

# Learning Through History

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

Unit 1 - Day 1



### U.S. History

S

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*.

\*\*\*\*\*  
**VOTE!**  
\*\*\*\*\*

### History Activities

I

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"* (17 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.



### Living Library

I

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

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.

★ *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.



### Foreign Language

S

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 S

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 I

**Introduce:** Read "An Introduction to *The Robe*" on p. vii-xi. According to Greeley, what was Lloyd 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 I

**Hymn:** Read *When Morning Gilds 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 I

Have students complete one studied dictation 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 S

★ 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 S

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 complete either Algebra II or Geometry this year.



Key Idea: Complete Algebra II or Geometry.

# Learning Through History

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

Unit 1 - Day 2



### U.S. History

I

Read about history in the resources below.

★ *America: The Last Best Hope* p. 1 – middle of p. 12 (Note: p. 5-6 mention syphilis/prostitutes, and p. 12 describes violent deaths.)

★ *Great Letters in American History* p. 15-19

You will add to the timeline in your *Book of Centuries* today. From the *U.S. History I Timeline CD*, print the portraits of the “Magna Charta,” “Bartolome de Las Casas,” and “Amerigo Vespucci.” Color the portraits and cut them out. Glue the “Magna Charta” portrait on the “Thirteenth Century A.D. Portrait Gallery” page of the *Book of Centuries*. Glue the portraits of “Bartolome de Las Casas” and “Amerigo Vespucci” on the “Sixteenth Century A.D.” page.

Key Idea: Consider motives, assertions, and issues related to exploration of the New World.



### 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:

★ *Dark Enough to See the Stars in a Jamestown Sky* p. 29-56 (Note: p. 39 includes death by plague.)

After reading, select one passage or quote. Then, follow the directions on the “Double-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 double-entry journal format.



### History Activities

I

Use the resource below for today’s activities.

★ *U.S. History Map Activities* p. 4-5  
“Columbus and the New World”

Begin by photocopying the map from p. 5 of *U.S. History Map Activities*. Next, follow the directions and answer the questions on p. 4 of *U.S. History Map Activities*. Refer to the noted pages and resources that follow to help you complete p. 4 of *U.S. History Map Activities*. To complete numbers 1-2 on p. 4, refer to p. 54 of the *United States History Atlas* and to Unit 1 – Box 2 of the *U.S. History I Journal*. Note that “Santo Domingo” shown on the map in Unit 1 – Box 2 of the *U.S. History I Journal* is the same as “Hispaniola.” To complete numbers 3-5 and 7-8 on p. 4, refer to the map in Unit 1 – Box 2 of the *U.S. History I Journal*. To complete number 6 on p. 4, find the answer within the questions and answers in Unit 1 – Box 1 of your *U.S. History I Journal*. After completing the map “Columbus and the New World,” file it in your *U.S. History I Journal*.

Key Idea: Columbus made four voyages to the “New World.”



### Government

S

Use the resource below for today’s activities.

★ *A Noble Experiment: Student Activity Book* p. ix-x and p. xi-xiii

First, read “General Introduction” and “To the Student” on p. ix-x. Next, have your parent read “To the Parent” on p. x to prepare for this course. Last, read the “Course Outline/ Scope and Sequence” on p. xi-xiii.

Key Idea: Read the course outline to gain an overview of the course content in *A Noble Experiment*.



### Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 6* p. 4

★ Your own foreign language program

Key Idea: Listen to and repeat food related vocabulary words.

## Learning the Basics

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

Unit 1 - Day 2



### Constitutional Literacy I

For today's activities use the resource below.

★ **Constitutional Literacy Workbook:**  
Episode 1 "Introduction to the Constitution"  
p. 13-24

Before reading the pages listed above, use the glossary in the back of the *Constitutional Literacy Workbook* to help you define the words listed in the "Parlance" section on p. 13. Then, read the pages assigned above. Wait to answer the study questions within the reading until you view the video lecture on Day 3.

Key Idea: Begin to think about what the Constitution is, what it says, and what it requires.



### Bible I

**Scripture Memory:** You will memorize Matthew 6:1-14. Begin by reading the passage. Then, focus on memorizing Matthew 6:1.

**Bible Study:** *The Most Important Thing You'll Ever Study: New Testament Volume 3*  
p. 17-19

**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. Highlight one question from each section of "Preparing Your Heart for Prayer" to reflect upon as you prepare to pray. After praying, list key words or phrases next to each part in your "Prayer Journal" to summarize your prayer.

Key Idea: Read an introduction to the Gospels.



### Science with Lab I

★ Read *Discovering Design with Chemistry* p. 1-5. As you come upon each blue box labeled "Comprehension Check," answer the question either on notebook paper or within the "Worksheets for the Course" that you printed on Day 1. Check your answers on p. 27.

Key Idea: Learn about measuring distance using different units.



### American Literature S

**Introduce:** *The Robe* is set during the reign of Emperor Tiberius, stepson of Augustus Caesar. At Augustus' request, Tiberius divorced Vispania, his wife of over 20 years, to marry Augustus' daughter Julia. Prince Gaius was Julia's son from a previous marriage. Reread p. 15 to better understand their history.

**Read and Annotate:** *The Robe* p. 21-47 (Note: Various pages mention gods, and p. 32 and 58 include oaths.) As one annotation, on p. 42, circle the references to the "lion of Judah" (Genesis 49:9), "elephant Egypt," "Alexander the tiger," and the "Roman eagle." What sequence of conquerors does this allude to, and what is symbolic about each animal?

**Reflect:** After today's reading, orally narrate or retell to a parent the portion of the story that was read today. See *Narration Tips* in the Appendix for help as needed. After narrating, reflect upon Demetrius' advice on p. 44 to Marcellus about taking command of the fort.

Key Idea: Practice orally narrating a reading.



### Composition/Grammar S

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

Help students complete **one** English option.

★ *Preparing for Usefulness:* Lesson 1

★ Your own grammar program

Key Idea: Use grammar skills in composition.



### Math S

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

★

Key Idea: Complete Algebra II or Geometry.



# Learning Through History

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

Unit 1 - Day 3



### U.S. History

S

Read about history in the resource below.

★ *America: The Last Best Hope* bottom of p. 12 – top of p. 23 (Note: p. 14 includes cannibalism, p. 17 describes gruesome deaths, and p. 22 briefly describes human sacrifice.)

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 “Treaty of Tordesillas of 1494,” “Vasco da Gama,” “John Cabot,” “Amerigo Vespucci,” “Giovanni da Verrazano,” “Jacques Cartier,” “Ponce de Leon,” “Ferdinand Magellan,” and “Spanish Conquistadors: Cortes and Pizarro.” 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. 3-4 of the *United States History Atlas* as a visual aid to explain 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 3 of the *U.S. History I Journal*.

Key Idea: Desire for trade led to exploration.

\*\*\*\*\*  
**VOTE!**  
\*\*\*\*\*

### History Activities

I

Use the resource below for today’s activities.

★ *U.S. History Map Activities* p. 6-7 “Exploration Period”

Begin by photocopying the map from p. 7 of *U.S. History Map Activities*. Next, on p. 6 of *U.S. History Map Activities* follow the directions to complete **numbers 1-3 only**. To complete number 1, refer to a globe. To complete number 2, refer to a dictionary. To complete number 3, refer to p. 3 of the *United States History Atlas*. You will complete numbers 4-9 on Day 4.

Key Idea: Exploration flourished in the 1500s.



### 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:

★ *Dark Enough to See the Stars in a Jamestown Sky* p. 57-85

After reading, select one passage or quote. Then, follow the directions on the “Double-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 double-entry journal format.



### Government

I

Use the resource below for today’s activities.

★ *A Noble Experiment: Student Activity Book* p. xv “Student Course Syllabus: Lesson 2”

Follow the directions for “Lesson 2” in the “Student Course Syllabus” on p. xv. Note that defining the term “Civil Disobedience” should take place prior to watching the Lesson 2 video. Then, watch *A Noble Experiment* DVD: Disc 1, Lesson 2 (17 min. 46 sec.). Along with the video lesson, complete p. 5 in *A Noble Experiment Student Activity Book*.

Key Idea: Ponder the foundational principles of government.



### Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 6* p. 5 – middle of p. 7

★ Your own foreign language program

Key Idea: Learn about food and drinks commonly found in Spanish-speaking countries.

## Learning the Basics

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

Unit 1 - Day 3



### Constitutional Literacy I

For today's activities use the resource below.

★ *Constitutional Literacy* DVD: Disc 1, Episode 1 "Introduction to the Constitution" (17 min., 38 sec.)

As you view the video lecture assigned above, pause to answer the study questions for this episode within p. 13-24 of the *Constitutional Literacy* Workbook.

Key Idea: Identify three facets of constitutional knowledge, and recognize two types of unconstitutional acts.



### Bible I

**Hymn:** Read *When Morning Gilds the Skies* p. 15 – middle of p. 17. Refer to p. 123 as you sing Track 1 "Lead On, O King Eternal" (v. 1).

**Bible Study:** *The Most Important Thing You'll Ever Study: New Testament Volume 3* p. 21 – top of p. 23 (questions 1-13 **only**) (Note: Read the bolded lesson Scriptures instead of the shaded margin Scriptures.)

**Prayer:** In your "Prayer Journal," write today's date and list the four parts of prayer, writing each on its own line. Highlight one question from each section of "Preparing Your Heart for Prayer" to reflect upon as you prepare to pray. After praying, list key words or phrases next to each part in your "Prayer Journal" to summarize your prayer.

Key Idea: John was to be Christ's forerunner.



### Science with Lab I

★ Read *Discovering Design with Chemistry* p. 6 – top of p. 8. Complete "Comprehension Check" questions 3-4 and compare the answers to p. 27. Perform Experiment 1.1 on p. 8 (see sample calculations on p. 32). Record your experiment like the "Sample Notebook Entry for Experiment 1.1" on the course website. Finish reading p. 8 – middle of p. 9.

Key Idea: Learn about significant figures.



### American Literature I

**Introduce:** Gaza was a city that was ruled in succession by Israelites, Assyrians, Egyptians, and Persians. After capture by Alexander the Great, Gaza was ruled by local Bedouins and Greek culture flourished. After capture by Augustus Caesar, the city was renamed Minoa. Reread p. 42 – top of p. 43 to understand the fort at Minoa where Marcellus is stationed.

**Read and Annotate:** *The Robe* p. 48-74 To annotate p. 64, underline "Our gods behave the way we do, naturally, because we made them the way we are." Circle "made them." What important difference does this show between the Greek/Roman gods and the only God, Jehovah? Read John 1:1-3.

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

**Reflect:** In your *Literature Journal*, write today's date. Read about Jesus' triumphal entry in Matthew 21:1-10. Then, reread p. 71-74 of *The Robe*. Reflect in writing upon the differing views of this event. How does the narrator's perspective affect his interpretation? Reflect upon the final line on p. 74.

Key Idea: Explore differing viewpoints.



### Composition/Grammar I

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

Complete the assigned pages in the composition resource below.

★ *In Their Sandals* "Part 1: Research" p. 17-middle of p. 20

Key Idea: Use grammar skills in composition.



### Math S

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



Key Idea: Complete Algebra II or Geometry.

# Learning Through History

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

Unit 1 - Day 4



### U.S. History

I

Read about history in the resource below.

★ *Never Before in History* p. 1 – middle of p. 14

You will be writing a “Highlighted Narration” about today’s reading. Prepare for the narration by using a yellow highlighter (or yellow sticky notes) to highlight up to 5 main topics or ideas in today’s reading. Next, use a pink or green highlighter (or pink or green sticky notes) to highlight any quotes and/or points from the text that you wish to use to support the yellow highlighted topics. Refer to your highlighted text as you write a 4-5 paragraph narration in Unit 1 – Box 4 of your *U.S. History I Journal*. Reword the yellow highlighted main topics as topic sentences for your paragraphs. After each topic sentence, expound further using the pink or green highlighted information from the text to aid in the retelling. Any direct quotes should be set off by quotation marks and copied from the text, noting both speaker and page number in parentheses behind the quote. See the *Written Narration Tips* in the Appendix as needed for additional guidance in narrating. When you have finished writing, 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: The Protestant Reformation played a role in advancing religious and political liberty.

### VOTE!

### History Activities

I

Use the resource below for today’s activities.

★ *U.S. History Map Activities* p. 6-7 “Exploration Period”

Get the map that you photocopied from p. 7 of *U.S. History Map Activities*. Next, follow the directions on p. 6 of *U.S. History Map Activities* to complete **numbers 4-9**. To complete numbers 4-9, refer to p. 3-4 of the *United States History Atlas*. After completing your map, file it in your *U.S. History I Journal*.

Key Idea: Explorers claimed land in the Americas for the country that financed them.



### 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:

★ *Dark Enough to See the Stars in a Jamestown Sky* p. 86-116 (Note: p. 86 includes a prayer to St. James, and p. 87 and p. 89 mention demons and ghosts.)

After reading, select one passage or quote. Then, follow the directions on the “Double-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 double-entry journal format.



### Government

I

Use the resource below for today’s activities.

★ *A Noble Experiment: Student Activity Book* p. xv “Student Course Syllabus: Lesson 3”

Follow the directions for “Lesson 3” in the “Student Course Syllabus” on p. xv. As you watch *A Noble Experiment* DVD: Disc 1, Lesson 3 (19 min., 32 sec.), complete p. 7 in *A Noble Experiment Student Activity Book*.

**Wait to complete** the “Homework” assigned on p. xv of Lesson 3 until Unit 2 – Day 2.

Key Idea: Think about governments with unlimited power.



### Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 6* bottom of p. 7-9

★ Your own foreign language program

Key Idea: Practice conversing in Spanish using common restaurant words and expressions.

## Learning the Basics

**Focus:** Constitutional Literacy, Bible, Literature, Composition, Grammar, Math, Science  
Unit 1 - Day 4



### Devotional Bible Study S

**Girl Option:** Mothers and daughters read and annotate the pages assigned below. Instead of following the seven-week plan on p. 15, this study will instead be weekly all year.

★ *Beyond Beautiful Girlhood* p. 11-17 and p. 19-24 Note: Mothers also read p. 25.

**Boy Option:** Read, annotate, and answer the questions within the assigned pages below. Then, discuss the questions with a parent.

★ *Everyday Battles* p. 11-18

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



### Bible I

**Scripture Memory:** Copy Matthew 6:1 in your *Common Place Book*, leaving room beneath to copy 13 more verses. Then, focus on memorizing Matthew 6:1 today.

**Bible Study:** *The Most Important Thing You'll Ever Study: New Testament Volume 3* top of p. 23 – top of p. 25 (questions 14-38)

**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. Highlight one question from each section of "Preparing Your Heart for Prayer" to reflect upon as you prepare to pray. After praying, list key words or phrases next to each part in your "Prayer Journal" to summarize your prayer.

Key Idea: Christ is a Greek word for "Messiah."



### American Literature I

**Introduce:** Marcellus is leading a detachment of Roman soldiers to Jerusalem for the Passover. His job is to keep any Jewish revolutionary action from occurring. At the same time, Jesus is preparing for the Passover and for what He must do. Read John 13:1-38.

**Read and Annotate:** *The Robe* p. 75 – bottom of p. 96 (As one annotation, on p. 94, underline the allusion to John 2:18-22. Then, on p. 96, underline the allusion to John 18:33-38.) What do these Scriptures show about Jesus?

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

**Reflect:** In your *Literature Journal*, write today's date. Then, copy quotes from the noted pages in parentheses to show the motives of the wealthy Jews (p. 69), Pontius Pilate (p. 76), and those who run the Temple (p. 87) for desiring to be rid of Jesus. Reflect in writing upon what you can learn from these motives.

Key Idea: Explore motives for Jesus' sentence.



### Composition/Grammar S

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

Help students complete **one** English option.

★ *Preparing for Usefulness: Lesson 2*

★ Your own grammar program

Key Idea: Use grammar skills in composition.



### Science with Lab I

★ Read *Discovering Design with Chemistry* from the middle of p. 9 – top of p. 13. Complete "Comprehension Check" questions 5-6 and compare your answers to those on p. 27-28.

Key Idea: Learn about prefixes in the metric system and practice converting between units.



### Math S

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

★

Key Idea: Complete Algebra II or Geometry.