option: Read the pages assigned below. Discuss the reading with a parent.

★ *Created for Work* "Introduction" p. 5-6

Key Idea: Seek to be a Godly man or woman.

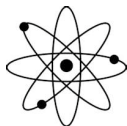


Bible I

Bible Study: Read and annotate the "Foreword" on p. 7-12 and the "Preface" on p. 13-14 of the book *I Don't Have Enough Faith to Be an Atheist*.

Prayer: Copy the "Prayer Journal Insert" from the Appendix of this guide. Cut out the "Prayer Journal Insert" and glue it inside the front of your "Prayer Journal." Then, in your "Prayer Journal," write today's date and list the four parts of prayer (adoration, confession, thanksgiving, and supplication), writing each on its own line. Prepare to pray by reflecting upon the notes for each part of prayer in your "Prayer Journal Insert." After praying, list key words or phrases next to each part in your "Prayer Journal" to summarize your prayer. Highlight or circle any answered prayers.

Key Idea: Christian believers need to be prepared to share the reasons for their faith.



Science with Lab I

★ Read *The New Astronomy Book* p. 6-8. Read and perform Lab 2 "Star Viewing 1" as described on p. 7-10 of the *Astronomy and Geology Lab Manual*. **Note:** This lab requires observing the night sky over several hours in one evening. So, plan to start early in the evening when the stars first come out.

Key Idea: Learn about relative motions of the Earth and stars.



British Literature I

Introduce: *The War for Mansoul* is a retelling of John Bunyan's allegorical classic *The Holy War*. As you read the "Author's Introduction" on p. vii-viii of *The War for Mansoul*, circle whom Mansoul represents. Then, underline whom the inhabitants of Mansoul represent. Last, consider the implications of the title *The War for Mansoul*. **Read and Annotate:** *The War for Mansoul* "Prologue" p. xi-xii and p. 1-20 (Note: As you read, refer to the "Cast of Characters" on p. ix-x.) As one annotation, on p. 5 underline Diabolus' strategy for taking Mansoul. How does this strategy echo the serpent's strategy in Genesis 3:1-6? What role does Ill-Pause play in Mansoul's downfall?

Reflect: In your *Literature Journal*, write today's date. Next, copy the definition for "allegorical." How is *The War for Mansoul* allegorical? Then, list the names of the three leaders of Mansoul, explain what each leader represents, and describe the power Shaddai has given each one. What causes the deaths of Resistance and Innocency?

Key Idea: Identify allegorical elements.



Composition/Grammar S

Have students complete one studied dictation exercise (see Appendix for passages).

Help students complete **one** English option.

★ *Preparing for Usefulness:* Lesson 58 (first half only)

★ Your own grammar program

Key Idea: Use grammar skills in composition.



Math S

Choose **one** math option listed in the "Course Descriptions," or use your own math. You may write an assignment next to the star.

★
Key Idea: Take Precalculus or College Algebra.

Learning Through History

Focus: The Transcontinental Railroad, Darwinism, Moody Revivals, and Fanny Crosby
Unit 1 - Day 2



U.S. History

I

Read about history in the resource below.

★ *The Mystery of History Volume IV*
p. 184 – top of p. 191

You will be adding to the timeline in your *Book of Centuries* today. From the *U.S. History II Timeline CD*, print the portraits of “Samuel Langhorne Clemens,” “Dwight Lyman Moody,” “Charles Robert Darwin,” and “Fanny Crosby.” Color the portraits and cut them out. Glue **all four** portraits on the “Nineteenth Century A.D. Portrait Gallery” page of the *Book of Centuries*.

Key Idea: Charles Darwin’s famous work *On the Origin of the Species* launched his theory of evolution. The book, based partly upon Darwin’s observations from his scientific voyage aboard the HMS *Beagle*, described the process of natural selection and the survival of the fittest. He also extended the idea of natural selection to suggest that over time one species could evolve into a different species, so lower life forms would eventually evolve into higher life forms. Darwin theorized that millions of years would be required for species to change so drastically. He later published *The Descent of Man*, which included the controversial theory of humans evolving from apelike animals.

VOTE!

History Activities

I

Open your *U.S. History II Journal* to Unit 1. Preview the topic headings in Box 3 and circle three topics on which to take notes. Write a different chosen topic at the top of each of the three provided boxes. As you watch the DVD below, pay particular attention to the topics that you selected, taking notes in the corresponding box of your *U.S. History II Journal*.

★ *The American Testimony DVD Set 2:*
Disc 6, Chapter 2 “The New Religions”
(15 minutes, 11 seconds)

Key Idea: The translation of the Communist Manifesto into English and the emergence of Darwin’s theories of evolution led to a rebirth of revivals and to the rise of new religions.



Living Library

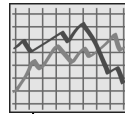
I

As you read, look for passages or quotes that you find meaningful, significant, or symbolic. You may mark these passages or quotes using a pen or sticky notes. These passages should catch your attention, interest you, and make you think. Read the following assigned pages:

★ *The Cereal Tycoon* top of p. 19 – top of p. 33

After reading, select one passage or quote. Then, follow the directions and the format on the “Triple-Entry Journal Assignment” sheet to complete one journal entry in your notebook.

Key Idea: Select and comment upon meaningful quotes using a triple-entry journal format.



Economics

S

Use the resource below for today’s activities.

★ *Intro to Economics: Money, History & Fiscal Faith* bottom of p. 18-20

Refer to p. 17-18 of *Intro to Economics: Money, History & Fiscal Faith*, as you meet with a parent to discuss “Settle the Discussion Questions” 1-3 on p. 18. Then, read and complete p. 19-20 of *Intro to Economics: Money, History & Fiscal Faith* on your own (including the “Show Support” questions on p. 19).

Key Idea: Ponder the principles of God-focused economics.



Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish II: Unit 1* top of p. 4 – middle of p. 7

★ *Getting Started with Latin:* Lessons 2-3

★ Your own foreign language program

Key Idea: Study a foreign language.

Learning the Basics

Focus: Finance, Bible, Literature, Composition, Grammar, Speech, Math, Science

Unit 1 - Day 2



Finance

S

Use the resource below for today's activities.

★ *Foundations in Personal Finance: Teacher's Resources CD*

From the "Assessments" folder on the *Teacher's Resources CD*, print the "Foundations in Personal Finance – Pre/Post Test." Give the "Answer Key" located at the end of the test to a parent. Then, take the "Foundations in Personal Finance Pre/Post Test" to see how much you know about finance. After a parent corrects the test, keep it in your course folder. This pre-test is not graded.

Key Idea: Take a pre-test about finance.



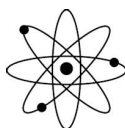
Bible

I

Bible Study: Read p. 7-8 of *I Don't Have Enough Faith to Be an Atheist Curriculum*. Then, read and annotate p. 17 – middle of p. 24 of the book *I Don't Have Enough Faith to Be an Atheist*.

Prayer: In your "Prayer Journal," write today's date and list the four parts of prayer (adoration, confession, thanksgiving, and supplication), writing each on its own line. Reflect upon the notes in the "Prayer Journal Insert" as you prepare to pray. After praying, list key words or phrases in your "Prayer Journal" to summarize your prayer. Highlight or circle any answered prayers.

Key Idea: Consider consequential questions.



Science with Lab

I

★ Read *The New Astronomy Book* p. 9 – bottom of p. 10 **and** p. 90-91. Then, read and perform Lab 3 "Star Viewing 2" as described on p. 11-14 of the *Astronomy and Geology Lab Manual*. **Note:** This lab requires observing the night sky over several different nights. Observations will be assigned in the plans.

Key Idea: Study a star's motion over time.



British Literature

I

Introduce: Consider which gate Diabolus chose to use to enter Mansoul. Which gate fell quickly after it? Why is it so important to guard what you listen to and see? As you read today, think about how Diabolus' conquest of Mansoul mirrors man's fall from grace.

Read and Annotate: *The War for Mansoul* p. 21-38 (Note: As one annotation, on p. 28 underline "Just imagine, the whole town will have to kowtow to the whims of Will and Mind, how do you like that?") Why is this such a deadly strategy for Mansoul? (As a second annotation, on p. 29 circle the allusions to the poem "Invictus" by William Ernest Henley. (The poem can be found in the Appendix.) How does "Invictus" reflect the poet's atheistic view of life and glorify self-sovereignty?

Select: Choose a passage from today's reading to copy in your *Common Place Book*.

Reflect: In your *Literature Journal*, write today's date. Reflect in writing upon how Diabolus sought to keep each of the three leaders of Mansoul under his power.

According to James 4:7, why will Mr. Conscience never wholly belong to Diabolus?

Key Idea: Explore allusions and viewpoints.



Speech

I

Have students complete one studied dictation exercise (see Appendix for passages).

Read *Secrets of Great Communicators: Student Text* p. 3-7. Then, watch the DVD segment assigned below.

★ *Secret of Great Communicators DVD Video Course: Introduction* (8 min., 30 sec.)

Key Idea: Learn to be a better communicator.



Math

S

Choose **one** math option. You may write an assignment next to the star.

★
Key Idea: Take Precalculus or College Algebra.

Learning Through History

Focus: The Transcontinental Railroad, Darwinism, Moody Revivals, and Fanny Crosby
Unit 1 - Day 3



U.S. History

S

Read about history in the resource below.

★ *Faith of Our Fathers* p. 134-137

After reading, give a “Detailed Narration” to an adult about today’s reading in *Faith of Our Fathers*. To guide you, have an adult read aloud the first sentence from each paragraph of *Faith of Our Fathers* p. 134-137 one at a time, and then have you narrate in detail upon that paragraph. The first sentence in each paragraph will be the starting point for each part of the narration. As you narrate, use the image and description of “Valiant-for-Truth” from *Pilgrim’s Progress* in Unit 1 – Box 4 of the *U.S. History II Journal as a visual aid and explain the connection* to Benjamin Breckenridge Warfield. Set a timer for 6-8 minutes for the narration. When the timer rings the narration is over, even if it isn’t complete. A detailed, descriptive narration is the goal.

Key Idea: During the nineteenth century, Scriptures and Christian faith underwent assault from evolutionists and false teachers. Benjamin Breckenridge Warfield of the Princeton Theological Seminary was a zealous and firm defender of orthodox Christianity during this time. He is often remembered for his firm defense of the inspiration and authority of Scripture.

VOTE!

History Activities

I

Read the assigned pages in the resource below. As you read, take notes from the text to explain each heading in Unit 1 – Box 5 of the *U.S. History II Journal*.

★ *Faith of Our Fathers* p. 117 – middle of p. 119

After reading, consider how you would categorize the denomination to which you belong.

Key Idea: The rise of religious liberalism and the ideas of Darwinian evolution challenged traditional Christianity, leading to controversy.



Living Library

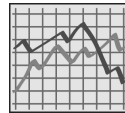
I

As you read, look for passages or quotes that you find meaningful, significant, or symbolic. You may mark these passages or quotes using a pen or sticky notes. These passages should catch your attention, interest you, and make you think. Read the following assigned pages:

★ *The Cereal Tycoon* top of p. 33 – bottom of p. 47

After reading, select one passage or quote. Then, follow the directions and the format on the “Triple-Entry Journal Assignment” sheet to complete one journal entry in your notebook.

Key Idea: Read thoughtfully to select and comment upon meaningful quotes or passages using a triple-entry journal format.



Economics

I

Read the assigned pages in the resource below.

★ *Intro to Economics: Money, History & Fiscal Faith* p. 21-22

Then, watch *Money Wise* DVD #1: Session 2 “John Keynes” (33 minutes). As you watch the DVD, pause as needed to answer questions 1-20 on p. 23 – middle of p. 25 of *Intro to Economics: Money, History & Fiscal Faith*.

Key Idea: Learn about John Keynes and compare Keynesian economics to *Godonomics*.



Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish II: Unit 1* middle of p. 7-9

★ *Getting Started with Latin: Lessons 4-5*

★ Your own foreign language program

Key Idea: Study a foreign language.

Learning the Basics

Focus: Finance, Bible, Literature, Composition, Grammar, Speech, Math, Science

Unit 1 - Day 3



Finance

I

Use the resource below for today's activities.

★ *Foundations in Personal Finance:*
Student Text p. 8-11

Read p. 8-10 and complete p. 11 in the
Foundations in Personal Finance: Student
Text. Then, view the video segment assigned
below.

★ *Foundations in Personal Finance* DVD:
Disc 1, Intro Video "Getting Started"

Key Idea: Gain an overview of the personal
finance course.



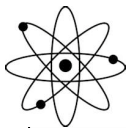
Bible

I

Bible Study: Read and annotate the middle
of p. 24-33 of the book *I Don't Have Enough
Faith to Be an Atheist*. Then, refer back to
p. 17-33 of the book *I Don't Have Enough to Be
an Atheist* as needed to help you complete p. 9-
13 of *I Don't Have Enough Faith to Be an
Atheist Curriculum*.

Prayer: In your "Prayer Journal," write
today's date and list the four parts of prayer,
writing each on its own line. Reflect upon the
notes in the "Prayer Journal Insert" as you
prepare to pray. After praying, list phrases in
your "Prayer Journal" to summarize your
prayer. Highlight or circle answered prayers.

Key Idea: Think about the meaning of life.



Science with Lab

I

Read *The New Astronomy Book* p. 12. Then,
watch the DVD segment assigned below.

★ *What You Aren't Being Told About
Astronomy Volume 1: Our Created Solar
System* DVD: Select "Moon" (17 minutes, 43
seconds)

At the end of the segment, pause to copy in
your notebook the facts listed under "What You
Aren't Being Told About the Moon."

Key Idea: Consider theories about the moon.



British Literature

I

Introduce: As Diabolus moves into Mansoul,
how is Ephesians 2:1-3 reflected in the changes
that he makes in Mansoul? Reread p. 36 of *The
War for Mansoul*. While Diabolus strengthens
his hold over Mansoul, what troubling news
does he receive on p. 36? How does Ephesians
2:4-10 bode for Diabolus? Why does Diabolus
cling to man's free will as his only hope?

Read and Annotate: *The War for Mansoul*
p. 39-54 (Note: On p. 44 circle the armor and
weapons that Diabolus introduces to the
townspeople and underline what each
represents.) How does Diabolus' armor
contrast with the armor of God Paul describes
in Ephesians 6:10-20? (As another annotation,
on p. 44 circle the allusion to Judges 21:25.)

Reflect: In your *Literature Journal*, write
today's date. Then, list the names of the four
captains of Shaddai's army from p. 45 of *The
War for Mansoul* and summarize each of their
arguments from p. 51-52. Reflect in writing
upon the response of the Mansouliaus. Have
you ever responded in such a way? Explain.

Key Idea: Notice symbolism and implications.



Composition/Grammar

S

Have students complete one studied dictation
exercise (see Appendix for passages).

Help students complete **one** English option.

★ *Preparing for Usefulness:* Lesson 58 (**last
half** only)

★ Your own grammar program

Key Idea: Use grammar skills in composition.



Math

S

Choose **one** math option. You may write an
assignment next to the star.



Key Idea: Take Precalculus or College Algebra.

Learning Through History

Focus: The Transcontinental Railroad, Darwinism, Moody Revivals, and Fanny Crosby
Unit 1 - Day 4



U.S. History

I

Read about history in the resources below.

- ★ *Faith of Our Fathers* p. 121-126
- ★ *Great Letters in American History* p. 161-163

After reading, you will be writing a “Detailed Narration” about today’s pages. To prepare for your narration, review possible topics to include in your narration by reading the first sentence of each paragraph on p. 121-127 of *Faith of Our Fathers*. Then, choose 4-5 topics from the reading upon which you can narrate **in detail**. List these topics at the top of Unit 1 – Box 6 of the *U.S. History II Journal*. Since this is not a summary narration, not all topics from the reading will be included. Next, in Box 6, write a 4-5 paragraph narration. Write so that the reader can visualize people, places, or events. Use descriptions that involve one’s senses and include details that are specific and concrete (i.e. dates, names, places, locations, etc.). As part of your narration, include at least one quote from today’s readings. Remember to place quotation marks around any quotes and to attribute the quote to the speaker within your sentence. When you have finished writing, use a yellow highlighter to **highlight any detail words** within your narration. See the *Written Narration Tips* in the Appendix as needed for additional guidance in narrating. Then, read your narration out loud to catch any mistakes. Use the *Written Narration Skills* in the Appendix as a guide for editing the narration.

Key Idea: D.L. Moody was a revival evangelist.



Living Library

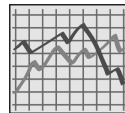
I

As you read, look for passages or quotes that you find meaningful, significant, or symbolic. You may mark these passages or quotes using a pen or sticky notes. These passages should catch your attention, interest you, and make you think. Read the following assigned pages:

- ★ *The Cereal Tycoon* bottom of p. 47 – middle of p. 62

After reading, select one passage or quote. Then, follow the directions and the format on the “Triple-Entry Journal Assignment” sheet to complete one journal entry in your notebook.

Key Idea: Read thoughtfully to select and comment upon meaningful quotes or passages using a triple-entry journal format.



Economics

I

Read and annotate the assigned pages noted below. An annotation is a way to connect with the text by underlining something to remember, circling key words, starring an important passage, placing a question mark next to something you wonder about, and writing brief questions, comments, or notes in the margin.

- ★ *Money Matters for Teens* p. 6-8

Key Idea: Learn why stewardship matters.

VOTE!

History Activities

I

Read about history in the resource below.

- ★ *Faith of Our Fathers* p. 128-133

Next, read the quotes in Unit 1 – Box 7 of the *U.S. History II Journal*. Beneath each quote, briefly note the quote’s context, its significance, and any insight it provides into Fanny Crosby.

Key Idea: Fanny Crosby was a blind gospel songwriter who wrote more than 8,000 hymns in her lifetime.



Foreign Language

I

Choose **one** foreign language option below.

- ★ *Spanish II: Unit 1* p. 10-11 (Note: Refer to p. 2-9 to help you complete “Self Test 1.”)
- ★ *Getting Started with Latin: Lesson 6* and “Latin Expressions”
- ★ Your own foreign language program

Key Idea: Study a foreign language.

Learning the Basics

Focus: Finance, Bible, Literature, Composition, Grammar, Speech, Math, Science

Unit 1 - Day 4



Finance

S

Use the resource below for today's activities.

★ *Foundations in Personal Finance: Teacher's Resources CD*

On the *Teacher's Resources CD* in the "Chapter 1" folder, print the "Activity: Parent Interview." After printing, give the **first** page titled "Parent Interview: Procedure" to a parent. Then, **meet with a parent** to complete the two remaining "Parent Interview" pages. Keep the completed "Parent Interview" pages in your course folder. Completion of the interview automatically earns a full grade.

Key Idea: Interview a parent about finance.



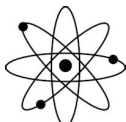
Bible

I

Bible Study: Refer back to p. 17-33 of the book *I Don't Have Enough to Be an Atheist* as needed to help you complete questions 5-7 on p. 14 – bottom of p. 16 of *I Don't Have Enough Faith to Be an Atheist Curriculum*.

Prayer: In your "Prayer Journal," write today's date and list the four parts of prayer (adoration, confession, thanksgiving, and supplication), writing each on its own line. Reflect upon the notes in the "Prayer Journal Insert" as you prepare to pray. After praying, list key words or phrases in your "Prayer Journal" to summarize your prayer. Highlight or circle any answered prayers.

Key Idea: Consider the importance of God's existence.



Science with Lab

I

★ Read *Our Created Moon* p. 6-10. Then, complete questions 1-10 on p. 101-102 of the Student Worksheets in the *Survey of Astronomy: Teacher Guide*. You will need to refer to p. 6-10 of *Our Created Moon* to answer the questions.

Key Idea: Learn about moons and gravity.



British Literature

I

Introduce: Reread the battle cry shouted by Shaddai's captains on the bottom of p. 54 of *The War for Mansoul*. According to John 3:1-3, what is meant by this battle cry? As you read today, think about the effect this battle cry has on the inhabitants of Mansoul.

Read and Annotate: *The War for Mansoul* p. 55-74 (Note: As one annotation, on p. 63 circle the "best weapons" that Diabolus uses in Mansoul. Then, underline the following sentence on p. 63: "No – Mansoul was no match for Diabolus – but Emmanuel was!") Also, on p. 65 circle the names of Emmanuel's five additional captains and standard-bearers.

Select: Choose a passage from today's reading to copy in your *Common Place Book*.

Reflect: In your *Literature Journal*, write today's date. Reflect in writing upon the way Diabolus continues to mention man's free will as being in his favor. How can this be true? Underline the eight propositions Mr. Loath-To-Stoop gives Emmanuel on p. 71-73. What is Diabolus' strategy? How does James 4:7-8 echo Emmanuel's responses?

Key Idea: Make allegorical connections.



Speech

I

Have students complete one studied dictation exercise (see Appendix for passages).

Read and annotate the assigned pages in the speech resource below.

★ *How to Become a Dynamic Speaker* p. 5-13

Key Idea: Learn to be a better communicator.



Math

S

Choose **one** math option. You may write an assignment next to the star.



Key Idea: Take Precalculus or College Algebra.