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## **Introduction**

### **Complete Plans**

*Hearts for Him Through Time: Resurrection to Reformation* features 35 units with complete daily plans for ages 10-12 with extensions for ages 13-14. Each unit lasts 4 days, which gives you the 5<sup>th</sup> day of each week to use as you wish. The 4-day plan can be stretched to cover 5 days if needed. This guide is meant to save you time planning, so you can instead spend your time making fond memories as you watch your students grow in all areas. Activities are rotated daily, so you can cover many areas that might often be neglected, without lengthening your school day. These plans are designed to provide an academic, well-balanced approach to learning, but more importantly to help you reach your children's hearts as well as their minds.

### **Easy to Use**

Straight-forward daily plans are provided on each two-page spread. The subjects can be done in any order. Each day of plans is divided into the following 2 parts: "Learning Through History" and "Learning the Basics". Each segment of plans is further designated as "Teacher Directed = T", "Semi-Independent = S", or "Independent = I". Dividing the plans in this manner is meant to help you move your children toward more independent work. Easy to follow daily plans are divided into 10 boxes, which can be spaced throughout the day as time allows.

### **Learning Through History**

The "Learning Through History" part of the program provides a deeper look at the time period of the Resurrection to the Reformation. This year of study is meant to provide students with a Christ-centered overview of the growth of the early church, the Dark Ages, the Middle Ages, the Renaissance, the Reformation, the exploration of the New World, and the advancement of science. Within the readings, students will learn about each time period through the lives of the people who lived in them. This biographical approach to history shows the strengths and gifts that people were given, along with the mistakes and errors that they made. However, the resources chosen for this study also show how God in His loving care watched over His people amidst persecution and trials. Church history is woven in and out of the narratives at the proper places in history, leading students to see that all of history belongs to God and is actually "His" story.

The following areas are linked with the history readings: entries of famous men and women, written narrations, oral narrations, timeline entries, postcards of places researched, mapping exercises, read-alouds, history projects, sketching, artist overview pages, creation of a history notebook, history-based writing lessons, and an audio overview of history. A Shakespeare option complete with readings, coloring pages, and copywork is also included.

## **Learning the Basics**

The “Learning the Basics” part of the program focuses on language arts, math, Bible, art appreciation, and science. It includes dictation practice and passages, a choice of scheduled grammar texts, a history-based writing program, reading choices, oral narrations, a choice of math texts, scheduled science readings with lessons and experiments, discussion and memorization of the poetry of Emily Dickinson, art appreciation, an inductive Bible study of Philippians, and a devotional study on becoming a Godly young man or woman. A Bible-based purity study option complete with readings is also included.

## **Quick Activities**

*Resurrection to Reformation* was written with the busy homeschool teacher in mind. It provides a way to do enriching activities without all of the usual planning and preparation. Quick and easy activities require little or no preparation and use materials you’re likely to have on hand.

## **Fun Ideas**

Engaging daily lessons take approximately 4 to 4½ hours to complete. More time will be needed if you linger on activities or draw out discussions. The activities are filled with ideas that get students thinking, exploring, and learning in a meaningful way.

## **Balanced**

Each day’s lessons are carefully planned to provide a balance of oral, written, and hands-on work. In this way, oral narrations are practiced each week, but in a variety of subject areas. Written work is required daily, but care is taken to balance it with other forms of assessment. Hands-on experiences are provided in each day’s plans, but they do not require overwhelming amounts of time.

## **Flexible**

Lesson plans are written to allow you to customize the program to suit your child’s needs. A choice of resources is provided. An Extension Pack Schedule in the Appendix extends the area of history to include more advanced reading material. This allows your older students to learn along with your younger students.

## **Resources**

All of the resources noted in *Resurrection to Reformation* are available from Heart of Dakota Publishing. Resources may be ordered online at [www.heartofdakota.com](http://www.heartofdakota.com), by mail using the printable online order form, or by telephone at (605) 428-4068. Resource titles are listed below.

## **History Resources (Required)**

\**Peril and Peace Volume I: Chronicles of the Ancient Church* by Mindy and Brandon Withrow (Christian Focus Publications Ltd., Reprinted 2009 edition)  
Note: There are two versions of this book with a 2005 copyright. To address this, chapter titles as well as page numbers are provided in the plans. Heart of Dakota carries the version with page numbers that matches the plans.

- \**The Story of the Middle Age* by Samuel B. Harding (Yesterday's Classics, 2006)  
Note: There are multiple versions of this book. The Yesterday's Classics version must be used to coordinate with the plans and is carried by Heart of Dakota.
- \**Monks and Mystics Volume II: Chronicles of the Medieval Church* by Mindy and Brandon Withrow (Christian Focus Publications Ltd., Reprinted 2007 edition)  
Note: There are two versions of this book with a 2005 copyright. To address this, chapter titles as well as page numbers are provided in the plans. Heart of Dakota carries the version with page numbers that matches the plans.
- \**Famous Men of the Middle Ages* by John H. Haaren and A.B. Poland (Memoria Press, 2009) Note: There are multiple versions of this book. The 2009 Memoria Press version must be used to coordinate with the plans and is carried by Heart of Dakota.
- \**The Mystery of History Volume III: The Renaissance, the Reformation, the Growth of Nations* by Linda Lacour Hobar (Bright Ideas Press, 2008)
- \**World History Atlas* (Maps.com, 2012)
- \**Map Trek V2: Medieval World* by Terri Johnson (Knowledge Quest, Inc. 2010)  
Note: This printable CD of Volume 2 is especially made for Heart of Dakota.
- \**What in the World? Vol. 2: Romans, Reformers, Revolutionaries* by Diana Waring (Answers in Genesis, 2008) Note: This audio CD set is available in several different versions, but only the 2008 Answers in Genesis version matches with the track numbers in this guide and includes the audio material needed for this study.
- \**Draw and Write Through History: The Vikings, the Middle Ages, and the Renaissance* by Carylee Gressman and illustrated by Peggy Dick (CPR Publishing, 2008)
- \**Bard of Avon: The Story of William Shakespeare* by Diane Stanley and Peter Vennema (Morrow Books, 1992)
- \**The Hidden Treasures in Philippians* by Evelyn Wheeler (Evelyn Wheeler, 1999)
- \**Looking at Pictures: An Introduction to Art for Young People Revised Edition* by Joy Richardson (National Gallery Company Limited, 2009)
- \**Tales from Shakespeare* by Charles and Mary Lamb (Yesterday's Classics, 2007)  
Note: There are multiple versions of this book. The Yesterday's Classics version must be used to coordinate with the plans and is carried by Heart of Dakota.
- \**Resurrection to Reformation Student Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2010) Note: These pages are in full-color and are not reproducible. A copy is required for each student.

**Science Resources** (Required, unless you have your own science)

- \**Exploring Creation with Astronomy* by Jeannie K. Fulbright (Apologia Educational Ministries, 2016)
  - \**A Child's Geography Volume I: Explore His Earth* by Ann Voskamp (Knowledge Quest, Inc., 2018)
- Option 1:**
- \**Exploring Planet Earth* by John Hudson Tiner (Master Books, 1997)
  - \**Along Came Galileo* by Jeanne Bendick (Beautiful Feet Books, 1999)
  - \**Isaac Newton* by John Hudson Tiner (Mott Media, 1975, reprint 2012)

## **Option 2:**

\**God's Design for Heaven & Earth: Our Weather & Water* by Debbie and Richard Lawrence (Answers in Genesis, 4th Edition, January 2016)

### **Resource Choices** (Considered to be necessary choices)

\*Choose one of the following reading options to use with this program:

1. *Drawn into the Heart of Reading: Level 4/5 or Level 6/7/8* by Carrie Austin (Heart of Dakota Publishing, 2000)
2. Your own program

\*Choose one of the following English options to use with this program:

1. *Building with Diligence: English 4* by Rod and Staff Publishers (Rod and Staff Publishers, 1992)
2. *Following the Plan: English 5* by Rod and Staff Publishers (Rod and Staff Publishers, 1993)
3. Your own program

\*Choose one of the following writing options to use with this program:

1. *Medieval History-Based Writing Lessons* by Lori Verstegen, (Institute for Excellence in Writing, Inc., Fifth Edition, 2019)
2. Your own program

\*Choose one of the following math options to use with this program:

1. *Singapore Primary Mathematics 4A/4B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
2. *Singapore Primary Mathematics 5A/5B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
3. *Singapore Primary Mathematics 6A/6B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
4. Your own program

\*Choose one of the following devotional options to use with this program:

#### **Girl Option Includes:**

- \* *Beautiful Girlhood* by M. Hale, Revised and Expanded by Karen Andreola (Great Expectations Book Co., 1993)
- \* *The Companion Guide to Beautiful Girlhood* by Shelley Noonan and Kimberly Zach (Pumpkin Seed Press, 2000)
- \* *From Girl to Woman* by Sandi Queen (Queen Home Supplies, 2007)
- \* *What Is God's Design for My Body?* by Susan Horner (Moody Publishers, 2004)

#### **Boy Option Includes:**

- \* *Boyhood and Beyond* by Bob Schultz, (Great Expectations Book Co., 2004)
- \* *From Boy to Man* by Keith and Sandi Queen (Queen Home Supplies)
- \* *What Is God's Design for My Body?* by Susan Horner (Moody Publishers, 2004)

\*Choose the following CD to aid in memorizing Philippians 1 (scheduled in guide):

1. *The Bible Study in Stereo: Philippians 1 CD* composed by Martha Minter (Marianne Greer, 2004)

**Note:** Resources sometimes go out of print or change. Brief schedule changes are posted on the "Updates" portion of our website. Lengthier schedule changes are sent along with your purchase of the corresponding guide or book from Heart of Dakota.

## “Learning Through History” Components

### Reading about History

The “Learning Through History” part of the program is told in story form and provides a deeper look at the time period from the Resurrection to Reformation. This year of study is meant to provide students with a Christ-centered overview of the growth of the early church, the Dark Ages, the Middle Ages, the Renaissance, the Reformation, the exploration of the New World, and the advancement of science.

History stories are scheduled for the students to read independently each day using the following resources: *Peril and Peace* by Mindy and Brandon Withrow, and *The Story of the Middle Ages* by Samuel B. Harding, *Monks and Mystics* by Misty and Brandon Withrow, *Famous Men of the Middle Ages* by Memoria Press, *The Mystery of History Volume III* by Linda Lacour Hobar. These stories provide the focus for this part of the plans. The areas that follow are linked to the daily stories:

**Day 1:** Give an oral narration by retelling the history reading. Oral narration tips are provided in the Appendix for help as needed.

**Day 2:** Summarize biographical information about famous men and women from the history reading within the corresponding *Student Notebook*.

**Day 3:** Locate the places around the world where famous people made their mark on history. To gain a global perspective, locate these places on the map provided in each unit of the *Student Notebook*. To bring the historical period to life, a full-color portrait of the person is also included to be labeled.

**Day 4:** Write a written narration to reflect upon the history reading. The *Student Notebook* provides a place for recording written narrations. Written narration tips are provided in the Appendix of *Resurrection to Reformation* for help as needed.

The *Student Notebook* has been especially created for *Resurrection to Reformation* to provide a timeless keepsake of what was learned throughout the year. Full-color pages complete with customized postcards of the cities researched, portraits of the people studied, maps of the places mentioned in the stories, paintings by great Renaissance artists, and authentic artifacts grace the pages of this lovely resource. The *Student Notebook* pages can be stored in a 3-ring binder with a place to insert a cover page.

### Research

One day in each unit requires students to use research skills on a topic inspired by the history stories. Students are asked to research a specific place of historical interest linked with a person in that day’s reading. Guiding questions about the place are provided for students to answer using one source of information. Each of the places researched has information available about it at [www.wikipedia.org](http://www.wikipedia.org).

The purpose of the research activity is to train students to use an index or a search engine, to skim to find answers, and to create a written postcard from the

## **“Learning Through History” Components** (continued)

information they’ve gathered. Colorful pictures of the places researched adorn the postcards within the *Student Notebook* to create a beautiful record of the places visited.

Note: As always, parental supervision is recommended as students use the Internet.

### **Geography**

One day in each unit includes mapping activities that directly relate to the history stories using the *World History Atlas* and *Map Trek V2: Medieval World*. Studying geography in this manner helps students recognize how geography has impacted history. The purpose of the mapping activities is to teach students to use a variety of maps, to cross-reference maps and assimilate that information, and to create and label their own historically-accurate maps. Step-by-step mapping activities connect history with geography by directing students to find various locations from long ago on historical maps. Students are also guided to discover how the power struggle for land affected history.

As the Roman Empire fell and other tribes came into power, the continual struggle for land dramatically changed boundary lines. Students track these changes on maps of the Byzantine Empire, the Viking Expansion, the Rise of Charlemagne, the Norman Conquests, the Mongol Empire, and so on.

As the power struggle for land continued, the battles over land became driven by differences in religious beliefs instead. Students document how these struggles dominated the geographic landscape on maps of the Islamic Empire, the Holy Roman Empire, the Crusades, the Reformation, and so on.

When new lands were discovered, the power struggle shifted to be focused upon who would acquire those new lands. Students map that expanding world as they trace the explorer’s routes and realize how these discoveries changed the maps of the world at that time. Students also map the changing empires to learn how expansion fluctuated with the rise and fall of nations.

Maps needed for the “Geography” part of the *Resurrection to Reformation* plans must be printed from the provided *Map Trek V2: Medieval World* CD. Teacher Answer Maps are in full-color and may either be viewed on your computer screen or printed in color using the CD. Student Maps may be printed in black and white or in color from the CD.

### **Timeline**

To understand the flow of history, students keep a timeline in their *Student Notebook* of some of the major events and people studied throughout the year. Planning how to illustrate the timeline entry along with drawing the entry itself, forces students to call upon what they have learned and apply it. What children take time to create they retain, because it has become their own.

## **“Learning Through History” Components** (continued)

The timeline created by the students specifically matches the *Resurrection to Reformation* history readings. Additional entries in the *Student Notebook* provide a fuller picture of the time period and better help students place the timeline entries within their historical context.

Note: Beginning with the *Student Notebook* in *Creation to Christ*, students will add a section to their timeline with each consecutive guide for four years. When the timeline is finished the end result will be a complete *Book of Time*.

### **Shakespeare**

Parents have the choice of whether to include *Lamb’s Tales of Shakespeare* within their weekly schedule. Students read 18 of the 20 included tales, omitting *Macbeth* and *Measure for Measure* due to overly mature content. Readings are scheduled once weekly, and longer stories are divided over two weeks. After each weekly reading, students color the accompanying black and white artwork within the *Shakespeare Student Notebook* pages. A quote from the play is also copied from each tale. Due to the length of each tale, and to allow students to better understand the various plot twists, students are assigned to read the stories on their own.

The Shakespeare readings are not analyzed within the provided assignments, but rather students are encouraged to enjoy the readings and make their own natural connections. Often the moral connections that students make on their own, are much stronger than those that would be made if the moral lessons were pointed out instead.

Note: While we do not wish to persuade you to pursue Shakespeare if it is not within your family’s goals, we do desire to explain our reasoning for including it as a choice within our Economy Package. As you ponder the best path for your family, we encourage you to read our article titled “Why Read Shakespeare?” found at the following link: [http://www.heartofdakota.com/rtr\\_hearts-for-him-descriptions.php#tales-shakespeare](http://www.heartofdakota.com/rtr_hearts-for-him-descriptions.php#tales-shakespeare)

### **Independent History Study**

Daily independent history assignments that correspond with the historical time period are scheduled using these resources: *What in the World? Vol. 2* by Diana Waring, *Draw and Write Through History: The Vikings, the Middle Ages, and the Renaissance* by Carylee Gressman and illustrated by Peggy Dick, *Gabriel and the Hour Book* by Evaleen Stein, *Bard of Avon: The Story of William Shakespeare* by Diane Stanley and Peter Venemma, and *Resurrection to Reformation Student Notebook* designed by Merlin DeBoer. Audio presentations, copywork of quotes and verses, notebook entries, sketching, mapping, and labeling famous works of art are all part of the independent history study part of the plans.

## **“Learning Through History” Components** (continued)

Accuracy and attention to authentic detail are encouraged. Entries are meant to be factual and to provide a finished product that gives an overview of the history topics studied throughout the year. Notebook entries are done within the *Student Notebook*.

The books in the “Reading about History” part of the plans and the resources listed in the “Independent History Study” part of the plans are sold as a set in the **Economy Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

### **History Project**

Three days in each unit are devoted to a meaningful, hands-on project that is designed to bring the history stories to life. Each project is scheduled to be easily completed by the student semi-independently in three short stages. Projects require little or no preparation and use materials you are likely to have on hand. Unique art supplies for the projects scheduled within this guide include colored chalk and oil pastels. Projects correlate closely with the history stories and provide an important creative outlet for students to express what they’ve learned.

Projects range from building a Roman arch out of air-dry clay, to writing in Greek on parchment; from baking bread with Scripture verses inside, to designing a medieval pennant; from playing a card game called *Lord of the Castle*, to coloring your own Fra Angelico painting; from designing a Spanish “Pieces of Eight” coin to making a window cling of a Huguenot cross; from using oil pastels to create the Great Barrier Reef, to forming an Iroquois gourd rattle; from practicing sketching like Rembrandt, to baking your choice of Amish sugar cookies or Russian tea cakes, and much more!

Note: The activities in our guides are truly written to include supplies you would normally have on hand. We purposely do not include activities that use unusual materials. A supply list is not included, as it would prove to be more confusing than helpful. This is because many possible substitutions are listed within the plans for each project. We encourage you to try teaching our plans as intended without a supply list, allowing you to take advantage of the open-and-go format of this guide.

### **Storytime**

Daily storytime sessions are linked to the “Reading about History” box of the plans by similar historical time period. These books provide the historical backdrop, or a panoramic view of history, while the “Reading about History” readings provide a more factual view.

These scheduled read-alouds are highly recommended, unless you need to economize. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set as a **Basic Package**, or sold individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

## **“Learning Through History” Components** (continued)

The following activities rotate through the “Storytime” box of plans and coordinate with the read-aloud assignments: orally narrating, finding vivid descriptions, locating new vocabulary, identifying plot twists, recognizing strong moods, copying great lines, and watching for life lessons. Students will record their answers on index cards. Depending on how large students write, they will need 12 or more index cards. We suggest placing the cards on a ring for organizational purposes.

Note: If you are already doing a Storytime package with a different Heart of Dakota program, you may choose to have 5<sup>th</sup>-6<sup>th</sup> grade students read the books in this package on their own by following the plans in the “Storytime” box. These students should be strong, independent readers who aren’t overly sensitive. Otherwise, reading aloud is the preferred method for using this package.

### **Independent History Study for Older Students**

An Extension Package Schedule in the Appendix extends the area of history to include more advanced independent reading material. This allows your older students to learn along with your younger students. This Extension Package is best suited for mature seventh and eighth graders who are strong, independent readers. For sensitive seventh and eighth graders, or for those who are not yet strong readers, the Basic Package should be used instead of the Extension Package.

A schedule of daily independent readings for these books is provided in the Appendix of *Resurrection to Reformation*. General suggestions for follow-up assignments are also included at the beginning of the Extension Package Schedule. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set in the **Extension Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package is an optional part of *Resurrection to Reformation*.

## “Learning The Basics” Components

### Grammar, Mechanics, and Usage

Grammar lessons are scheduled twice in each unit and focus on grammar, mechanics, and usage for the purpose of improving writing. Choose **either** *Building with Diligence: English 4* **or** *Following the Plan: English 5*. Half of the grammar text was covered in *Creation to Christ*, with the other half to be completed in this guide. Systematic lessons focus on one rule or concept per lesson. In order to keep the lessons short, you may want to do most of the lesson orally or on a white board, requiring only one set of practice exercises to be written by the student each day. The Teacher’s Manual is considered to be necessary at this level. See the “Table of Contents” in either *Building with Diligence: English 4* or *Following the Plan: English 5* for a scope and sequence. Students need a lined composition book or notebook for their written work.

### Writing

Writing lessons are scheduled three times in each unit using *Medieval History-Based Writing Lessons* by IEW. Instruction, checklists, samples, notes, vocabulary cards, and quizzes are included. The source material for the lessons is provided within the IEW Student Book and corresponds well with the time period within *Resurrection to Reformation*. Our plans divide the IEW lessons over 35 weeks, with 3 sessions scheduled weekly lasting approximately 20 minutes each.

In order to maintain a balance of written work within *Resurrection to Reformation*, we have chosen to omit some of the writing lessons within *Medieval History-Based Writing Lessons*. Due to the amount of writing done in other *Resurrection to Reformation* coursework, including the writing within grammar instruction, we consider the writing schedule within the “Language Arts” box of the *Resurrection to Reformation* lesson plans the best fit for maintaining this balance. We strongly encourage you to follow the plans for *Medieval History-Based Writing* as outlined in *Resurrection to Reformation*.

Since our plans divide the IEW plans into manageable daily segments, it will be important to read our plans first each day to know what to do. The benefit of following the schedule in our guide is that your daily writing sessions will be shorter, allowing the writing process to be more manageable for the students. However, we realize this also requires more coordinating of our guide with the IEW guide. So, if you prefer, you may instead follow the IEW plans as written, knowing that your writing sessions will be longer causing the length of your school day to fluctuate.

Each student needs a copy of the *Medieval History-Based Writing Lessons* Student Book. The first day of our plans ask you to print part of the Student Resource Notebook (SRN) from the Internet site noted on the front blue page of the *Medieval History-Based Writing* Student Book.

## **“Learning The Basics” Components** (continued)

Each student also needs a lined composition book or notebook for rough drafts and a folder for final drafts. Final drafts should either be written on lined loose-leaf paper or typed on the computer.

Note: While the Institute for Excellence in Writing often recommends completing either *Teaching Writing: Structure and Style* or *Student Writing Intensive* courses first, we have found that this particular writing guide can be used without any previous IEW experience.

### **Dictation**

Studied dictation to practice spelling skills is scheduled three days in each unit. Three different levels of dictation passages are provided in the Appendix. Special instructions for the dictation passages are included in the Appendix. It is important

to read and follow these instructions carefully in order to correctly implement the method of studied dictation.

The Charlotte Mason method of studied dictation is used. In this method, students study the passage prior to having it dictated. This is an important step in learning to visualize the correct spelling of words. All items in the passage must be written correctly, including punctuation marks, before going on to the next passage. Studied dictation focuses on the goal of using correct spelling within the context of writing.

Permission is granted for you to make copies of the “Dictation Passages Key” to log your children’s progress in dictation. A lined composition book is needed for dictation.

### **Handwriting/Copywork**

Daily practice of handwriting is scheduled from a variety of copywork sources. By copying from a correctly written model, students gain practice in handwriting, spelling, grammar, capitalization, punctuation, and vocabulary. Work should be required to be done neatly and correctly. It is important for students to produce careful, quality work, rather than to produce a large quantity of work that is carelessly done. For this purpose, copywork assignments are kept relatively short.

At this age, students may choose whether to complete copywork assignments in cursive or in manuscript. All copywork is either written in the *Common Place Book* or in the *Student Notebook*, as directed within the *Resurrection to Reformation* lesson plans.

A *Common Place Book* is often a bound composition book with lined pages. It provides a common place to copy anything that is timeless, memorable, or worthy

## **“Learning The Basics” Components** (continued)

of rereading. It is for copying text and not for original writing. Bible verses, classic poetry, and memorable quotes will be written in the *Common Place Book* this year.

### **Reading**

Three days in each unit recommend using *Drawn into the Heart of Reading* for literature study. This reading program is multi-level and is designed to use with any books you choose. It is available for students in levels 2-8. It is divided into nine literature units, which can be used in any order.

*Drawn into the Heart of Reading* is based on instructions and activities that work with any literature. It can be used with one or more students of multiple ages at the same time because it is structured around daily plans that are divided into three levels of instruction. *Drawn into the Heart of Reading* is intended for use year after year as you move students through the various levels of instruction. It is designed to teach students to evaluate characters using a Christian standard that is based on Godly traits.

In order to use *Drawn into the Heart of Reading* with your independent reader, you need the *Drawn into the Heart of Reading Teacher’s Guide* and the *Level 4/5* or *Level 6/7/8 Student Book*. You may also choose whether to purchase these optional resources: *Level 4/5 Girl Interest Book Pack*, *Level 4/5 Boy Interest Book Pack*, *Level 5/6 Girl Interest Book Pack*, *Level 5/6 Boy Interest Book Pack*, or the *Sample Book Ideas List*. Packages for *Drawn into the Heart of Reading* are available at [www.heartofdakota.com](http://www.heartofdakota.com). Descriptions of books within each pack can be viewed online.

### **Bible Quiet Time**

Each daily Bible quiet time includes independent Bible lessons from *Hidden Treasures in Philippians*. As this book is consumable, each student needs a copy of *Hidden Treasures in Philippians*. This inductive Bible study will take students step-by-step through Philippians to lead them to discover timeless truths that will help them the rest of their lives. Each quiet time also includes a prayer focus, Scripture memory work, and music. Within each unit the prayer focus rotates through the 4 parts of prayer: adoration, confession, thanksgiving, and supplication.

Students memorize all of Philippians 1 through repetition, copywork, and music. Musical selections from *The Bible Study in Stereo: Philippians 1* correspond with the Bible memory verses in the program. Verses are sung word-for-word from the NIV version of the Bible. Students also copy all of Philippians 1 in their *Common Place Books*.

## **“Learning The Basics” Components** (continued)

### **Art Appreciation**

One day in each unit focuses on art appreciation using a combination of *Looking at Pictures* and Charlotte-Mason inspired picture study. *Looking at Pictures* combines clear entertaining prose, imaginative layouts, and stunning color reproductions of some of the world’s greatest paintings to teach children to enjoy and respond to art. Through picture study, according to Charlotte Mason, *Children learn not merely to see a picture but “to look at it”, taking in every detail* (Vol. 6, p. 214-215). Art appreciation is scheduled for the parent and student to do together. Art prints for the picture study either use full-color prints from *Looking at Pictures* or from the “Art Gallery” provided in the back of the *Student Notebook*.

### **Devotional Bible Study**

Two days in each unit are focused on a devotional study about becoming a Godly young man or woman. This devotional Bible study is scheduled for the parent and student to complete and discuss together. Both a “Girl Option” and a “Boy Option” are provided. The “Girl Option” schedule includes *Beautiful Girlhood*, *The Companion Guide to Beautiful Girlhood*, *From Girl to Woman*, and *What Is God’s Design for My Body?* The “Boy Option” schedule includes *Boyhood and Beyond*, *From Boy to Man*, and *What Is God’s Design for My Body?* The title *What Is God’s Design for My Body?* is an optional resource. It offers a Biblical way to share God’s plan for consummation within marriage. These books are sold as a “Girl Option” set, a “Boy Option” set, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

Students copy corresponding Scripture verses and quotes into their *Common Place Books*. Near the end of the study, students are encouraged to begin keeping a Bible journal. One lesson also mentions the need for students to have letter-writing supplies.

### **Poetry**

A different classic poem written by Emily Dickinson is studied in each unit. Each poem was chosen for its enduring quality and its ability to withstand the test of time. The following activities are linked to the poetry: introduction of unfamiliar vocabulary, questions and discussion related to the meaning of the poem, lessons focusing on poetic devices, memorization of previously studied poems, and copywork of selected poems within the *Common Place Book*. The poetry lessons are scheduled for the parent and student to do together.

### **Math Exploration**

A math instruction reminder is listed in the plans daily. *Resurrection to Reformation* offers a choice of *Singapore Primary Mathematics 4A, 4B, 5A, 5B, 6A, or 6B*. Each of these choices covers one semester of instruction, so both an “A” and a “B” set are needed for a full year of math instruction. Sets include both a textbook and a workbook. Textbook and workbook pages for all of these options are listed in the Appendix of *Resurrection to Reformation*.

## **“Learning The Basics” Components** (continued)

For further help with math placement, go to [www.singaporemath.com](http://www.singaporemath.com) and click “placement” for a free math placement test. Choose the U.S. version of the test. To ensure accurate placement, parents should not help students with the test. It is common for students who are switching to Singapore math to place lower than their grade level. However, it is important to start students where they place according to the test. If you have a different math program that you are already comfortable using, feel free to substitute it for the math portion of the plans.

### **Independent Science Exploration**

Daily independent science readings are scheduled using books contained in the Science Package. Reading material is meant for students to read independently.

These books are sold as a set in the **Economy Package: Science Add-On**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package includes the following required resources along with a choice of Option 1 or Option 2:

- *Exploring Creation with Astronomy* by Jeannie K. Fulbright
- *A Child’s Geography: Explore His Earth* by Ann Voskamp

#### **Option 1:**

- *Along Came Galileo* by Jeanne Bendick
- *Isaac Newton* by John Hudson Tiner
- *Exploring Planet Earth* by John Hudson Tiner

#### **Option 2:** (Schedule located in the Appendix)

- *God’s Design for Heaven & Earth: Our Weather & Water* by Debbie and Richard Lawrence

These books provide the focus for this part of the plans. The area of earth science is emphasized. Each unit includes the following science activities scheduled in coordination with the read-aloud assignments:

**Day 1:** Create a science notebook entry that includes diagrams, scientific terms, and Biblical copywork.

**Day 2:** Alternate between oral and written narration to retell the science reading.

**Day 3:** Alternate between oral narration and a choice of written narration topics with accompanying vocabulary work.

**Day 4:** Conduct an experiment related to the reading and log it in a science notebook or on a copy of the “Science Lab Form” found in the Appendix.

For the units scheduling *Exploring Planet Earth*, students will instead answer the provided questions on Days 1-3. When using Option 2, students will instead follow the schedule provided for Option 2 in the Appendix.

## **“Learning The Basics” Components** (continued)

The students need a place to store their notebook entries, written narrations, and science experiment results. Use either a 3-ring binder with plastic page protectors, or a bound sketchbook with unlined pages for the notebook assignments and science experiment results. Use lined paper for the written narrations, which alternate between Days 2 and 3.

It is recommended to have the following three tabbed sections within your binder or sketchbook: “Notebook Entries”, “Written Narrations”, and “Science Experiments”. An optional “Science Lab Form” is provided in the Appendix and may be reproduced for students to log their science experiment results. If you choose to use the “Science Lab Form”, you may want to make all 35 copies needed for the year at once, and place them behind your “Science Experiments” tab.

Note: The Apologia science supply kit is not needed for the experiments in our guide. The experiments in our guides are truly written to include supplies you would normally have on hand. We purposely do not include experiments that use unusual materials. A supply list is not included, as it would be more confusing than helpful. This is because many possible substitutions are listed within the plans for each experiment. We encourage you to try teaching our plans as intended without a supply list, as it will allow you to take advantage of the open-and-go format of this guide.