

So come on over and take a peek at the U.S. History II Teacher's Guide!

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.



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

Introduction: 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-Too-Stoop gives Emmanuel on p. 71-73. What is Diabolus's 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 Calculus.

Now In Color

A United States history is covered from the Age of Reform (beginning in approximately 1877) through the World Wars and the Cold War to Modern Times. Assignments include eight types of oral narrations, *Book of Centuries'* entries, shared talking points with visual aids, *U.S. History II Journal* entries, and eight types of written narrations.

B Independent history-based activities occur daily and range from viewing *American Testimony* video segments with corresponding viewing guides, considering varying viewpoints and weighing options to make historical decisions using *Key Documents in U.S. History*, reading and responding to primary source documents from *Great Documents in U.S. History* and *Great Letters in American History*, and more.

C Daily readings from the "Living Library" correspond with the history readings, providing a glimpse of life in a different time. Follow-up *Triple-Entry Journal* assignments include selection of meaningful quotes or passages, brief contextual comments, and written personal commentary.

D Daily Economics' assignments present a biblical case for free market enterprise, describe the role of entrepreneurs in economics, offer a Godly perspective for economic decisions, demonstrate how velocity affects business and investments, and relate history and politics to the study of economics. Articles by noted economists, video instruction with viewing guides, workbook lessons, discussion questions, biographical vignettes, study questions, and assessments are included. National standards for Economics are covered.

E A Foreign Language option is scheduled daily with a choice of either earning credit in Spanish II or earning credit in Introductory Latin/Greek.

F Three days in each unit schedule Dave Ramsey's *Foundations in Personal Finance* for Homeschool course. This course is a complete high school curriculum that teaches students about saving, investing, credit, debt, money management, and more from a biblical perspective. Video instruction by Dave Ramsey, coordinating workbook assignments, questions, activities, case studies, and research assignments are part of the course.

G Bible is scheduled daily using Geisler and Turek's best-selling book *I Don't Have Enough Faith to Be an Atheist* along with Apologia's *I Don't Have Enough Faith to Be an Atheist Curriculum*. This study prepares young adults to defend their Christian faith by tackling the question of absolute truth, demolishing follies of postmodernism, and debunking moral relativism. Readings, vocabulary, comprehension and critical-thinking questions, research, and application are part of the course. A devotional Bible study with a girl option and a boy option are also part of Bible.

H The focus of this year of science is a ½ credit of Astronomy and ½ credit of Geology/Paleontology. The course consists of a combination of narrative books, DVDs, and study guides presented in a Scripture-focused way. As students get ready to graduate and head into college or out into the workplace, this may be one of the few opportunities to study astronomy and geology/paleontology in a way that helps them defend what they believe and why when it comes to Scripture and science. A specialized lab kit from Quality Science Labs completes the course. All Science Package items are scheduled in the *U.S. History II* guide, including the labs.

I A daily British Literature study incorporates novels, plays, poetry, short stories, and allegories. Timeless favorites like *Pride and Prejudice*, *Jane Eyre*, *The Elusive Pimpernel*, *Hamlet*, *The Hound of Baskervilles*, *Prisoner of Zenda*, and more are included. Introductory notes, annotations, narrations, *Common Place Book* entries, and guided *Literature Journal* reflections including literary devices and Scriptural connections are part of the study.

J Grammar lessons using the last half of *Rod and Staff English 8* alternate with speech lessons from *Secrets of Great Communicators*. Writing and speaking skills include note-taking, summarizing, outlining, researching, speaking from notes, giving an oral report, as well as writing narratively, persuasively, descriptively, and poetically utilizing the writing process.

K Ideally students should be ready for Precalculus or College Algebra or above. Recommended math suggestions are provided in the catalog and on our website.