

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

## Learning Through History

**Focus:** The Age of Discovery and the New World

Unit 1 - Day 1



### U.S. History

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Read about history in the resource below.

**★ America: The Last Best Hope** p. xiii-xviii  
After today's reading, prepare to give a "Highlighted Narration" to an adult about the portion of text that you read today from *America: The Last Best Hope*. Prepare for the narration by using a yellow highlighter (or yellow sticky notes) to highlight the six reasons on p. xiii-xviii that author William J. Bennett gave for writing *America: The Last Best Hope*. Next, use a pink or green highlighter (or pink or green sticky notes) to highlight any quotes and/or points from the text that will help you narrate about Bennett's six reasons. Refer to your highlighted text as you give a "Highlighted Narration" to a parent. Read each of the six yellow highlighted reasons directly from the text one at a time, pausing after each reason to expound further using the pink or green highlighted information from the text. Quotes should be read directly from the text, while other points should be shared in your own words. See the *Narration Tips* in the Appendix as needed for guidance in narrating.  
**Key Idea:** Read to understand the author's intent in writing *America: The Last Best Hope*.



### Living Library

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Read the following assigned pages:

**★ Dark Enough to See the Stars in a Jamestown Sky** p. 1-28 (Note: p. 17 mentions protection by the Apostles or saints.)  
After reading, photocopy the "Double-Entry Journal Assignment" sheet from the Appendix. Read the "Directions" on the sheet and view the "Sample Entry" provided for today's pages from *Dark Enough to See the Stars in a Jamestown Sky*. Since a "Sample Entry" is provided, you will not need to make your own journal entry today. Glue the "Double-Entry Journal Assignment" sheet **inside** the front cover of the notebook that you will use for your *Double-Entry Journal*.  
**Key Idea:** Set up your *Double-Entry Journal*.



### Government

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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, starting an important passage, placing a question mark next to something you wonder about, and writing brief questions, comments, or notes in the margin.  
**★ Whatever Happened to Justice?** p. 12-13 and p. 15-23  
After the reading, open your *U.S. History I Journal* to the "Principles of Government" section at the front of your journal. Under "Principles," write several sentences to briefly summarize the reading's main principle.  
**Key Idea:** Economics is a symptom of the law.



### History Activities

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Read about history in the resource below.  
**★ The Founding of a Nation** p. 19-26  
After reading, watch the DVD assigned below.  
**★ The American Testimony DVD Set 1:** Disc 1, Chapter 1 "The Age of Discovery" (7 min., 19 seconds) Note: Cannibalism and torture are mentioned and shown briefly.  
As you watch, answer all of the questions in the *U.S. History I Journal* Unit 1 - Box 1. To better understand the routes of the explorers, refer to p. 3-4 of the *United States History Atlas*.  
**Key Idea:** As Spain pursued exploration of the New World, it gained riches and land.



### Foreign Language

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Choose **one** foreign language option below.  
**★ Spanish I: Unit 6** p. 1-3 (Note: Complete exercise 1.2 with a parent.)  
**★ Your own foreign language program**  
**Key Idea:** Practice conversing in Spanish.



## Learning the Basics

**Focus:** Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, Science

Unit 1 - Day 1



### Constitutional Literacy

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For today's activities read the assigned pages in the resource below.

**★ Constitutional Literacy Workbook:** "Introduction: Freedom at Risk" p. 7-9  
After reading the pages listed above, read "How to Use This Workbook" on p. 11-12. **Note:** Have a parent follow the instructions on p. 12 to download and print the **author's answers** to the study questions. The parent should also read the "Note to Parents and Teachers" on p. 12.  
**Key Idea:** Learn why it is important to study the Constitution and how to use this course.



### American Literature

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**Introduction:** Read "An Introduction to *The Robe*" on p. vii-xi. According to Greeley, what was David Douglas' "most important decision as a storyteller" when writing *The Robe*? Why was this decision so important?  
**Read and Annotate:** *The Robe* p. 1-20 (Note: p. 3 refers to slaves as less than people, p. 4 mentions suicide, p. 8-9 mention gods, and p. 11 mentions an unwanted advance.) As one annotation, underline the last three sentences on p. 20, beginning with the sentence, "So, my son, Rome is doomed!" What is foreshadowed? **Note:** Read the description of annotation in the "Government" box of today's plans. Your reading should include multiple annotations. **Reflect:** Notice the role that slaves played in households during this time period in early Rome. In your *Literature Journal*, write today's date. List the names of the main slaves within the Gallio household and what you have learned about each one.  
**Key Idea:** Notice foreshadowing in *The Robe*.



### Bible

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**Hymn:** Read *When Morning Glids the Skies* "Foreword" p. 8-9 and "Introduction" p. 10-12.  
**Bible Study:** *The Most Important Thing You'll Ever Study: New Testament Volume 3* p. 9-15  
**Prayer:** Photocopy "Preparing Your Heart for Prayer" from the Appendix. Highlight one question from each section of "Preparing Your Heart for Prayer" to reflect upon as you prepare to pray. 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. After praying, list key words or phrases next to each part to summarize your prayer.  
**Key Idea:** Gain an overview of the Bible study.



### Composition/Grammar

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Have students complete one studied diction exercise (see Appendix for passages).  
Read the assigned pages in the resource below.  
**★ In Their Sandals** "Preface" and "Introduction" p. 6-15 (Note: We will spread this course out using our own schedule.)  
**Key Idea:** Use grammar skills in composition.



### Science with Lab

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**★ Read *Discovering Design with Chemistry*** p. iii-x. After reading, visit the course website listed on p. x. At the site, click on "Links for the entire book." Decide whether to print the "Worksheets for the Course" or whether you will answer questions on notebook paper. Plan to gather needed supplies on p. v for Chapter 1.  
**Key Idea:** Read the course "Introduction."



### Math

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Choose **one** of the math options listed in the "Course Descriptions," or use your own math. If desired, write the day's assignment next to the star. It is recommended that students practice either Algebra II or Geometry this year.  
**★ Key Idea:** Complete Algebra II or Geometry.



**A** United States history is covered from its pre-colonial days through the Civil War and Reconstruction period. Assignments include seven types of oral narrations, *Book of Centuries* entries, shared talking points with visual aids, *U.S. History I Journal* entries, and seven types of written narrations.

**B** Independent history-based activities occur daily and range from viewing *American Testimony* DVD segments with corresponding viewing guides, using multiple resources to complete maps from *U.S. History Map Activities*, 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 *Double-Entry Journal* assignments include selection of meaningful quotes or passages, brief contextual comments, and written personal commentary.

**D** A conservative approach to Government is used to study the foundations, principles, and organization of government. Primary source documents, video instruction, activities, workbook assignments, and assessments are included. National standards for high school civics and government are covered.

**E** A Foreign Language option using the last half of the *Spanish Homeschool Curriculum Kit* is scheduled daily. Emphasis is on new vocabulary, translation, conversation, Spanish grammar, and written language usage.

**F** Three days in each unit focus on gaining Constitutional Literacy through learning the history, theory, and application of the Constitution. High quality video instruction by Michael Farris, along with coordinating workbook readings, case studies, vocabulary, study questions, and research assignments are part of the course.

**G** Bible is scheduled daily using *The Most Important Thing You'll Ever Study: New Testament Survey* which includes Scripture reading, reflection, study, and questions. Memorization, prayer journal entries, and hymns are also scheduled. A devotional Bible study with a girl option and a boy option are also part of Bible.

**H** Dr. Wile's college-preparatory *Discovering Design with Chemistry* is scheduled for this year of science. The course includes a readable text with a strong mathematical component, comprehension check questions, step-by-step calculations, and expected experiment outcomes. Experiments are designed to be performed at home and are considered college-preparatory. A lab kit is available for use with the course.

**I** A daily American Literature study incorporates 8 novels, 8 short stories, 4 famous primary sources, 1 full-length autobiography, and 1 play. Introductory notes, annotations, oral and written narrations, vocabulary work, *Common Place Book* entries, *Literature Journal* reflections, literary synthesis sheets, and literary discussions are part of the study.

**J** Grammar lessons using the first half of *Rod and Staff English 8* alternate with composition lessons from *In Their Sandals*. Writing skills include note-taking, writing from notes, telling narrative stories from varying viewpoints, coordinating multiple references, researching for reports, developing epistolary writing, and writing creatively as part of the writing process (i.e. research/prewrite, outline plot, develop descriptions, write, apply, revise).

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