

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

## Learning Through History

**Focus:** An Era of Crusades, Immigration Laws, Inventions, and Industries

Unit 2 - Day 3



### U.S. History

S

Read about history in the resource below.

★ **Great Documents in U.S. History:** Volume II p. 1-3  
After reading, give a "Recorded Narration" about today's reading. As you orally narrate, record your narration with a recording device (i.e. such as an iPod). Begin by narrating about the "Historical Context" of the Chinese Exclusion Act from p. 1 of *Great Documents in U.S. History*. Then, narrate about the "Importance" of the act on the top of p. 2 and end by narrating about "The Chinese Exclusion Act, 1882" excerpt on p. 2-3 of *Great Documents in U.S. History*. When the narration is complete, listen to your narration to determine whether it is a cohesive narration and to consider any areas that could be improved. For ideas, refer to "How to Narrate: Student's Short List" within the *Narration Tips* in the Appendix. Then, play the recorded narration for a parent. **After listening to the narration**, continue meeting with an adult to orally answer and discuss the "Comprehension Questions" on p. 4 of *Great Documents in U.S. History*.  
**Key Idea:** Consider the historical significance and importance of the Chinese Exclusion Act.



### Living Library

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As you read, look for passages or quotes that you find meaningful, significant, or symbolic using a pen or sticky notes. These passages should catch your attention, interest you, and make you think. Read the following assigned pages:

★ **The Cereal Tycoon** p. 88 – middle of p. 106

After reading, select one passage or quote. Then, follow the directions and the format on the "Triple-Entry Journal Assignment" sheet to complete one journal entry in your notebook.

**Key Idea:** Select and comment upon meaningful quotes or passages.



### Economics

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Use the resource below for today's activities.

★ **Intro to Economics:** *Money, History & Fiscal Faith* top of p. 31-32

Refer to p. 29 – top of p. 31 of *Intro to Economics: Money, History & Fiscal Faith*, as you meet with a parent to discuss "Settle the Discussion Questions" 1-3 on p. 31. Then, read the rest of p. 31-32 of *Intro to Economics: Money, History & Fiscal Faith* on your own.

**Key Idea:** Contrast the principles and effects of the "New Deal" and God-focused economics.



### Foreign Language

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Choose one foreign language option below.

★ **Spanish II:** Unit 1 top of p. 18-20 (Note: On p. 18, choose either activity 2.10 or activity 2.11 to do with a parent. On p. 19, omit activity 2.05 of "Self Test 2.")

★ **Getting Started with Latin:** Lesson 11

★ **Your own foreign language program**

**Key Idea:** Study a foreign language.

## VOTE!

### History Activities

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Read about history in the resource below.

★ **Great Documents in U.S. History:** Volume II p. 4  
Photocopy p. 4 of *Great Documents in U.S. History: Volume II* and cut out the "Critical Thinking" questions. Glue the "Critical Thinking" questions at the top of Unit 2 – Box 4 of the *U.S. History II Journal*. Answer the questions in the blank space beneath them in Box 4 of the *U.S. History II Journal*. Number your answers 1-3 to correspond with the matching "Critical Thinking" questions in Box 4. Refer to *Great Documents in U.S. History* p. 1-3 to complete the "Critical Thinking" questions.

**Key Idea:** The Chinese Exclusion Act restricted Chinese immigration to the United States.

## Learning the Basics

**Focus:** Finance, Bible, Literature, Composition, Grammar, Speech, Math, Science

Unit 2 - Day 3



### Finance

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Read about finance in the resource below.

★ **Foundations in Personal Finance:** Student Text p. 14-19

Then, complete the "fill-ins" on p. 16 and p. 19 of *Foundations in Personal Finance: Student Text* as you view the video segment below.

★ **Foundations in Personal Finance DVD:** Disc 1, Chapter 1; Video 2: "Money, the American Way" (15 minutes)

After viewing, complete the "Journal Question" on p. 20 of the Student Text.

**Key Idea:** Learn about the history of credit.



### British Literature

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**Introduce:** Read Jesus' words in Mark 14:38 when He finds His disciples sleeping instead of praying in Gethsemane the night before His death. In *The War for Mansoul*, notice the allusion to Mark 14:38 in the opening paragraph on p. 115. Why is it difficult to know who your real enemies are?

**Read and Annotate:** *The War for Mansoul* p. 115-128 (Note: On p. 118, annotate the sentence that begins "He noticed a smudge on the side of his robe..." What does Lord Willbeville's behavior symbolize in light of Emmanuel's instructions for the robes on the top of p. 112?

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

**Reflect:** In your *Literature Journal*, write today's date. Reflect in writing upon the effect that Mr. Carnal-Security had on Lord Willbeville, Lord Understanding, and Mr. Conscience. What was Emmanuel's reaction? Reread the paragraph on p. 120 that begins "Prince Emmanuel waited..." In whom did the officials of Mansoul place their confidence? What does "Carnal-Security" mean?

**Key Idea:** Note symbolism and allusion.



### Composition/Grammar

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

Help students complete one English option.

★ **Preparing for Usefulness:** Lesson 60

★ **Your own grammar program**

**Key Idea:** Use grammar skills in composition.



### Math

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

★ **Key Idea:** Take Precalculus or College Algebra.



### Bible

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**Bible Study:** Read p. 18 and complete questions A - D on p. 19 - top of p. 20 of *I Don't Have Enough Faith to Be an Atheist Curriculum*. Refer to p. 17-33 of the book *I Don't Have Enough Faith to Be an Atheist* as needed.

**Prayer:** In your "Prayer Journal," write today's date and list the four parts of prayer, writing each on its own line. Reflect upon the notes in the "Prayer Journal Insert" as you prepare to pray. After praying, list key words or phrases in your "Prayer Journal" to summarize your prayer. Highlight or circle any answered prayers.

**Key Idea:** Consider the truth of the Bible.



### Science with Lab

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★ **Read Our Created Moon** p. 14-15 and *The New Astronomy Book* p. 14. On p. 103 of the *Survey of Astronomy: Teacher Guide*, define "lowlands," "lunar highlands," "regolith," and "breccias." Also, complete questions 11-20 on p. 104-106 of the *Survey of Astronomy: Teacher's Guide*. Refer to p. 14-15 of *Our Created Moon* to complete the questions.

**Key Idea:** Learn about the moon's surface.

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

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

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

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

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

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

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

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

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

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

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