

Now, why not take a quick peek at the Revival to Revolution Teacher's Guide?!!

Learning through History

Focus: The Awakening Church and Life in the Thirteen Colonies

Unit 1 - Day 4



Reading about History I

Read about history in the following resource:

★ *George Washington's World* p. 18-22
After today's reading, open your *Student Notebook* to Unit 1. Under the painting in Box 5, write "Penn's Treaty with the Indians" by Benjamin West. Briefly think about these questions: *Who is shown in the painting? What is taking place? Approximately when and where did this event take place? Why is this happening? How are the people in the painting reacting? What happened after the event?*

Key Idea: As Abigail Adams was a young girl in Weymouth, and Pontiac was a young boy near Detroit, Benjamin West was a young Quaker boy in Pennsylvania, near Philadelphia. When West grew older, he painted William Penn's meeting with the Indians at the time of the founding of Pennsylvania.



Storytime T/I

Read the following assigned pages:

★ *Amos Fortune: Free Man* p. 53-65
After the assigned reading, think about these questions: *Can you elaborate on the reason that Amos was bothered by his reflection in the mirror? (synthesis) Can you assess the value or importance of being free? (evaluation)* Be prepared to share your answers if asked.

Key Idea: Ponder the reading using higher-level thinking questions as a prompt.



Worthy Words I

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. Open your *Student Notebook* to Unit 1 - Box 9. Read Pontiac's speech. This speech of Pontiac's has been handed down through oral tradition. After reading the speech, ask yourself the following questions: *Who is Pontiac addressing in the speech? What likely led up to this speech? What is the tone of the speech? Explain Pontiac's purpose for giving the speech. What is he hoping to gain? Pontiac ends his speech explaining how to be happy. Without knowledge of Jesus can anyone truly be happy?* In future readings, watch what happens to Pontiac and the Ottawa.

Key Idea: Pontiac grew up to be a persuasive Ottawa speaker and leader. He tried to stop the English from settling by the Great Lakes.



Independent History Study I

Open your *Student Notebook* to Unit 1. In Box 8, copy the following quote: *A painter is a companion of kings and emperors.* - Benjamin West

Key Idea: Benjamin West was a Quaker from Pennsylvania who became a famous painter.



History Project S

Get the long red strip of paper you made on Day 2 and the nine feathers you made on Day 3. Lay the red band, design facing up, on a flat surface. Stick the feathers colored side facing up, behind the headband, taking time to arrange the feathers so that they overlap. Taller feathers may be placed behind shorter feathers. Use clear tape to attach each feather securely to the undecorated side of the red strip. Then, join the two ends of the red strip together and tape them to form a circular headband. Place the headress on your head.

Key Idea: Pontiac lived near Fort Detroit with the Ottawa, an Eastern Woodland tribe.



State Study I

★ Read p. 43 of *Fifty States Under God*. Then, add a fact from p. 2 about Pennsylvania to the bottom of p. 43. Complete p. 44.

Key Idea: Pennsylvania was the 2nd state.

Learning the Basics

Focus: Language Arts, Math, Bible, Music, and Science

Unit 1 - Day 4



Bible Quiet Time I

Bible Study: Read and complete the assigned pages in the following resource:

★ *Hidden Treasures in Hebrews: Layer Two* p. 11-12 (numbers 1-2 only)

Prayer Focus: Pray a prayer of adoration, confession, thanksgiving, and supplication. To guide you as you pray, refer to the copy of "Possible Prayer Starters" that is inside your Bible from Day 1.

Scripture Memory: Recite Hebrews 11:1-2 from memory.

Key Idea: Introduce the study of Hebrews.



Language Arts S

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

Help students complete one lesson from the following reading program:

★ *Drawn into the Heart of Reading*

Help students complete one English lesson:

★ *Following the Plan: Lesson 4*

★ *Progressing With Courage: Lesson 2* (last half only)

★ Your own grammar program

Key Idea: Apply language arts skills.



Science Exploration I

Extension plans for *Advanced Version* only:

★ Today, on Day 4, complete the *Exploration Education* lesson for Chapter 1.4. On Day 5, complete the lesson for Chapter 1.5.

Key Idea: Experiment with direction, magnitude, and cumulative effect and build a glider wing.



Music Appreciation T

Listen to the assigned tracks in the resource listed below.

★ *The Story of Classical Music* CD 1: Tracks 1-3

After listening to Tracks 1-3, get the bag containing the "Periods of Music" project that you assembled on Day 2. In the "Periods of Music" booklet, read the introduction and the section about the Middle Ages. Finish coloring your booklet if needed. Then, place the "Periods of Music" project back in its bag and save it for future use.

Key Idea: The Medieval Period of music began around the year 600 with music in churches. It lasted until the Renaissance Period began.



Math Exploration S

Choose one of the math options listed below (see Appendix for details).

★ *Singapore Primary Mathematics 5A/5B, 6A/6B, or Principles of Mathematics*

★ Your own math program

Key Idea: Use a step-by-step math program.



Inventor Study I

★ Read *The Story of Inventions* p. 19 - top of p. 26. Open your *Inventor Student Notebook* to the page on Michael Faraday. In Box 3, write a written narration about the pages you read today. Use questions 1-6 on p. 32 of *The Story of Inventions* to guide you as you write your narration.

Key Idea: While Watt was working on his steam engine, other men were studying electricity. They found that to use electricity, a power source, a dynamo was needed to produce electricity, and a motor was needed to change electricity to power.

Now In Color

A Exciting stories of people, events, and ideas provide a narrative overview of history from the time period of the Revivals to the Industrial Revolutions. Independent follow up assignments include map connections through the *United States History Atlas*, written narrations, detailed and summary oral narrations, and historical artwork.

B Three days in each unit schedule an interesting, hands-on project that brings the historical time period to life. These projects are scheduled to be completed a little at a time over three days.

C A Christian study of all fifty states, in the order of statehood, is scheduled three days in each unit. A state time line summary and a progressive map study are included to summarize the building of our nation, the United States.

D Engaging history read-alouds make text connections with the history themes of *Revival to Revolution*. Follow-up questions emphasize higher-level thinking to guide students to analyze, synthesize, narrate, and evaluate what was read.

E Timeline entries, mapwork through *Map Trek*, classic poetry about historical events and people, and study of primary source documents rotate through this part of the plans in each unit. These activities coordinate with the history stories.

F Additional resources that coordinate with the historical time period are included in the "Independent History Study" part of the plans. These include research on the signers of the Declaration of Independence, guided drawing lessons, audio presentations, copywork of verses and quotes, notebook entries, and black and white historical pictures for students to color.

G Daily, students will use the Bible to complete an inductive study of the men and women of faith listed in Hebrews 11:1 - 12:3. By year-end, students will memorize all of Hebrews 11:1 - 12:3, copy it, and form the habit of prayer within a daily quiet time.

H Grammar lessons are planned daily with a choice of *God and Staff English 5* or the first half of *English 6*. Three days in each unit also include studied dictation to practice spelling skills and *Drawn into the Heart of Reading* to focus on in-depth literature study. Lessons from *The Exciting World of Creative Writing* are also scheduled in each unit.

I *Education Exploration's Curriculum* meets National Science Education Standards with its thorough textual material, hands-on experiments, and real-life projects in the area of physical science. Three days in each unit are devoted to the Standard Level study. Two additional days in each unit are scheduled for the Advanced Study.

J A Biblical worldview study using *Who is God?*, and a music appreciation study using *The Story of Classical Music*, along with the *Hands-on Composer Activity Pak*, alternate in this daily meeting time led by the parent.

K Daily math lessons are scheduled in the Appendix for *Singapore Primary Mathematics 5A/5B, 6A/6B, and Principles of Mathematics: Book 1*.

L 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. Oral narrations, written narrations, notebook entries, and timeline entries help students think deeply about the readings.