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Introduction

Complete Plans

Hearts for Him Through Time: Missions to Modern Marvels features 35 units with complete daily plans for ages 12-14 with extensions for ages 15-16. Each unit lasts 4 days, which gives you the 5th 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 spend your time guiding and facilitating your student's learning as you watch your child grow both academically and spiritually. 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 10-11 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 from the 1890s through the present day. This year of study is meant to provide students with a Christ-centered overview of the time when modern missions began, and the world was forever changed by inventions, industries, discoveries, and modern marvels. *Missions to Modern Marvels* is meant to provide students with a narrative look at American history set within a worldwide context. Students will be immersed in the setting and events of the modern time period as they read about statesmen, scientists, artists, musicians, writers, inventors, revolutionaries, and leaders of this time. This narrative approach does not overlook 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, modern missions, and the lives of Christian heroes are woven in and out of the narrative 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 presidents of the United States, Socratic discussions of primary source documents, oral and written narrations, images of period memorabilia, history read-alouds, atlas connections, full-color mapping exercises, an audio overview of history, timeline sketches, *Draw and Write Through History* sketches, copywork of excerpts of famous speeches, full-color student notebook pages, log of economic principles, and history connections through photographs,

newspaper headlines, captions, notes, outlines, quotes, as well as audio and video clips. A study of your individual state is also a recommended option in *Missions to Modern Marvels*.

Learning the Basics

The “Learning the Basics” part of the program focuses on language arts, math, Bible, nature journal, and science. The language arts area includes dictation practice and passages, a scheduled grammar text, formal literature study, and an expository, informative, and persuasive writing program. “Learning the Basics” also includes a choice of math texts. The science area includes living book readings about 20th Century scientists, chemistry topics, and creation vs. evolution, as well as science experiments with written lab sheets emphasizing the scientific process. Oral narration, written narration, notebooking, vocabulary study, comprehension questions, hands-on experiment kits, and a nature journal with nature-themed poetry further enhance the science study. An in-depth Bible study of Romans, Galatians, and James, Bible passage memory work, and a discussion-based Bible study focused on developing a Biblical worldview of self-image complete the Bible study area.

Quick Activities

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

Fun Ideas

Engaging daily lessons take approximately 4^{1/2}-5 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 *Missions to Modern Marvels* are available from Heart of Dakota Publishing. Resources may be ordered online at 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)

- **Rescue and Redeem: Chronicles of the Modern Church* by Mindy and Brandon Withrow (Christian Focus Publications Ltd., 2009)
- **The Story of the World Volume 4: The Modern Age* by Susan Wise Bauer (Peace Hill Press, 2005)
- **All American History Volume II: The Civil War to the 21st Century* by Celeste W. Rakes (Bright Ideas Press, 2008)
- **Hero Tales Volume II* by Dave and Neta Jackson (Bethany House Publishers, 1997)
- * *Hero Tales Volume III* by Dave and Neta Jackson (Bethany House Publishers, 1998)
- **Great Events in American History* by Rebecca Price Janney (God and Country Press, 2009)
- **Great American Speeches for Young People* by Suzannne McIntire (Jossey-Bass, 2001)
- **Who Am I? And What Am I Doing Here?* by John Hay and David Webb (Apologia Press, 2010)
- **Draw and Write Through History: Invention, Exploration, and War – The 20th Century* by Carylee Gressman and illustrated by Peggy Dick (CPR Publishing, 2011)
- **Map Trek: Missions to Modern Marvels* by Terri Johnson (Knowledge Quest, Inc. 2012)
Note: This printable CD of *Map Trek* is specially made for Heart of Dakota.
- **Mission to Modern Marvels Student Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2012) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
- **Faith at Work: Romans, Galatians & James* Student book and Answer Key by Marni Shideler McKenzie and Nancy S. Bridges (Explorer's Bible Study, 2004)
Note: This book is consumable. A copy is needed for each student.
- **Common Sense Business for Kids* by Kathryn Daniels (Bluestocking Press, 2006)
- **Whatever Happened to Penny Candy?* by Richard J. Maybury (Bluestocking Press, 2015)
- **Hymns for a Kid's Heart: Volume Two* by Bobbie Wolgemuth and Joni Eareckson Tada (Heart of Dakota Publishing, Inc., 2012)
- **Nature Drawing & Journaling* by Barry Stebbing (How Great Thou Art Publications, 2011)
- **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. If you previously used *Revival to Revolution*, you will already own this audio set.
- **United States History Atlas* (Maps.com, 2012) Note: If you previously used *Revival to Revolution*, you will already own this atlas.
- **The Ultimate Guide to the Presidents* DVD Set by the History Channel (Lionsgate, 2012)

- **The Big Book of Presidents* by Nancy J. Hajeski (Sky Pony Press, 2015)
- **President Student Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2012) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
- **State History from a Christian Perspective* by Joy Dean (A Helping Hand, 2005) Note: We recommend that your student complete a study of his/her individual state during *Missions to Modern Marvels*. You may use any state study that you choose, however we recommend and schedule *State History from a Christian Perspective*. It is available for purchase at <http://www.statehistory.net>.

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)

- **Exploring the World of Chemistry* by John Hudson Tiner (Master Books, 2001)
- **Marie Curie and the Discovery of Radium* by Ann E. Steinke (Barron's Educational Series, Inc. 1987)
- **Chemistry C500 Experiment Kit* by Thames & Kosmos (Thames & Kosmos, 2012) Note: There is a previous version of this kit. The 2012 version coordinates with our plans and is carried by Heart of Dakota.
- **Genetics & DNA Experiment Kit* by Thames & Kosmos (Thames & Kosmos, 2012) Note: There is a previous version of this kit. The 2012 version coordinates with our plans and is carried by Heart of Dakota.
- **The Elements: Ingredients of the Universe* by Ellen Johnston McHenry (Basement Workshop, 2020 update)
- **Atoms in the Family* by Laura Fermi (University of Chicago Press, 1954)
- **Ordinary Genius: The Story of Albert Einstein* by Stephanie McPherson (First Avenue Editions, 1995)
- **Evolution: The Grand Experiment – Student Text* by Dr. Carl Werner (New Leaf Press, 2007)
- **Evolution: The Grand Experiment – Teacher's Manual* by Dr. Carl Werner (New Leaf Press, 2008)
- **Evolution: The Grand Experiment – Episode One: The Quest for an Answer* DVD by Dr. Carl Werner (New Leaf Press, 2009)

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. *Progressing With Courage: English 6* by Rod and Staff Publishers (Rod and Staff Publishers, Inc., 1994)
 2. Your own program
- *Choose one of the following writing options to use with this program:
 1. *Write with the Best: Volume 2* by Jill J. Dixon (Diagnostic Prescriptive Services, 2003)

2. Your own program
- *Choose one of the following math options to use with this program:
1. *Singapore Primary Mathematics 6A/6B: U.S. Edition*
by Singapore Ministry of Education (Times New Media, 2003)
 2. *Principles of Mathematics: Book 1* by Katherine A. Loop (Master Books, 2016)
 3. *Principles of Mathematics: Book 2* by Katherine A. Loop (Master Books, 2016, 2017)
 4. *No-Nonsense Algebra* by Richard Fisher (Math Essentials, 2011)
 5. *VideoText Algebra* by Tom Clark (VideoText Interactive, 2006)
 6. Your own program

Note: Resources sometimes go out of print or undergo changes. Brief schedule changes between editions will be available under the “Updates” portion of our website at www.heartofdakota.com. Lengthier replacement schedules will be sent along with your purchase of the corresponding guide or book from Heart of Dakota. Since *Missions to Modern Marvels* is focused upon modern times, quite a few Internet addresses of audio and visual resources are included throughout the curriculum. As the Internet is always changing, these addresses may change or become unavailable. Whenever possible, multiple options of Internet addresses have been included. If an address is no longer valid, and another option is not provided, check the “Updates” portion of our website for a replacement.

“Learning Through History” Components

Reading about History

The “Learning Through History” part of the program is told in narrative form and provides a deeper look at the time period from the late 1800s through the present day. This year of study is meant to give students an exciting look at American history set within the worldwide context of the industrial revolution, social reform, immigration, world wars, the rise of Communism, the Space Race, and the spread of the Gospel through modern missions.

History stories are scheduled for the students to read independently each day using the following resources: *Rescue and Redeem* by Mindy and Brandon Withrow, *The Story of the World Volume 4* by Susan Wise Bauer, *All American History Volume II* by Celeste W. Rakes, *Hero Tales Volume II and III* by Dave and Neta Jackson, and *Great Events in American History* by Rebecca Price Janney. These resources provide the focus for this part of the plans. Each of the areas that follow are linked to the daily stories once each unit:

- *Give an oral narration by retelling the history reading using some of the key words provided in the guide. Oral narration tips can be found in the Appendix for help as needed.
- *Study images of period memorabilia in the *Missions to Modern Marvels Student Notebook*. Commentary and questions are provided in the guide to link the memorabilia to the history reading and place them in their proper historical context.
- *Connect a photograph or a newspaper article provided in the *Missions to Modern Marvels Student Notebook* to the history reading through captions, bulleted notes, outlines, headlines, quotes, and excerpts.
- *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 *Missions to Modern Marvels* for help as needed.

The *Student Notebook* has been especially created for *Missions to Modern Marvels* to provide a timeless keepsake of what was learned throughout the year. Full-color pages complete with period memorabilia, areas to record written narrations, a timeline to update in each unit, project helps, excerpts from primary source documents, history-related photographs and articles, and places to record copywork of famous speeches 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 students 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 *Missions to Modern Marvels* 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 add a section to their timeline with each consecutive guide for four years. The section in *Missions to Modern Marvels* completes the *Book of Time*.

Geography

One day in each unit includes mapping activities that directly relate to the historical time period using the *United States History Atlas* and *Map Trek: Missions to Modern Marvels*. 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 on historical maps. Here is a list of maps that are included on the special printable CD of *Map Trek* produced for Heart of Dakota by the publisher.

- USA (Jim Crow Laws/Right to Vote)
- USA (Major Centers of Immigration)
- World Empires 1900
- The Balkan Wars
- World War I (map 1)
- World War I (map 2)
- The Russian Revolution
- The Division of Ireland
- Europe, Post WWI
- Iberian Peninsula
- Famous Early Flights (Lindbergh/Earhart)
- The Great Depression
- Totalitarianism
- China and Japan at War
- World War II (map 1 - Europe)
- The Bombing of Pearl Harbor
- World War II (map 2 - S. Pacific)
- The Growth of Communism
- Independence for India
- The Middle East
- The Nation of Israel
- The Cold War
- The Korean War

“Learning Through History” Components (continued)

The Vietnam War
The Wars in Asia
Cuba
The Gulf War
9/11 - Attack on the U.S.
Conflict in Iraq

Maps needed for the “Geography” part of the *Missions to Modern Marvels* plans must be printed from the provided *Map Trek* 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 study for that day. A primary source is something that originates in the historical time period being studied. Letters and the text of speeches written during the time period are primary sources. The *Missions to Modern Marvels Student Notebook* and *Book of Great American Speeches for Young People* contain all the primary sources needed for this study.

Within the Worthy Words activity, students read, analyze, and evaluate the primary source document by answering provided questions on an index card to prepare for a Socratic dialogue. A Socratic dialogue is one in which the participants come prepared to share their thoughts, feelings, and opinions about the spoken and written word. Before beginning the dialogue, a parent reads the provided primary source document out loud. Next, participants discuss the questions in the guide. All participants should use life experiences, and/or the text to support their responses. Students are expected to refer to their notes throughout the dialogue.

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 speaker. Speeches have been chosen for their narrative quality and their ability to paint a diverse picture of American and world history, as well as their capability to give a glimpse into the speaker’s wit, deep-rooted beliefs, emotions, and passions. You will need 35 index cards and a place to store them for this activity.

Economics

One day in each unit requires students to read a chapter from either *Whatever Happened to Penny Candy?* by Richard J. Maybury or *Common Sense Business for Kids* by Kathryn Daniels. After reading each chapter, students are asked to summarize one or more economic principle(s) gained from the reading. Economic Principles are recorded in the *Missions to Modern Marvels Student Notebook*.

“Learning Through History” Components (continued)

In *Whatever Happened to Penny Candy?*, “Uncle Eric’s” clever letters are sure to help you make some real sense of economics. Historical events like the stock market crash will have you counting your pennies as you learn about recession, inflation, the demand for money, government spending, investment cycles, velocity, and more. Using sound judgment and real world examples in *Common Sense Business for Kids*, Richard Maybury shares realities behind basic business principles like salesmanship, market potential, fixed and variable cost, price strategies, and more... and proves that even though business success seems complicated, it’s really just ‘common sense’!

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. 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 oil pastels and index cards. Several recipes are included as projects. You may wish to look ahead in your guide to be sure that you have the needed ingredients. Otherwise, general art supplies should be sufficient. 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 a Chinese character wall hanging, to designing a Barnum & Bailey Circus ride; from making a salt painting, to baking Czechoslovakian cookies; from role playing life under a dictator’s control, to copying Matthew 7:21 in Korean writing; from having an ice cream social, to drawing and coloring an Olympic stamp; from praying for Christians in Uganda, to making homemade peanut butter; from creating a Japanese family crest, to folding a paper airplane; from baking Tollhouse cookies, to watching Edison’s first feature-length movie “The Great Train Robbery”; from comparing Christianity, Hinduism, Islam, and Judaism, to baking and icing a war cake, and much more!

Note: As a way to help the modern time period come to life, some projects do include Internet addresses to audio and visual media. Since the Internet is always changing, these addresses may change or become unavailable. Whenever possible, multiple options of Internet addresses have been included. If an address is no longer valid, and another option is not provided, check the “Updates” portion of our website for a replacement.

It is also important to note that the use of the Internet is not intended to become a frustration in your school day. So, in most instances, if you have tried the listed addresses and cannot access the intended content, it is fine to move on without going to great lengths to locate the content. As always, parental supervision is recommended when students use the Internet.

“Learning Through History” Components (continued)

President Study

Two days in each unit require students to research the lives of the presidents of the United States. This study of the presidents focuses on true-life stories of the remarkable men who have presided over the Oval Office. The History Channel introduces you to each president, from George Washington to George Bush, through *The Ultimate Guide to the Presidents* DVD. Snapshots of each of these Commanders-in-Chief, rare and unseen photographs, and footage sharing their personalities, weaknesses, major achievements, and historical significance are shared in this engaging DVD.

While you might not always agree with the political slant in this DVD series, the images and footage alone make this a valuable resource in bringing the U.S. presidents to life. We encourage you to watch and discuss this DVD along with your students this year as they use it as one resource for researching the presidents. It brought up many good discussions at our house as to what my husband and I remembered about the later presidents, from our own childhood and adulthood, and how that compared to what was portrayed within the DVD series. Be warned that the series does not gloss over some of the past presidents’ indiscretions or scandals, so it is for a 7th grade on up viewing audience only.

A second resource in book format further enhances this chance to “meet” the presidents! *The Big Book of Presidents* is rich with history of the White House and our nation. This fascinating look at the lives of the presidents of the United States includes interesting details about their backgrounds, political careers, the changes they saw, and the causes they championed. Famous photographs or historical images of each president add depth to this resource.

While all resources about the presidents include some political bias, this resource is more neutral and factual than many others, making it a solid choice for research. You are welcome to choose your own resource for research on the presidents instead, however you may find as we did that it is difficult to find resources that are free from political bias!

A full-color *President Notebook* was specially made to accompany the “President Study” in *Missions to Modern Marvels*. The notebook pages come 3-hole punched on heavy paper with a cover page for easy insertion into a 1/2” binder. This notebook will help students delve into the lives of the presidents and their greatest accomplishments. Each student needs his or her own *President Notebook*.

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 entry from the information they’ve gathered. At the close of the year students will have a beautiful *President Notebook* to remember their research by, as well as an appreciation for the men who have guided America through its history.

“Learning Through History” Components (continued)

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: Invention, Exploration, and War – The 20th Century* by Carylee Gressman and illustrated by Peggy Dick, and *Missions to Modern Marvels Student Notebook* designed by Merlin DeBoer. Audio presentations, copywork of speeches, notebook entries, guided drawing lessons, primary source documents, and additional mapping activities are all included in the independent history study part of the plans.

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 included in the **Economy Package**, sold as a set or individually at www.heartofdakota.com.

State Study

We recommend that your student complete a study of his/her individual state during this year. Time is allotted once weekly for this purpose. While you may use any state study you choose, we recommend and schedule *State History from a Christian Perspective* by Joy Dean in *Missions to Modern Marvels*. To complete the study, you will need your individual state’s *Student Booklet* (one for each student), the *Master Lesson Plan Book* (one copy), and your choice of creating a binder or using *My State Notebook* in conjunction with the study. These resources are available for purchase at <http://www.statehistory.net>.

The *Student Booklet* provides you with text, maps, and full-color state symbols for your state. The text covers history, geography, map skills, weather, industry, agriculture, major cities, citizenship, and state and local government. Students use this material to create their own personalized state history notebook. Quizzes, tests, and answer keys are included in the *Student Booklet*. Some assignments also require either tourist brochures for your state or pictures printed from the Internet of places to visit in your state. You may wish to order tourist information for your state at <http://www.50states.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.

“Learning Through History” Components (continued)

The “Storytime” box of plans includes bookmark prompts that target higher-level responses. Students select lines to quote and comment upon, use quick sketches to provide visual commentary, ask clarifying and probing questions, make written connections, and share observations, reflections, and musings.

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. Bookmarks must be copied from the Appendix of *Missions to Modern Marvels* once every 6 units as directed in the guide.

Note: If you are already doing a Storytime package with a different Heart of Dakota program, you may choose to have 7th-8th 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 ninth and tenth graders who are independent readers.

Adding this package to the Economy Package extends the study of history for students in grades 9 - 10. The books in this package are not intended to fulfill your student’s high school literature credit, as students need to be reading separate higher-level literature to fulfill that need. Instead, the books in this package were chosen to help students experience various historical time periods, bringing the past to life through the pages of these books. A reading schedule for these books is provided in the Appendix of the Teacher’s Guide. Due to some mature content and themes contained in this time period (i.e. famine, war, disease, martyrdom, mentions of suicide, persecution, revolution, discrimination, segregation, terrorism, poverty, communism, etc.), students younger than grades 9-10 should use the Basic Package instead.

A schedule of daily independent readings for these books is provided in the Appendix of *Missions to Modern Marvels*. 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. This package is an optional part of *Missions to Modern Marvels*.

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

English 6 is scheduled at two different speeds in *Missions to Modern Marvels* to allow you to customize the pacing to suit your student. Schedules include a choice of either the last half of English 6, for those who completed the first half in the previous guide, or all of English 6. Both schedules assign English daily. In order to keep the area of language arts in balance within our guides, while still using 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 grade 7, who have had little grammar instruction, should use English 5 instead (since it is considered to be a foundational level of the text).

9th and 10th 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 *Missions to Modern Marvels*, 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 in grade 9 and the other half in grade 10. 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 *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 twice in each unit using *Write with the Best: Vol. II*. Literary passages from respected and well-loved authors are used to teach students how to write. Creative activities break the writing into manageable chunks and help students identify what makes a literary work “great”. Students are encouraged to make writing more vivid and ultimately produce writing that models the genre of the literary passage. Guidelines for evaluating and grading writing and student proofreading and writing guides are valuable parts of the program. Each daily lesson takes only 25-30 minutes, is addressed to the student, and includes step-by-step guidance. The program includes all needed excerpts from the literature that it models so that teachers are not required to purchase additional material.

“Learning The Basics” Components (continued)

This writing program is a genuine, incremental (step-by-step) program that requires minimal teacher involvement towards the goal of mastery of higher-level forms of writing. *Missions to Modern Marvels* schedules lessons from this guide twice weekly. For grades 6 -12 (but best suited for grades 7 on up in our opinion).

Topics covered include:

Taking Notes
Writing Outlines
Writing Summaries
Persuasive Essays
Expository Essays
Literary Critiques
Book Reviews
Newspaper Articles
Speeches

Note: We omit units 1 and 2 (free verse poetry and business letter) due to these topics being well covered in Rod and Staff English. We also omit unit 8 (dramatic monologue) to keep the area of writing in balance, as a full level of Rod and Staff English is scheduled too, which also includes instruction in writing. Students need a lined composition book or notebook for their written work.

Dictation

Studied dictation to practice spelling skills is scheduled three days in each unit. Levels 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 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

“Learning The Basics” Components (continued)

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 excerpts from speeches. 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.

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*, the *Student Notebook*, or the *Nature Journal*, as directed within the *Missions to Modern Marvels* 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. Throughout the year, as students memorize Romans 12 and James 4 for their Bible quiet time, they will copy the verses from these chapters in their *Common Place Book*.

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 6/7 Book Pack*, *Level 7/8 Girl Interest Book Pack*, *Level 7/8 Boy Interest Book Pack*, or the *Sample Book Ideas List*. Packages for *Drawn into the Heart of Reading* are available at www.heartofdakota.com. Descriptions of books within each pack can be viewed online.

“Learning The Basics” Components (continued)

Bible Quiet Time

Each daily Bible quiet time includes independent Bible lessons from *Explorer’s Bible Study: Quest - Faith at Work*. This in-depth Bible study of Romans, Galatians, and James helps 7th through 12th graders develop their own Bible quiet time to study what their Bible says, what it means, and how to apply it. Heartfelt lessons help students learn to think, evaluate, understand, and apply what God is communicating in His Word! As this is consumable, each student needs a copy of *Quest – Faith at Work*.

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 keep a daily prayer journal in *Quest – Faith at Work*, using the “Preparing Your Heart for Prayer” questions as a starting place. Students memorize all of Romans 12 and James 4 through recitation and repetition and also copy these passages 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 is another heartfelt way to praise the Lord. For this purpose, *Hymns for Kid’s Heart: Volume Two* is part of each day’s quiet time as well. Students learn 12 of the greatest hymns ever composed with richly orchestrated music, hymn writers’ stories, heartfelt prayers, Scripture verses, and printed sheet music. This beautiful full-color book and fully orchestrated CD set is sure to feed the mind and stir the soul.

Biblical Worldview Study

Two days in each unit are focused on the Biblical worldview study *Who Am I? And What Am I Doing Here?* The plans in *Missions to Modern Marvels* intend for the pages within *Who Am I? And What Am I Doing Here?* 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.

Each lesson in the book features an introduction to the main topic, learning objectives, a narrative story, thought-provoking questions, important vocabulary words, two Bible memory verses, interesting interdisciplinary topics, Godly character traits for students to demonstrate, a prayer, and a worldview portion. The worldview sections provide a youth’s perspective on being a Muslim, a New Age spiritualist, a Hindu, a Buddhist, a Communist, etc., allowing students to see the difference between these belief systems and Christianity. Probing questions help students think through how various religions compare to what God tells us in His Word, and give parents the chance to keep dialogue flowing during these middle school and high school years on topics that matter for eternity!

“Learning The Basics” Components (continued)

This Bible study gives you the tools to teach your children a Christian worldview and pairs beautifully with the *Explorer’s Bible Study: Quest - Faith at Work*. The partnership of a parent-led Biblical worldview study with a student-led Bible quiet time works together with Scripture memorization and hymn singing to help students draw nearer to the Lord each day through time spent in His Word. *Who Am I? And What Am I Doing Here?* will help students begin to see everything as God sees it by using Scripture as the lens through which to view themselves. It gives a much needed way to teach a Biblical self image and a sense of God-given purpose that, hopefully, will last a lifetime.

Poetry

Different classic nature-themed poems written by William Wordsworth, Walt Whitman, and Henry Wadsworth Longfellow are studied throughout the year. Each poem was chosen for its enduring quality, its ability to withstand the test of time, and its capacity to describe nature in vivid ways. These poems complement assignments from *Nature Drawing and Journaling* once in each unit. As poems are read aloud and discussed with a parent, they add a new dimension to the nature study by helping students appreciate the world around them.

Nature Journal

Two days in each unit focus on nature journaling using lessons from *Nature Drawing and Journaling*. In this book, award-winning artist Barry Stebbing shares 40 years’ worth of insights on studying nature and keeping a nature journal. Full-color illustrations, inspirational quotes, journal entries, and copies of Stebbing’s own journal will have you making your own Charlotte-Mason style nature journal in no time.

Clear instructions, poignant reflections, and space for your work are provided in this spiral-bound softcover book. Also included are over 47 nature-related art lessons to guide your student in learning to sketch and appreciate the outdoors. Art lessons and nature journal sessions are scheduled twice weekly for the student to enjoy in *Missions to Modern Marvels*. The nature-themed poetry of Wordsworth, Longfellow, and Whitman is scheduled once weekly to enhance the nature journal sessions.

Materials for Journaling:

Hardbound, unlined journal (ideally with a strap to hold pages in place)
Set of 12 soft lead, good quality, rich-colored pencils
2 extra fine or very fine black drawing pens
2 black writing pens (experiment to find your favorite kind)
Acid-free tape
Inexpensive set of fine-tipped washable markers
Inexpensive set of broad-tipped washable markers
#6 round paintbrush
Semi-gloss paper (several sheets)

“Learning The Basics” Components (continued)

Glue stick

Optional: legal pad

Optional: large rubber band (only needed if your journal has no strap)

Math Exploration

A math instruction reminder is listed in the plans daily. *Missions to Modern Marvels* offers a choice of *Singapore Primary Mathematics 6A, 6B*; *Principles of Mathematics: Book 1*; or *Principles of Mathematics: Book 2*.

Singapore Primary Mathematics 6A, 6B each cover one semester of instruction; so, both an “A” and a “B” set are needed for a full year of math instruction.

Primary Mathematics sets include both a textbook and a workbook. A daily schedule for *Singapore Primary Mathematics 6A, 6B* is included in the Appendix of *Missions to Modern Marvels*.

For further help with Singapore math placement, go to 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* **or** *Book 2 Student Textbook* and *Principles of Mathematics: Book 1* **or** *Book 2 Student Workbook* (which also includes a Teacher’s Guide) are needed. The *Student Workbook* contains a “Suggested Daily Schedule” for a 180-day school year and an answer key with fully worked solutions. A suggested schedule to match the 4-day plan in *Missions to Modern Marvels* can be found in the Appendix of *Missions to Modern Marvels*.

If you have a student who is ready for Algebra I, we recommend *No-Nonsense Algebra* or *Videotext Algebra*. Both options incorporate some pre-algebra, a video component, and follow-up workbook assignments. *No-Nonsense Algebra* uses short, concise lessons to explain each topic in Algebra I in a way that is easy to understand. Multiple examples with fully explained step-by-step solutions, ample reviews built into each of the lessons, and chapter tests help students measure their progress and improve their test scores. Each lesson in the book has a corresponding online video lesson taught by award-winning math teacher and author Richard W. Fisher. To view a clickable description and Table of Contents, click on the “Packages” page of *Missions to Modern Marvels* at www.heartofdakota.com and scroll down to *No-Nonsense Algebra*. You may purchase *No-Nonsense Algebra* directly from Heart of Dakota.

VideoText Algebra is an interactive, video-based program that teaches Pre-Algebra, Algebra I, and Algebra II in an integrated manner. Due to the integrated manner in

“Learning The Basics” Components (continued)

which *VideoText* teaches algebra, once you begin *VideoText* it is best to complete the course because all modules work together to teach Pre-Algebra, Algebra I, and Algebra II. Therefore, to claim credit for both Algebra I and Algebra II all modules must be completed. All students must begin *VideoText Algebra* with Module A, regardless of previous math experience with Algebra.

The main components of *VideoText* are the video lessons and the worktext. However, unlike textbooks that may use a video supplement, in this case the video lessons “are” the textbook. With each module of the course, you receive the video lessons (each 5-10 minutes in length online), course notes, worktext, solutions manual, progress tests, and an instructor’s guide with detailed solutions to all quizzes and test problems. Students will love the brief lessons and the clear explanations of concepts in *VideoText Algebra*. To view samples and purchase *VideoText Algebra* visit <http://www.videotext.com>.

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

Three days in each unit, science readings are scheduled using books contained in the Science Package. This living book approach focuses on an introduction to chemistry, 20th Century scientists, and a study on evolution vs. creation. It is considered necessary, unless you have your own science.

Reading material is meant for students to read independently. These resources are sold as a set in the **Economy Package: Science Add-On**, or individually, at www.heartofdakota.com. This package includes these 9 engaging resources:

- **Exploring the World of Chemistry* by John Hudson Tiner
- **Marie Curie and the Discovery of Radium* by Ann E. Steinke
- **Chemistry C500 Experiment Kit* by Thames & Kosmos (2012 version)
- **Genetics & DNA Experiment Kit* by Thames & Kosmos (2012 version)
- **The Elements: Ingredients of the Universe* by Ellen Johnston McHenry (2020 version)
- **Atoms in the Family* by Laura Fermi
- **Ordinary Genius: The Story of Albert Einstein* by Stephanie McPherson
- **Evolution: The Grand Experiment* – Student Text and Teacher’s Manual by Dr. Carl Werner
- **Evolution: The Grand Experiment – Episode One: The Quest for an Answer* DVD by Dr. Carl Werner

Experiments use tiered lab forms emphasizing the scientific method, while notebooking entries about the scientists, oral narrations, questions, vocabulary, and written narrations encourage students to apply what they’ve learned. This balance

“Learning The Basics” Components (continued)

of living books, hands-on experiments, and scientific methods provides an enjoyable way to learn science.

A “Science Lab Form” is provided in the Appendix of *Missions to Modern Marvels* and may be reproduced for students to log their science experiment results. Loose-leaf notebook paper will be used for all remaining science work. The students need a place to store their notebook entries, answers to questions, written narrations, and science experiment forms. Use a one-inch 3-ring binder with one tab labeled “Science Work” and another tab labeled “Science Lab Forms” for this purpose. Another one-inch 3-ring binder with a place to insert a cover page is needed for *The Elements: Ingredients of the Universe*.

Additional Unusual Supplies Needed:

For all units: safety glasses (included in kit), smock, and smooth gloves

- Unit 1 – Day 4: about 2 tsp. white vinegar
- Unit 2 – Day 4: matches, about 4 tsp. white vinegar, 1 tealight candle, 1 small fireproof plate (ceramic will work)
- Unit 3 – Day 4: a very small can of denatured alcohol or methylated spirits, highly flammable (available at Walmart, Lowes, paint supply stores, and hardware stores)
- Unit 4 – Day 4: 1 drop of white vinegar, 1 lemon (optional), small plastic container
- Unit 5 – Day 4: 10 drops of white vinegar, bar of soap
- Unit 8 – Day 4: 3 tsp. sparkling mineral water, 3 tsp. stale, flat sparkling mineral water (let it sit out for a day), 3 tsp. plain bottled water
- Unit 12 – Day 4: white or very light pillowcase (optional), fabric markers (optional), GITD glow-in-the-dark paint (optional)
- Unit 13 – Day 2: hair dryer, salt, water, bowl, two plates, (optional) magnifying glass
- Unit 13 – Day 4: Optional: Epsom Salt, liquid cleaning ammonium, small clear container, spoon
- Unit 14 – Day 1: a magnifying glass, table salt; choice of small marshmallows, grapes, clay balls, tinker toys, or K’nex

“Learning The Basics” Components (continued)

- Unit 15 – Day 1: 1 bag of colored marshmallows, 1 box of toothpicks;
Also, Choose one “Lab Demo” and gather its needed supplies.
- Unit 15 – Day 3: 10 dirty pennies, 4 Tbsp. lemon juice, 8 Tbsp. vinegar, 1 tsp.
salt, small bowl (not metal), 1 spoon (not metal), paper towels
- Unit 17 – Day 4: 1 bar of soap, 6 tsp. distilled water, 4 tsp. flat mineral water (let
it sit out for a day)
- Unit 18 – Day 4: 3 drops liquid soap or shower gel, a little mineral water
- Unit 19 – Day 4: 2 drops liquid soap or shower gel
- Unit 21 – Day 4: 1 sheet parchment colored writing paper to write a secret
message on, blotting paper (or a white coffee filter), either a
calligraphy pen with a metal nib or a fine-tipped paintbrush
- Unit 22 – Day 4: 1 shiny iron nail
- Unit 23 – Day 4: 1 nine-volt square battery, 8 T. of table salt
- Unit 24 – Day 4: 1 nine-volt square battery (the same one can be used that was
used before), 8 T. of table salt, either a white coffee filter or
blotting paper, 1 copper penny
- Unit 25 – Day 4: 1 nine-volt square battery (the same one can be used that was
used before), 2 T. of table salt, 1 drop of white vinegar
- Unit 27 – Day 4: a very small can of denatured alcohol or methylated spirits,
highly flammable (available at Walmart, Lowes, paint supply
stores, and hardware stores), 10 tsp. liquid dishsoap, 1 tsp. salt,
1 tomato, 2 large empty yogurt containers (or other disposable
plastic containers)
- Unit 29 – Day 4: 1 red felt-tipped pen (or red marker)
- Unit 35 – Day 4: 1 well-rinsed, used jelly jar