

# *Table of Contents*

Section:      Title:

Introduction Introduction

- Unit 1            The Awakening Church and Life in the Thirteen Colonies  
Language Arts, Math, Bible, Music, and Science
- Unit 2            Life in the New World at the Time Frederick II Becomes King of Prussia  
Language Arts, Math, Bible, Music, and Science
- Unit 3            Young Catherine the Great, Louis XV, and Frederick the Great  
Language Arts, Math, Bible, Music, and Science
- Unit 4            The Seven Years' War and Empires in China, India, America, and Europe  
Language Arts, Math, Bible, Music, and Science
- Unit 5            The End of the Seven Years' War and Pontiac's Rebellion  
Language Arts, Math, Bible, Art, and Science
- Unit 6            George III, Frederick II, and Louis XV Pay for the Seven Years' War  
Language Arts, Math, Bible, Music, and Science
- Unit 7            A Sultan, a Shogun, a Slave, and Social Reform  
Language Arts, Math, Bible, Music, and Science
- Unit 8            Missions, Mobs, the Boston Massacre, and Militias  
Language Arts, Math, Bible, Music, and Science
- Unit 9            The Declaration of Independence Echoes Throughout Europe  
Language Arts, Math, Bible, Music, and Science
- Unit 10           The French Alliance Helps America Win the Revolutionary War  
Language Arts, Math, Bible, Music, and Science
- Unit 11           The War Ends and America, England, and France Are Deeply in Debt  
Language Arts, Math, Bible, Music, and Science
- Unit 12           The United States Lack Unity As Europe Watches  
Language Arts, Math, Bible, Music, and Science
- Unit 13           The U.S. Constitution, the First President, and the Fall of the Bastille  
Language Arts, Math, Bible, Music, and Science

- Unit 14 Liberty, Equality, and Fraternity  
Language Arts, Math, Bible, Music, and Science
- Unit 15 The Reign of Terror, the Rosetta Stone, and New Republics  
Language Arts, Math, Bible, Music, and Science
- Unit 16 Napoleon Rises in Power and Crowns Himself Emperor  
Language Arts, Math, Bible, Music, and Science
- Unit 17 Waterloo, William Carey, and Women's Prison Reform  
Language Arts, Math, Bible, Music, and Science
- Unit 18 Fidelity Fiske, a Famous Expedition, and the U.S.S. Philadelphia  
Language Arts, Math, Bible, Music, and Science
- Unit 19 The War of 1812, the Star-Spangled Banner, and War in Latin America  
Language Arts, Math, Bible, Music, and Science
- Unit 20 America's 50<sup>th</sup> Anniversary, the Holy Alliance, and the Monroe Doctrine  
Language Arts, Math, Bible, Music, and Science
- Unit 21 New Inventions, the Victorian Age, and Trails West  
Language Arts, Math, Bible, Music, and Science
- Unit 22 South Africa, Canadian Provinces, and the California Gold Rush  
Language Arts, Math, Bible, Music, and Science
- Unit 23 Missions, the Mexican War, and Mining  
Language Arts, Math, Bible, Music, and Science
- Unit 24 Colonies in Australia, War in the Crimea, Revolutions in France and Italy  
Language Arts, Math, Bible, Music, and Science
- Unit 25 Arctic Exploration, *Uncle Tom's Cabin*, and Japanese Trade  
Language Arts, Math, Bible, Music, and Science
- Unit 26 Lincoln's Election, Southern Secession, and Civil War  
Language Arts, Math, Bible, Music, and Science
- Unit 27 The Emancipation Proclamation, the Civil War's End, and Lincoln's Assassination  
Language Arts, Math, Bible, Music, and Science

- Unit 28 The Transatlantic Cable, the Mexican Revolution, and the Rise of Prussia  
Language Arts, Math, Bible, Music, and Science
- Unit 29 United Germany, Diamonds in Africa, and David Livingstone  
Language Arts, Math, Bible, Music, and Science
- Unit 30 The Transcontinental Railroad, Chinese Rebellions, and Trade with Japan  
Language Arts, Math, Bible, Music, and Science
- Unit 31 Changing Empires in Russia, Burma, India, Egypt, and Sudan  
Language Arts, Math, Bible, Music, and Science
- Unit 32 British South Africa, Dominion of Canada, and Commonwealth of Australia  
Language Arts, Math, Bible, Music, and Science
- Unit 33 Expositions, Feats of Engineering, and Rising Up from Slavery  
Language Arts, Math, Bible, Music, and Science
- Unit 34 The Oklahoma Land Rush, the World's Fair, and the Spanish-American War  
Language Arts, Math, Bible, Music, and Science
- Unit 35 Annexation, Assassination, and the End of an Era  
Language Arts, Math, Bible, Music, and Science
- Appendix **Appendix:**  
Bibliography: Storytime Titles  
Bibliography: Self-Study Extension Package for Older Students  
Self-Study History Extension Package Schedule  
Narration Tips  
Written Narration Tips  
Written Narration Skills  
Dictation Passages: Levels 5, 6, 7, and 8  
Math Schedules: *Primary Mathematics 5A/5B* and *6A/6B*  
Math Schedule: *Principles of Mathematics: Book 1*  
Poetry for Units 1-35  
Possible Prayer Starters  
Other Books by This Author

# Introduction

## Complete Plans

*Hearts for Him Through Time: Revival to Revolution* features 35 units with complete daily plans for ages 11-13 with extensions for ages 14-15. 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, so instead of planning, you can make special memories as you enjoy watching your students grow and mature 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 and minds.

## Easy to Use

Straightforward 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 students toward more independent work, as the guide becomes **their** planner, which you borrow to teach the "T" boxes. Easy to follow daily plans are divided into 11-12 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 Revival to Revolution. This year of study is meant to provide students with a Christ-centered overview of the mid-1700 through the 1900's, from the period of the Revivals and the Great Awakenings through the Industrial Revolutions. *Revival to Revolution* gives students an exciting, narrative look at American history set within the worldwide context of an awakening church, social reform, revolutions and rebellions, the rise of Protestant denominations and modern missions, industrial revolutions, and the beginnings of the modern world. Students will learn about each time period through the stories of painters, musicians, authors, poets, doctors, scientists, inventors, kings, queens, and leaders of the time. This narrative approach does show some of the sins of a fallen world, yet it also shows how God is sovereign in history, and how He moves both men and nations toward their destiny in Jesus Christ. Church history and missions are 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: creative history projects, research entries on the signers of the Declaration, primary source documents, detailed and summary oral narrations, period artwork, history read-alouds, atlas connections, full-color mapping exercises, audio history stories, poetry of historical events and people, timeline sketches, *Draw and Write Through History* sketches, copywork of quotes/verses/poetry, full-color student notebook pages, and written narrations. A Christian study of the fifty states option is also included.

## **Learning the Basics**

The “Learning the Basics” part of the program focuses on language arts, math, Bible, music appreciation, and science. It includes dictation practice and passages, a choice of scheduled grammar texts, a Christian creative writing program, formal literature study, a choice of math texts, living book science readings about inventors in the area of physical science, science notebooking with inventor overview pages, science experiments with written lab sheets emphasizing the scientific process, oral narrations, written narrations, a chronological composer study, music appreciation, an inductive Bible study of Hebrews 11-12, Bible passage memory work, and a discussion-based Bible-study focused on developing a Biblical worldview.

## **Quick Activities**

*Revival to Revolution* 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 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 *Revival to Revolution* 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)**

\**George Washington’s World* by Genevieve Foster, Expanded Edition by Joanna Foster (Beautiful Feet Books, 1997 Expanded Edition)

- \**The Story of Napoleon* by H.E. Marshall (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.
- \**Hearts and Hands: Chronicles of the Awakening Church* by Mindy and Brandon Withrow (Christian Focus Publications Ltd., 2007)
- \**Thomas Jefferson's America* by Jim Weiss (Greathall Productions Inc., 2005)
- \**Abraham Lincoln and the Heart of America* by Jim Weiss (Greathall Productions Inc., 2004)
- \**The Story of the Great Republic* by H.A. Guerber (Nothing New Press, 2006)
- \**The Growth of the British Empire* by M.B. Synge (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.
- \**Who Is God? And Can I Really Know Him?* by John Hay and David Webb (Apologia Press, 2009)
- \**What in the World? Vol. 3: World Empires, World Missions, World Wars* 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. Heart of Dakota carries this version.
- \**Draw and Write Through History: Napoleon to Lady Liberty – The World of the 1800's* by Carylee Gressman and illustrated by Peggy Dick (CPR Publishing, 2010)
- \**United States History Atlas* (Maps.com, 2010)
- \**Map Trek: Revival to Revolution* by Terri Johnson (Knowledge Quest, Inc. 2011)  
Note: This printable CD of *Map Trek* is especially made for Heart of Dakota.
- \**Revival to Revolution Student Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2011) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
- \**Heroes of Faith: The Hidden Treasures in Hebrews* by Evelyn Wheeler (Liberty Books, 2009) Note: This book is consumable. A copy is needed for each student.
- \**The Story of Classical Music* Written by Darren Henley, Read by Marin Alsop (Naxos AudioBooks Ltd., 2004)
- \**Hands-On History Activity-Pak: Composers* by Amy Pak (Home School in the Woods, 2009)
- \**Fifty States Under God* by Joy Dean (A Helping Hand, Revised 2011) Note: This book is consumable. A copy is needed for each student.
- \**The Signers: The 56 Stories Behind the Declaration of Independence* by Dennis Brindell Fradin (Walker Publishing Company, Inc., 2002)

**History Read-Alouds: Basic Package** (Highly Recommended – Listed in Appendix)

**Self-Study Extension Package** (Required for Older Students – Listed in Appendix)

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

**Option 1:**

- \**The Story of Inventions* by Frank P. Bachman (Christian Liberty Press, 2008 Second Edition) Note: There are multiple versions of this book. The Christian Liberty Press Second Edition version is needed and is carried by Heart of Dakota.

- \**Michael Faraday: Father of Electronics* by Charles Ludwig (Herald Press, 1978)
- \**Four American Inventors* by Frances M. Perry (Yesterday's Classics, 2011)  
Note: There are multiple versions of this book. The Yesterday's Classics version was printed specifically for Heart of Dakota, coordinates with our plans, and is carried by Heart of Dakota.
- \**Henry Ford: Young Man with Ideas* by Hazel B. Aird and Catherine Ruddiman (Aladdin Paperbooks, 1986)
- \**Always Inventing: A Photobiography of Alexander Graham Bell* by Tom L. Matthews (National Geographic Society, 1999)
- \**The Wright Brothers: They Gave Us Wings* by Charles Ludwig (Mott Media, Inc., 1995)
- \**Inventor Student Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2011) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
- \**Exploration Education Intermediate Level: Physical Science Standard Version* by John WR Grunder (Exploration Education, 2003-2010)
- Option 2:**
- \**Exploration Education Intermediate Level: Physical Science Advanced Version* by John WR Grunder (Exploration Education, 2003-2010)

**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 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. *Following the Plan: English 5* by Rod and Staff Publishers (Rod and Staff Publishers, Inc., 1993)
  2. *Progressing With Courage: English 6* by Rod and Staff Publishers (Rod and Staff Publishers, Inc., 1994)
  3. Your own program
- \*Choose one of the following writing options to use with this program:
  1. *The Exciting World of Creative Writing* by Ruth E. McDaniel (Christian Liberty Press, 1997 revised, 2006 printing)
  2. Your own program
- \*Choose one of the following math options to use with this program:
  1. *Singapore Primary Mathematics 5A/5B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  2. *Singapore Primary Mathematics 6A/6B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  3. *Principles of Mathematics: Book 1* by Katherine A. Loop (Master Books, 2015)
  4. Your own program

**Note:** Resources sometimes go out of print or undergo changes. Brief schedule changes are posted on the “Updates” portion of our website at [www.heartofdakota.com](http://www.heartofdakota.com). 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 mid-1700’s through the 1900’s, from the period of the Revivals and the Great Awakenings through the Industrial Revolutions. This year of study is meant to give students an exciting, narrative look at American history set within the worldwide context of an awakening church, social reform, revolutions and rebellions, the rise of Protestant denominations and modern missions, industrial revolutions, and the beginnings of the modern world.

History stories are scheduled for the students to read independently each day using the following resources: *George Washington’s World* by Genevieve Foster, and *The Story of Napoleon* by H.E. Marshall, *Hearts and Hands* by Misty and Brandon Withrow, *The Story of the Great Republic* by H.A. Guerber, and *The Growth of the British Empire* by M.B. Synge. These stories provide the focus for this part of the plans. Each of the areas that follow are linked to the daily stories once each unit:

- \*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 *Revival to Revolution* for help as needed.
- \*Give a detailed or a summary oral narration by retelling the history reading. Oral narration tips can be found in the Appendix for help as needed. Use the provided Scriptures to weigh a historical character’s thoughts, words, or actions in light of the Bible.
- \*Study period artwork of famous people and places linked to the history readings. Questions are provided to place the paintings in their proper historical context. Artwork is included in the *Revival to Revolution Student Notebook*.
- \*Reference the *United States History Atlas* to locate historically significant places, trace important routes and roads, and show how areas have changed over time. These mapping exercises parallel the history readings.

The *Student Notebook* has been especially created for *Revival to Revolution* to provide a timeless keepsake of what was learned throughout the year. Full-color pages complete with period artwork of famous people and places, areas to record written narrations, a timeline to update in each unit, project helps, original speeches and letters, sketches to color, and places to record copywork of famous poetry 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.

### 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 *Revival to Revolution* 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*.

### **Poetry**

Different classic poems written by famous poets are studied throughout the year. Each poem was chosen for its enduring quality, its ability to withstand the test of time, and its historical significance. These poems match the history readings in each unit and add a new dimension to the history study by delving more deeply into the emotions, events, and people of the time period.

The poems in this guide differ from previous guides in the level of difficulty, length, and style of the poets. After years of forming a relationship with poetry that was first built on shorter poems, students are now capable of enjoying and comprehending longer and more abstract works. This deeper, more challenging poetry study is meant to provide an excellent stepping-stone to reading and understanding higher-level literature.

The following activities are linked to the poetry: thought-provoking questions related to the meaning of the poem, copywork of selected stanzas within the *Student Notebook*, links to the historical time period, connections between the poetry and historical events or people, and pertinent background information about some of the poets.

### **Geography**

One day in each unit includes mapping activities that directly relate to the history stories using the *United States History Atlas* and *Map Trek: Revival to Revolution*. 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 and liberty affected history. Mapping within this time period visually portrays the settling of new lands, the battles fought for liberty and democracy, and the establishment of new boundaries.

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

Countries of Europe raced to settle the New World, and students track those settlements on maps of the New England Colonies, the Middle Colonies, and the Southern Colonies. The power struggle for land also dominated the European scene, so students find and label where these struggles took place on maps of Prussia, the Seven Years’ War, Russia, and so on.

The battle over land in the New World continued and became driven by the cause of liberty and democracy. To show this, students track locations of key battles on maps of Early Battles of the Revolutionary War, The American Revolution, and the War of 1812. When the pursuit for liberty spread to France and Latin America, students map those revolutions as well.

As the United States grew and uncharted waters and lands were explored, students map the Explorations of Daniel Boone, the Lewis and Clark Expedition, the Growth of the U.S.A., Trails of Expansion, the Gold Rush in California, the Westward Expansion/Mexican War, and the Pony Express/Telegraph Lines.

Changes also took place in other areas of the world as Napoleon waged war in Europe; Australia was colonized; Russia fought in the Crimea; and composers, inventors, and industry entered a new age. Students document this changing world through a series of corresponding maps.

Moving toward modern times, war and trade dominated the world’s landscape. Students label maps to show important places, key battles, bodies of water, and geographic features, while also color-coding segments of land to show ownership. Mapping exercises show Japan opening to trade, the American Civil War, Italy being united, the reconstruction of the U.S. after the Civil War, the Dominion of Canada, the landforms of Africa, India under the rule of the British East India Co., the British Empire, the Chinese Boxer Rebellion, the scramble for Africa, and the Boer War in South Africa.

Maps needed for the “Geography” part of the *Revival to Revolution* plans must be printed from the provided *Map Trek: Revival to Revolution* 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.

### **Worthy Words**

One day in each unit includes reading Worthy Words from a primary source that directly relates to the history story for that day. A primary source is something that originates in the historical time period being studied. Letters, journal entries, and the text of speeches written during the time period are primary sources. The *Revival to Revolution Student Notebook* contains all the primary sources needed for this study.

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

Within the Worthy Words activity, students begin to consider the writer’s point of view, the tone of the writing, the purpose or goal of the writing, what led up to the writing, what happened after the writing, and the significance of the writing in the context of history. Guiding questions are provided to help students better understand the primary source, the sentiments of the writer, and the reason for the document being written.

Studying the speeches and letters of famous men and women through history in this manner helps students begin to recognize various points of view, learn how words can stir emotions and impact history, and gain a glimpse into the mind of the writer. Documents have been chosen for their narrative quality and their ability to paint a diverse picture of world history, as well as their capability to give a glimpse into the writer’s wit, deep-rooted beliefs, emotions, and passions.

Understanding words from another time period is often difficult, as the writing occurred in another time and place. With this in mind, simply reading the primary source and thinking about its place in history is the main goal for this level. It is important to keep in mind that reading and comprehending primary sources is a skill that takes time to develop. The primary sources within *Revival to Revolution* are meant to provide an introduction to the skills of analyzing and evaluating primary sources.

### **Research**

One day in each unit requires students to research the lives of the signers of the Declaration of Independence. A full-color card is provided for each signer in the back of the *Revival to Revolution Student Notebook*. Each card includes the signer’s portrait, date of birth, date of death, age at signing, age at death, colony represented, and signature as it appeared on the Declaration of Independence.

Students are asked to research the signer’s occupation(s), two interesting facts about the signer, any hardship(s) suffered, and what the signer did to further the cause of independence. Each of the signers has an inspiring story written about them within *The Signers: The 56 Stories Behind the Declaration of Independence*. These stories are scheduled within the *Revival to Revolution* plans as a resource for students’ research. If preferred, students may choose their own resource to use for research instead.

Students cut out each card from the *Revival to Revolution Student Notebook* and write the findings from their research on the back of each card. After all cards are completed, cards are then sorted into groups by colonies, by the delegates’ ages at the time of signing, by age groups, and from youngest to oldest signer based on age at death. The students are also given a choice of one other way to sort the cards, such as by year of birth, year of death, occupation, or the order in which the delegates signed the Declaration of Independence.

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

The purpose of this research activity is to train students to read to find information, to make brief notes, to sift and sort information, and to create a written card from the information they've gathered. At the close of the year students will have a beautiful deck of cards to remember their research by, as well as an appreciation for the 56 men who risked their fortunes, reputations, and lives by signing the Declaration of Independence.

### **State Study**

Parents have a choice of whether to include a study of the fifty states this year. Three days in each unit are scheduled within *Revival to Revolution* for students to complete a study of the fifty states using Joy Dean's *Fifty States Under God*. This course provides an overview of the building of our nation, state by state.

The coursework includes interesting facts and trivia about cities, inventions, and other claims to fame for each state. These facts are often quirky and fun to read. Also included are state nicknames, state mottos; and images of the state bird, tree, flower, flag, seal, and capitol building. Interesting information on historical sights and people, the flag and seal's meaning, the state's economy, and maps to label with names of surrounding states are also a part of this study. A brief interesting reading passage on a notable historical event is provided for each state. These stories are fascinating and are often written from a spiritual perspective. All information needed to fill in these pages, including needed colored pictures of symbols, is provided in the Appendix of *Fifty States Under God*.

### **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, oil pastels, watercolor paper, and watercolor paint. Projects correlate closely with the history stories and provide an important creative outlet for students to express what they've learned.

Projects range from creating an Eastern Woodland headdress, to designing a monogrammed coin like Louis XV's; from painting a Chinese vase, to baking English and French tea cakes; from playing a card game called *Three Estates*, to writing in code like Benedict Arnold; from etching your name in hieroglyphics on your own Rosetta Stone, to decorating Napoleonic-themed cookies; from performing the Mexican Hat Dance, to painting a Japanese fan; from experimenting with an Australian boomerang, to making Southern sweet tea; from constructing your own suspension bridge, to using layered paper to create a Latin American mola, and much more!

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

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.

### **Independent History Study**

Daily independent history assignments that correspond with the historical time period are scheduled using these resources: *What in the World? Vol. 3* by Diana Waring, *Draw and Write Through History: Napoleon to Lady Liberty* by Carylee Gressman and illustrated by Peggy Dick, *Thomas Jefferson’s America* by Jim Weiss, *Abraham Lincoln and the Heart of America* by Jim Weiss, and *Revival to Revolution Student Notebook* designed by Merlin DeBoer. Audio presentations, copywork of quotes and verses, notebook entries, guided drawing lessons, timeline study, and black and white historical pictures for students to color are all included in the independent history study part of the plans.

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).

### **Storytime**

Daily storytime sessions are linked to the “Reading about History” box of the plans by 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).

The “Storytime” box of plans includes oral narration practice and higher level thinking questions specific to each day’s reading. Analysis, synthesis, and evaluation questions are meant to encourage reflection about the readings and promote higher-level thinking.

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

Analysis level questions focus on examining and breaking information into parts, identifying motives or causes, making inferences, and finding evidence to support generalizations.

Questions at the synthesis level require students to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Questions at the evaluation level require students to present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Definitions of analysis, synthesis, and evaluation questions are related to Bloom’s Taxonomy.

Leading students to think in this manner goes beyond finding one right answer. Rather, students are encouraged to analyze, synthesize, and evaluate what they’ve read to reach their own conclusions.

Note: If you are already doing a Storytime package with a different Heart of Dakota program, you may choose to have 6<sup>th</sup>-7<sup>th</sup> grade students read the books in this package on their own by following the plans in the “Storytime” box.

### **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 eighth and ninth graders who are independent readers. For older students who are not yet strong readers, the Basic Package could be used instead of the Extension Package. However, all students in grades eight on up should watch *The American Testimony* DVD’s as noted in the Extension Package Schedule in the Appendix.

A schedule of daily independent readings for these books is provided in the Appendix of *Revival to Revolution*. 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 *Revival to Revolution*.

Note: As students are entering their high school years and are reading higher-level literature, there can be more language to be aware of within the readings. For this reason, it will be very important to carefully read the warnings provided in the Extension Schedule.

## “Learning The Basics” Components

### Grammar, Mechanics, and Usage

Grammar lessons are scheduled daily in each unit and focus on grammar, mechanics, and usage for the purpose of improving writing. *Revival to Revolution* includes two choices for English. Choose **either** *Following the Plan: English 5* **or** *Progressing With Courage: English 6*. Both texts are scheduled within *Revival to Revolution* daily, giving you a choice for your 6<sup>th</sup> and 7<sup>th</sup> graders to do all of English 5 or the first half of English 6. The following year students will complete either the last half of English 6 or all of English 6. In order to keep the area of language arts in balance within our guides, while still allowing us to utilize a rigorous English program, our goal is for students to complete English 6 by the end of grade 8. This will prepare students well for high school level English requirements. Students in grades 6 on up who have had little grammar instruction should use English 5, since it is considered to be a foundational level of the text.

8<sup>th</sup> and 9<sup>th</sup> graders, who have had significant grammar by completing all of English 6, or its equivalent, may use English 7 instead. *Building Securely: English 7* is not scheduled within *Revival to Revolution*, but the lessons are divided in the Rod and Staff text for ease of use. For high school students, we recommend completing half of English 7 this year and the other half the following year. The scope and sequence of English 7 is worthy of high school credit.

Within the English text, 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 *Following the Plan: English 5* or *Progressing With Courage: English 6* for a scope and sequence. Students need a lined composition book or notebook for their written work.

Since Rod and Staff is a complete English program, which teaches not only grammar but also a full range of English and writing skills, replacing Rod and Staff with another “grammar only” program will not suffice. Within our Heart of Dakota plans, we are expecting that you are teaching the full-range of English skills that are introduced and practiced within Rod and Staff.

### Writing

Writing lessons are scheduled once each unit using *The Exciting World of Creative Writing* by Ruth E. McDaniel. Our plans divide *The Exciting World of Creative Writing* over 35 weeks, with weekly sessions lasting approximately 30-40 minutes. The plans omit chapters 3-4 of *The Exciting World of Creative Writing* because these skills are already thoroughly covered in Rod and Staff English.

Topics include writing descriptions; forming paragraphs; using similes and metaphors; avoiding worn-out phrases; adding liveliness and depth to writing;

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

supporting a main idea; letter writing techniques; using poetry styles, techniques, and devices (i.e. meter, feet, alliteration, oxymoron, onomatopoeia, etc.); developing characters; devising a plot; focusing on a theme; finding your voice; choosing a title; writing dialogue; outlining a story; creating powerful beginnings and endings; incorporating a Christian philosophy of writing; editing with proofreading symbols; revising your manuscript; and publishing your writing.

Engaging examples of writing from well-known authors are included to provide students with inspiration and guidance in their own writing. Step-by-step, students will learn how to use their imaginations and develop their skills to write short stories, poetry, or even a novel. Writing creatively gives students the opportunity to use God’s gift of language in a way that imitates His creativity. Learning to write creatively for His glory is a skill students desperately need in today’s world.

In order to maintain a balance of written work within *Revival to Revolution*, and to provide practice in a variety of writing skills, *The Exciting World of Creative Writing* was chosen for this guide. Each guide has its own writing needs that vary from guide to guide, based on the writing across the curriculum scheduled within the plans. Rod and Staff English lessons are scheduled daily in this particular guide and include not only grammar but also additional writing lessons. This, combined with the amount of writing done in other *Revival to Revolution* coursework, makes *The Exciting World of Creative Writing* an excellent choice for writing instruction in this guide. Each student needs a copy of *The Exciting World of Creative Writing*, as it is consumable.

### **Dictation**

Studied dictation to practice spelling skills is scheduled three days in each unit. Levels 5, 6, 7, and 8 of dictation are provided in the Appendix. Dictation Levels 7 and 8 have fewer passages than the preceding levels of dictation. This is intentional, as the passages grow in length and difficulty.

Students should continue to do studied dictation three days a week in each unit no matter what level of dictation they are doing. Whenever students complete the final dictation passage in Level 8, they are finished with dictation. Dictation passage levels do not necessarily correspond to grade levels, so students may be continuing dictation during their high school years.

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

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

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.

### **Copywork**

Copywork is scheduled from a variety of sources such as Scriptures, quotes, and classic poetry. 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 *Revival to Revolution* 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 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 6/7/8 Student Book*. You may also choose whether to purchase these optional resources: *Level 5/6 Girl Interest Book Pack*, *Level 5/6 Boy Interest Book Pack*, *Level 6/7 Book Pack*, or the *Sample Book Ideas List*. Packages for *Drawn into the*

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

*Heart of Reading* is 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 *Heroes of Faith: Hidden Treasures in Hebrews*. As this book is consumable, each student needs a copy of *Heroes of Faith*. This inductive Bible study will take students step-by-step through Hebrews 11:1-12:3 to lead them to discover timeless truths that will help them the rest of their lives. Lessons on the ten heroes of faith include examining the lives of Abel, Enoch, Noah, Abraham, Sarah, Joseph, Moses, Rahab, David, and Jesus. These lessons develop Godly character and invite students to learn the lifelong habit of digging into Scriptures to seek God’s truth.

Each quiet time also includes a prayer focus and Scripture memory work. The prayer focus includes the 4 parts of prayer: adoration, confession, thanksgiving, and supplication. Students memorize all of Hebrews 11:1-12:3 through recitation and repetition. They also copy all of Hebrews 11:1-12:3 in their *Common Place Books*. Instilling the habit of a daily Bible Quiet Time from an early age is one of the most important ways to encourage a lifelong desire to meet with the Lord each day.

### **Music Appreciation**

Two days in each unit focus on music appreciation using a combination of *The Story of Classical Music* and *Composers: Hands-on Activity Pak*. These two resources are coordinated together to provide a multi-faceted approach to classical music. *The Story of Classical Music* blends a timeline of music and history with more than 90 colorful composers, along with facts from history. Each era of history has composers’ biographies paired with famous snippets of music – 150 in all – performed by world-class musicians. A fourth CD contains composer information, descriptions of orchestra instruments with audio clips, and lessons on learning how to read music. Well-respected conductor Marin Alsop is the ideal tour guide for this musical march through time.

*Composers: Hands-on Activity Pak* is a printable CD with projects that help students get to know 42 composers that spanned the centuries. Students create a timeline of composers, construct a book of musical eras, make a keyboard of musical terms, form a collection of composer cards, color a grouping of pieces that tell about the various purposes of music, and listen to musical selections while completing music appreciation pages. Beautifully detailed printed pages are provided for all projects. A Lap Book™ is created from the projects at the end of the year. This chronological tour of music history will have students tapping their toes, humming a tune, and appreciating music in a whole new way. This music appreciation study is scheduled for the parent and student to complete and discuss together.

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

Note: Project pages needed for the Music Appreciation part of the *Revival to Revolution* plans must be printed from the *Composers: Hands-on Activity Pak* CD. Be sure to read the “Lap Book™ Assembly” instructions on the CD to know what supplies and materials are needed.

### **Biblical Worldview Study**

Two days in each unit are focused on the Biblical worldview study *Who Is God? And Can I Really Know Him?* *Revival to Revolution’s* plans intend for the pages within *Who Is God? And Can I Really Know Him?* to be read either silently, by both parent and child, or read aloud to the child by the parent. Either method of reading lends itself to deeper thinking about the topics and questions presented in the text. This study also has much to be gained by discussion, as it provides an excellent opportunity to share what **you** believe. Personal reflection and application is encouraged as each person is asked to share key points he/she felt were meaningful within the day’s readings.

This Bible study gives you the tools to teach your children a Christian worldview and pairs beautifully with *Heroes of the Faith: The Hidden Treasures of Hebrews*. The partnership of a parent-led Biblical worldview study with a student-led Bible quiet time works together with Scripture memorization to help children draw nearer to the Lord each day through time spent in His Word. *Who Is God? And Can I Really Know Him?* shares God’s attributes, His provision, His design for Creation, the Fall, and His plan for salvation. It will help you teach essential foundational truths upon which a Biblical Christian worldview is built. Students need a lined notebook or journal for the written work within this study.

### **Math Exploration**

A math instruction reminder is listed in the plans daily. *Revival to Revolution* offers a choice of *Singapore Primary Mathematics 5A, 5B, 6A, 6B*; or *Principles of Mathematics: Book 1*.

Each of the Singapore math choices covers one semester of instruction, so both an “A” and a “B” set are needed for a full year of Singapore math instruction. *Primary Mathematics* sets include both a textbook and a workbook.

For further help with Singapore 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.

To use *Principles of Mathematics*, a *Principles of Mathematics: Book 1 Student Textbook* and *Principles of Mathematics: Book 1 Student Workbook* are needed. The *Student Workbook* contains a “Suggested Daily Schedule” for a 180-day school

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

year and an answer key with fully worked solutions. A suggested schedule to match *Revival to Revolution* can be found in the Appendix of *Revival to Revolution*.

Schedules for Singapore math options are also listed in the Appendix of *Revival to Revolution*. 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. This living book approach focuses on physical science, with an emphasis on inventors. It is considered necessary unless you have your own science. 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 a choice of Option 1 or Option 2. Both options include the six living books and the *Inventor Student Notebook* pages listed in Option 1 below, however Option 1 contains a *Standard Curriculum Kit*, and Option 2 contains an *Advanced Curriculum Kit*. Three days in each unit are devoted to the standard study. Two additional days in each unit are required for the advanced study.

#### **Option 1:**

- \**The Story of Inventions* by Frank P. Bachman
- \**Michael Faraday: Father of Electronics* by Charles Ludwig
- \**Four American Inventors* by Frances M. Perry
- \**Henry Ford: Young Man with Ideas* by Hazel B. Aird and Catherine Ruddiman
- \**Always Inventing: A Photobiography of Alexander Graham Bell* by Tom L. Matthews
- \**The Wright Brothers: They Gave Us Wings* by Charles Ludwig
- \**Inventor Student Notebook* designed by Heart of Dakota
- \**Exploration Education Intermediate Level: Physical Science Standard Version* by John WR Grunder

#### **Option 2:**

- \**Exploration Education Intermediate Level: Physical Science Advanced Version* by John WR Grunder

For students ages 11-13, choose Option 1. The *Standard Curriculum Kit* includes one intermediate logbook. Add an extra intermediate logbook for each additional student aged 11-13. For students in 8<sup>th</sup> grade on up, choose Option 2. The *Advanced Curriculum Kit* contains one advanced logbook. Add an extra advanced logbook for each additional student in 8<sup>th</sup> grade on up. If you have students in both age ranges, choose Option 2 and add an intermediate logbook for each younger student, so both age ranges can use the program together.

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

The study of inventors focuses on fascinating, true-life stories of those who used physical science principles to pave the way for growth in power, manufacturing, production, communication, and transportation.

Full-color *Inventor Student Notebook* pages include places to record written narrations, a timeline to update in each unit, and pictures of the main inventors and some of their inventions. Each student is required to have his/her own set of *Inventor Student Notebook* pages to complete the study. The *Inventor Student Notebook* pages can be stored in a 3-ring binder with a place to insert a cover page.

*Exploration Education* meets National Science Education Standards with its thorough textual materials, hands-on experiments, and real-life projects in the area of physical science. The *Exploration Education* curriculum contains 36 chapters and 108 guided lessons on CD-ROM, with 108 experiments/activities to record in the student logbook. To perform their experiments, students build 7 projects, including an electric racer, a solar fan, a rocket, a circuit, a motor, a balance scale, and an uno/guitar. The Advanced Kit adds the following three additional projects: a glider, a steamboat, and a mini-house. Both kits include all needed materials, allow students to work independently, provide the thoroughness of a text, and utilize a hands-on approach.

Experiments use lab sheets with the scientific process, while notebooking entries about the inventors, oral narrations, timeline entries, and written narrations encourage students to apply what they’ve learned. This balance of living books, hands-on experiments, and scientific methods, provides an enjoyable way to learn science while still meeting National Science Education Standards.