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# **U.S. HISTORY 1877 TO THE PRESENT**

with Economics, English/Speech, and Bible

High School  
Bible, History/Economics, and English/Speech

**MY FATHER'S WORLD®**

Marie Hazell, M.A.

*But you are a chosen people ... a people belonging to God,  
that you may declare the praises of him who called you  
out of darkness into his wonderful light.*  
*1 Peter 2:9*

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My Father's World would like to thank Scott Cureton for his scholarly assistance in developing portions of the high school curriculum.

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Published by  
**My Father's World®**  
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www.mfwbooks.com  
February 2017

# Lesson Overview

	<b>Bible</b>	<b>U.S. History/Economics</b>	<b>English/Speech</b>
Week 1	<b>Praying for the Nations –</b> <i>Pray for the World</i>	<i>United States History</i> – Chapter 16 – The Gilded Age (1877-1896)	<b>Modern Literature</b> – selections will vary
Week 2	<b>Personal Consecration –</b> <i>My Heart – Christ’s Home</i>	Chapter 17 – America Expands (1850-1900)	
Week 3	<b>Bible Study, Prayer, and Memorization/Meditation –</b> Psalm 1; <i>The Hour That Changes the World</i>	Chapter 17 – America Expands (1850-1900)	
Week 4	<b>Bible Study, Prayer, and Memorization/Meditation –</b> Psalm 1; <i>The Hour That Changes the World</i>	Chapter 18 – The Progressive Era (1900-1920)	
Week 5	<b>Bible Study, Prayer, and Memorization/Meditation –</b> Psalm 1; <i>The Hour That Changes the World</i>	Chapter 19 – The Great War (1913-1920)	
Week 6	<b>Bible Study, Prayer, and Memorization/Meditation –</b> Psalm 1; <i>The Hour That Changes the World</i>	Chapter 19 – The Great War (1913-1920)	
Week 7	<b>Bible Study, Prayer, and Memorization/Meditation –</b> Psalm 1; <i>The Hour That Changes the World</i>	Chapter 20 – The Twenties (1920-1929)	
Week 8	<b>Bible Study, Prayer, and Memorization/Meditation –</b> Psalm 1; <i>The Hour That Changes the World</i>	Chapter 21 – The Thirties (1929-1939)	
Week 9	<b>Prayer, Fasting, and Memorization –</b> <i>The Hour That Changes the World;</i> <i>Scripture Memory Made Easy</i>	Chapter 22 – The World at War (1939-1945)	

Week 10	<b>Memorization and Kingdom Economics –</b> <i>Scripture Memory Made Easy; God Owns My Business</i>	Chapter 22 – The World at War (1939-1945)	
Week 11	<b>Memorization and Kingdom Economics –</b> <i>Scripture Memory Made Easy; God Owns My Business</i>	Chapter 22 – The World at War (1939-1945)	
Week 12	<b>Memorization –</b> <i>Scripture Memory Made Easy</i>	Chapter 23 – The Postwar Era (1945-1963)	
Week 13	<b>Memorization –</b> <i>Scripture Memory Made Easy</i>	Chapter 24 – The Shattered Society (1963-1973)	
Week 14	<b>Christian Life –</b> <i>Loving God</i>	Chapter 24 – The Shattered Society (1963-1973)	
Week 15	<b>Christian Life –</b> <i>Loving God</i>	Chapter 25 – A Nation Adrift (1973-1980)	
Week 16	<b>Christian Life –</b> <i>Loving God</i>	Chapter 26 – Resurgence (1981-1992)	
Week 17	<b>Christian Life –</b> <i>Loving God</i>	Chapter 27 – New Challenges (1993-2000)	
Week 18	<b>Putting It All Together</b>	Chapter 27 – New Challenges (1993-2000)	
Weeks 19-36	<b>Student’s Personal Plan</b>	<b>Economics –</b> <i>Oikonomia: Economics for Life and Purpose</i>	<b>Speech –</b> <i>Do Hard Things; Secrets of Great Communicators</i>

Welcome to an exciting year! We hope and pray that you will understand history and the Bible in a new way, and that God's kingdom will be affected by what you learn this year.

This one-year curriculum for high school integrates American History, Economics, English/Speech, and Bible. It also offers a geography option. You will need to add science, math, and electives such as foreign language.

The student completes most work independently with parent guidance; the parent/teacher checks that daily work is completed. On Fridays, the student and the parent/teacher have a conference to discuss the week's topics and check that the week's work has been completed.

**If you have more than one student in high school:** Students may share most of the books in this program—this will involve establishing a workable time schedule for when each student may use each book, since the books are used for individual work. Lesson plans are designed to be written in by the student as a record of the school year; you may photocopy the plans for additional students in your family. Some families may want to buy additional copies of books so that students do not have to share books.

# U.S History 1877 to the Present

## with Economics, English/Speech, and Bible

### Bible

- Learn concepts and skills for growing spiritually and developing lifelong habits and practices. The student is encouraged to surrender all areas of his life to Christ. Includes instruction in an in-depth method for Bible study, memorization, and meditation (using Psalm 1), which may be used later for any section of Scripture. Also includes learning about and practicing different types of prayer.
- Participate in service projects chosen and/or developed by the student and the parent/teacher.

### U.S. History 1877 to the Present (first semester)

- Study U.S. history from 1877 to the present. Includes comprehension questions, extension activities with maps, and chapter tests, using BJU *United States History*. One semester credit.
- Become aware of national and world current events from a Christian perspective and develop a desire to pray for them.

### Economics (second semester)

- Understand the economic forces that shape our world. This thorough and understandable course blends the best of print and audio/visual resources currently available, covering both micro- and macroeconomics. One semester credit.

### Modern Literature/Speech

Note: If you want to plan ahead, Speech (second semester) is a great class to teach to a small group.

- Read significant books written after 1850 using the provided book list and the public library, and complete a short book review on each. Assigned readings coordinate with historical events being studied. Books are well-known classics. One semester credit.
- Optional: write a research paper (highly recommended for college-bound students).
- Develop speech skills to become an effective communicator for God's Kingdom. *Do Hard Things* challenges students to become involved and have a passion for change. *Secrets of Great Communicators* gives students tools to communicate God's heart to others. One semester credit.

### Geography (one or two semesters)

- Become aware of current events and related geography, and develop a heart to pray for those needs.
- Complete assigned world and continent maps.
- When combined with the maps from *World History and Literature*, completed in a previous year, one semester credit may be earned, which is usually sufficient. To earn a full-year credit (to meet state requirements or personal learning goals), plan to add an additional 75 hours of work throughout the year. Select from the following suggested activities:
  1. Read one missionary biography per quarter (four total) and write a one-page personal reaction to each book. Suggested biographies are *Bruchko*, *The Narrow Road*, *Peace Child*, and *I Dared to Call Him Father* (available from My Father's World in the *Exploring Countries and Cultures* 7<sup>th</sup> and 8<sup>th</sup> Grade Supplement).
  2. Take a pre-test for identifying the locations and names of countries, major rivers, etc. Then set a goal with your parent/teacher for memorizing a certain number of them. Work on your goal until achieved. (The Geography Game in the *Exploring Countries and Cultures* Parent/Teacher Supplement may be used.)

3. Read/study general geography books found at your library. Another option: BJU has a year-long course with multiple components. Consider reading through just the textbook, *Cultural Geography for Christian Schools*.

## Other Subjects to Add

(For more information see the high school section at [www.mfwbooks.com](http://www.mfwbooks.com).)

### Personal Finance

*recommended for first semester if not already completed*

Personal Finance is an important elective course for all students. Personal Finance provides a solid practical and biblical foundation for studying Economics second semester.

- Evaluate money and possessions in light of a biblical worldview.
- Learn how to manage money wisely, including how to save for a car, college, or business venture; how to get a job and keep it; how to manage checking accounts and credit cards; and how to give money to make a difference in the world. One semester credit.

### Math and Science

- Saxon Math with DIVE CDs (and Jacobs Geometry)
- Apologia Science

### Foreign Language and Other Electives

- Health
- Rosetta Stone®

We recommend using *Rosetta Stone* because of its excellent methodology and engaging, interactive format.

With *Rosetta Stone* Version 3, you must select a course (track) for your student before he begins. The different courses allow for differences in ages and abilities of students. Our recommendations are found on the following page.

My Father's World has developed *Daily Lesson Plans for Rosetta Stone Version 3*, which are helpful for 7<sup>th</sup>-12<sup>th</sup> graders, especially those seeking high school credit. These daily lesson plans provide pacing, cultural activities, and other helps.



# ***U.S. History 1877 to the Present with Economics, English/Speech, and Bible***

Daily Lesson Plans

## **Bible**

Pray for the World  
My Heart, Christ's Home  
The Hour That Changes the World  
Scripture Memory Made Easy  
God Owns My Business  
Loving God

Required but not included:

World (magazine) – Purchase at [www.mfwbooks.com/magazine](http://www.mfwbooks.com/magazine); follow the link to *World* magazine.

Personal Prayer Diary and Daily Planner – Purchase one per student late fall at [www.mfwbooks.com/resources](http://www.mfwbooks.com/resources); follow the link to YWAM.

## **U.S. History**

Required (from *U.S. History to 1877*) but not included:

United States History Student Text (Fourth Edition)\*

Student Activities (one per student)

Student Activities Answer Key

Tests (one per student)

Tests Answer Key

U.S. History Timeline Book

Answer Key for U.S. History to 1877 (contains answers for this year's U.S. History)

\*Alternate plans are also provided for those using *United States History (3rd Edition)*.

## **Geography**

Required but not included: *Classroom Atlas* or any up-to-date world atlas

## **Economics**

Oikonomia: Economics for Life and Purpose (Teacher Guide, Test Pack, and Student Workbook – Purchase additional student workbooks for additional students.)

Common Sense Economics

Money, Greed, and God

## **English/Speech**

Book list included (Books are classics; obtain at the public library.)

Writing a Research Paper

Do Hard Things

Secrets of Great Communicators (One student text is included in this set; purchase additional student texts for additional students.)

Note: If the student has not already completed Personal Finance, we recommend it first semester before taking Economics. MFW's Personal Finance course includes *Money Matters for Teens Workbook*; *Money, Possessions, and Eternity*; and *MFW Personal Finance Lesson Plans*.

## Assigning Credits

We recommend giving the following credits for completing all assigned work.

- 1 credit – Bible
- 1 credit – English/Speech
- ½ credit – History (U.S. History 1877 to the Present)
- ½ credit – Economics
- ½ credit – Geography (1 credit if additional work is completed)

Research your state's requirements for high school graduation and adjust our recommendations as needed. Plan ahead so that you meet all requirements by your projected graduation date.

## College Requirements

As you plan your four years of high school, it is important to be aware of college admissions requirements. Even if you are unsure of your future plans, we recommend following a college-prep program so that you have more options at the end of high school.

Colleges and universities vary in what they require for admission. We have listed some examples below. Also look at the admissions requirements for schools you might possibly attend. To be a strong applicant, aim beyond a school's minimum requirements (i.e., if you are interested in pre-med and a school requires 3-4 years of science, you will be a stronger candidate if you complete 4 or more years). The information below may have been updated since this manual was printed; more complete information is available on each school's website.

### Wheaton College

- 4 credits – English
- 3-4 credits – Mathematics
- 3-4 credits – Science
- 3-4 credits – Social Studies
- 2-3 credits – One Foreign Language

*Add electives to total a minimum of 18 credits. Health, P.E., choir, driver's education, etc. do not count toward these 18 credits.*

### Harvard

- 4 credits – English (to include world literature classics)
- 4 credits – Mathematics
- 4 credits – Science (Biology, Chemistry, Physics, plus an advanced course)
- 3 credits – History
- 4 credits – One Foreign Language

*“There is no single academic path we expect all students to follow, but the strongest applicants take the most rigorous secondary school curricula available to them.” They also recommend “frequent practice in the writing of expository prose.”*

### University of Minnesota

- 4 credits – English
- 4 credits – Mathematics (3 credits for some majors)
- 3 credits – Science
- 3 credits – History
- 2 credits – One Foreign Language
- 1 credit – Fine Arts (visual and/or performing arts; including history and interpretation of the art form)

**Sample High School Coursework – My Father’s World**  
 (Math, science, and electives will vary; less challenging options are in parentheses.)

<b>9<sup>th</sup> Grade – Ancient History and Literature</b>	Credits
Bible: Old Testament	1
English: Ancient Literature	1
History: Ancient History	1
Math: Geometry (or Algebra 1)	1
Science: Biology (or Physical Science)	1
Foreign Language 1	1
Electives: Introduction to Logic	.5
	6.5

<b>10<sup>th</sup> Grade – World History and Literature</b>	Credits
Bible: New Testament and Church History	1
English: World Literature	1
History: World History	1
Math: Algebra 2 (or Geometry)	1
Science: Chemistry (or Biology)	1
Foreign Language 2	1
Electives: Fine Arts	1
	7.0

<b>11<sup>th</sup> Grade – U.S. History to 1877</b>	Credits
Bible: Biblical Worldview	1
English: American Literature	1
History: U.S. History to 1877	.5
Government	.5
Math: Advanced Math – first half (or Algebra 2)	1
Science: Advanced Biology – The Human Body	1
Foreign Language 3	1
Electives: Health	.5
	6.5

<b>12<sup>th</sup> Grade – U.S. History 1877 to the Present</b>	Credits
Bible: Spiritual Disciplines	1
English: Modern Literature and Speech	1
History: U.S. History 1877 to the Present	.5
Economics	.5
Geography – includes ¼ credit for maps completed earlier in <i>World History and Literature</i> ; may be expanded to a full-year credit with suggested additional activities	.5 (or 1)
Math: finish Advanced Math (or begin Advanced Math; some students’ goals will not require Advanced Math)	1
Science: Physics or other course (some students’ goals will not require science this year)	1
Foreign Language 4 – optional; consider a community course or other live speaker plan, possibly in conjunction with Rosetta Stone Level 4.	1
Electives: Personal Finance	.5
	7.0

# Grade Sheet

## Bible Grade

### First Semester

- \_\_\_\_\_ Week 2      *My Heart – Christ’s Home* (completion of study guide in appendix) (15%)
- \_\_\_\_\_ Weeks 3-8      Psalm 1 (completion of study in appendix) (15%)
- \_\_\_\_\_ Week 9      *The Hour that Changes the World* (15%)
- \_\_\_\_\_ Week 13      *Scripture Memory Made Easy* (recite all eight verses) (15%)
- \_\_\_\_\_ Weeks 14-17      *Loving God* (daily assignments) (15%)
- \_\_\_\_\_      Service Project (25%)

### Second Semester

Assignments will vary. Base the grade on effort, completion of work, demonstration of higher level thinking in discussions with the parent/teacher, etc. The service project is included in this grade.

## U.S. History 1877 to Present Grade

(one semester credit)

- \_\_\_\_\_ Timeline—accuracy, overall presentation, and effort (5%)
- \_\_\_\_\_ Section Quizzes and Chapter Reviews from *United States History*—effort (10%)
- \_\_\_\_\_ Student Activities—effort (15%)
- \_\_\_\_\_ Tests from *United States History* (70%)

- \_\_\_\_\_ Week 2      Test 16
- \_\_\_\_\_ Week 3      Test 17
- \_\_\_\_\_ Week 5      Test 18
- \_\_\_\_\_ Week 6      Test 19
- \_\_\_\_\_ Week 7      Test 20
- \_\_\_\_\_ Week 8      Test 21
- \_\_\_\_\_ Week 10      Test 22
- \_\_\_\_\_ Week 13      Test 23
- \_\_\_\_\_ Week 14      Test 24
- \_\_\_\_\_ Week 16      Test 25
- \_\_\_\_\_ Week 17      Test 26
- \_\_\_\_\_ Week 18      Test 27

## **Geography Grade**

(one semester credit)

\_\_\_\_\_ *Pray for the World* and *World* magazine – reading articles, prayer (geography related to current events) (25%)

\_\_\_\_\_ Maps assigned this year (25%)

_____	Week 2	World
_____	Week 2	World
_____	Week 4	U.S.
_____	Week 7	North America
_____	Week 8	South America
_____	Week 11	Africa
_____	Week 14	Asia
_____	Week 17	Europe
_____	Week 20	Australia and Oceania

\_\_\_\_\_ Maps from *World History and Literature* completed in a previous year (50%)

## **Economics Grade**

(one semester credit)

**English Grade**

(one semester credit)

\_\_\_\_\_ Research Paper (50%)

\_\_\_\_\_ Modern Literature discussions and novel review sheets (50%)

List of books read:

**Speech Grade**

(one semester credit)

\_\_\_\_\_ *Do Hard Things* (journal; parent discussions) (20%)

\_\_\_\_\_ *Secrets of Great Communicators* (chapter questions) (20%)

\_\_\_\_\_ Speeches (60%)

\_\_\_\_\_ Week 23

\_\_\_\_\_ Week 24

\_\_\_\_\_ Week 25      Impromptu Speech

\_\_\_\_\_ Week 26

\_\_\_\_\_ Week 27      Impromptu Speech

\_\_\_\_\_ Week 28      Videotaped Speech

\_\_\_\_\_ Week 28      Impromptu Speech

\_\_\_\_\_ Week 30      Impromptu Speech

\_\_\_\_\_ Week 32      Impromptu Speech

Additional Speeches

## Week 1

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
<b><i>Pray for the World</i></b> <input type="checkbox"/> p. x A Note from Patrick Johnstone  pp. xvi-xvii How to Use <i>Pray for the World</i>	<b><i>Pray for the World</i></b> <input type="checkbox"/> p. 1 The World	<b><i>Pray for the World</i></b> <input type="checkbox"/> pp. 2-3 Answers to Prayer	<b><i>Pray for the World</i></b> <input type="checkbox"/> pp. 5-7 The Unfinished Task	<b>Service Project</b> <input type="checkbox"/> (see notes – read with parent/teacher)
<b>The Gilded Age (1877-1896)</b>				
<b><i>United States History Fourth Edition</i></b> <input type="checkbox"/> Chapter 16 – pp. 333-341  <i>U.S. History Timeline Book</i> (see notes)	<b><i>United States History Fourth Edition</i></b> <input type="checkbox"/>  <i>Student Activities</i> pp. 75-76 (requires encyclopedia)	<b><i>United States History Fourth Edition</i></b> <input type="checkbox"/> pp. 341-345  <i>Student Activities</i> pp. 77-78	<b><i>United States History Fourth Edition</i></b> <input type="checkbox"/> pp. 345-350	<b><i>World</i></b> <input type="checkbox"/> (see notes – read with parent/teacher)  Pray using <i>Pray for the World</i> .
<b>English</b> <input type="checkbox"/> (see notes – read with parent/teacher)	<b>English</b> <input type="checkbox"/>	<b>English</b> <input type="checkbox"/>	<b>English</b> <input type="checkbox"/>	<b>English</b> <input type="checkbox"/>
<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>
<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	
<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>
<b><i>United States History Third Edition</i></b> <input type="checkbox"/> Chapter 16 – pp. 352-360  <i>U.S. History Timeline Book</i> (see notes)	<b><i>United States History Third Edition</i></b> <input type="checkbox"/> pp. 360-363  <i>Student Activities</i> p. 79	<b><i>United States History Third Edition</i></b> <input type="checkbox"/> pp. 364-368  <i>Student Activities</i> p. 80 (requires encyclopedia)	<b><i>United States History Third Edition</i></b> <input type="checkbox"/> pp. 368-378	
				<b>Parent/Teacher Conference</b> <input type="checkbox"/>

These lesson plans schedule both Fourth Edition (see second row) and Third Edition (see bottom of chart) BJU *United States History*. Select the plans that match your textbook.

## Week 1 Notes

### Note to Homeschool Parent/Teacher

This program is designed primarily as a parent-guided independent program. However, you will need to spend considerable time the first week introducing the materials in this course and in all other subjects. Help your high schooler set up an efficient daily schedule, do some of this week's lessons together, and train him how to work through the materials independently. The goal is to establish an efficient routine with your high school student by the end of this week. See the sample daily schedules in the introduction.

Before beginning, both you and the student should thoroughly read the entire introduction to these lesson plans.

If you are also teaching children younger than high school age, we recommend that your high school student begin school one week earlier than younger siblings. This gives you time to focus on your high school student, starting him on a solid independent course before beginning lessons with the younger siblings.

At the end of each school day, the student should bring you his lesson plan chart. Be sure he has completed all daily work, and put your initials at the top of the chart each day.

Many students will need close supervision and training in study skills. Don't expect the student to jump into the program and work completely independently—spend time with him as needed.

### Monday

#### ***U.S. History Timeline Book***

Add the information from the timeline on pages 330-331 of *United States History* to your timeline pages. (Refer to page 350 if you are using BJU Third Edition.) Write the dates in the gray bar and write the information on the right side of the gray bar. Use the left side to record the U.S. presidents and their years in office. See the appendix of *United States History* for a list of presidents.

Copying dates and events will help you remember them. You will do this for each unit.

#### **English—read with parent/teacher**

Reread English in the introduction of these lesson plans. You should have already written a plan for English in your lesson plans for Weeks 1-18.

### Friday

#### **Service Project—read with parent/teacher**

“For it is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God—not by works, so that no one can boast. For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:8-10

Notice that Paul is very clear—we are **saved by grace**. Our works (our good deeds) do not save us or make us right with God.

Paul also is very clear in this—we are to be **doing good works**. God created us to do good works. God has even prepared in advance the good works He wants us to do!

“It was he [Jesus] who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God’s people **for works of service**, so that the body of



Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ. . . . From him [Jesus] the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, **as each part does its work.**” Ephesians 4:11-13, 16

The goal, as stated in these verses, is to prepare God’s people for **works of service**. When this happens, the body of Christ is built up, and we gain unity and become mature . . . **as each part [each of us] does its work.**

This year you will plan regular service projects. Consider with your parents what gifts God has given you, what opportunities He is opening to you, and what godly passions He has put in your heart. What works of service will you be involved with this year? Pray with your parents and ask God to direct you to where you can make a difference for His kingdom.

Each week, beginning next week, record the date, amount of time, and what you did for your service project. You may do your service project on any day of the week, but record it in Friday’s box for consistency in record keeping. Regular weekly participation in service projects (one hour or more) is recommended, but this can be very flexible depending on what you choose to do.

### **World—read with parent/teacher**

Plan to read *World* magazine weekly or every other week. As you read the news articles, use *Pray for the World* to find information and prayer needs for one of the countries mentioned. Refer to the index of countries at the front of the book. Pray for some of these prayer needs. This blends geography, (current) history, and biblical worldview/service.

Parent/Teacher: We recommend you complete this with your student the first week to be sure that he understands how to do the assignment. If your *World* subscription has not begun yet, temporarily use the newspaper or other news source.

Prayer is God’s will. He clearly wants us to pray for government leaders around the world. In 1 Timothy 2:1-4, Paul encourages us:

I urge, then, first of all, that requests, prayers, intercession and thanksgiving be made for everyone—for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness. This is good, and pleases God our Savior, who wants all men to be saved and to come to a knowledge of the truth.

“The prayer of a righteous man is powerful and effective.”  
James 5:16b

SAMPLE

## Week 14

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
<b>Scripture Memory Made Easy</b> <input type="checkbox"/> (see notes)	<b>Loving God</b> <input type="checkbox"/> pp. 9-17 Preface, How It All Began  Study Guide: pp. 275-277 (see notes)	<b>Loving God</b> <input type="checkbox"/> pp. 19-34 Chapters 1-2  Study Guide: pp. 279-281 Chapter 1 (see notes)	<b>Loving God</b> <input type="checkbox"/> pp. 35-41 Chapter 3  Study Guide: pp. 282-284 Chapter 2 (see notes)	<b>Service Project</b> <input type="checkbox"/>
<b>United States History</b> <input type="checkbox"/> pp. 544-547  <i>Student Activities</i> pp. 137-138	<b>United States History</b> <input type="checkbox"/> pp. 547-552	<b>United States History</b> <input type="checkbox"/> <i>Student Activities</i> pp. 139-140	<b>United States History</b> <input type="checkbox"/> p. 553 Chapter Review  Test 24	<b>World</b> <input type="checkbox"/>  Pray using <i>Pray for the World</i> .
<b>English</b> <input type="checkbox"/>	<b>English</b> <input type="checkbox"/>	<b>English</b> <input type="checkbox"/>	<b>English</b> <input type="checkbox"/>	<b>English</b> <input type="checkbox"/>
<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>
<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	
<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>
<b>United States History Third Edition</b> <input type="checkbox"/> pp. 580-584	<b>United States History Third Edition</b> <input type="checkbox"/> <i>Student Activities</i> pp. 131-132 (you may use references in Teacher's Edition to assist you)	<b>United States History Third Edition</b> <input type="checkbox"/> p. 584 Chapter Review  Test 24	<b>United States History Third Edition</b> <input type="checkbox"/> pp. 585-597 Perspectives  <i>Student Activities</i> pp. 133-134	
<b>Geography – Asia</b> <input type="checkbox"/> Asia Map (see notes)				<b>Parent/Teacher Conference</b> <input type="checkbox"/>

## Week 14 Notes

### Monday

#### ***Scripture Memory Made Easy***

Read or skim the rest of the book, paying special attention to its many helpful insights on Scripture memorization. This book is not assigned in Weeks 14-17.

Later, in Week 18, we will discuss some options for making memorization a regular part of your life, using *Scripture Memory Made Easy* or another resource.

#### **Geography**

On a map of Asia (see the appendix), label the countries and major bodies of water.

### Tuesday

#### ***Loving God***

Chuck Colson served as special counsel to President Richard M. Nixon from 1969 to 1973. During the turbulent times of the Watergate investigations, Colson's life was forever changed when he became a Christian. Wanting to do the right thing, he pled guilty to obstruction of justice and served time in prison. In 1976 God called him to develop Prison Fellowship, a ministry to prisoners. He has written more than twenty books and countless articles and hosts *Breakpoint*, a thought-provoking daily radio/Internet commentary.

Read pages 9-17, the preface and "How It All Began: An Introduction." Why did Colson write this book? (If you're not sure, reread pages 15-17.)

Read pages 275-277, "Introduction," from the study guide at the back of the book (omit the Group Study section).

### Wednesday

#### ***Loving God***

When using the Study Guide, follow these steps each day:

- Read the information on the first page.
- Read the Bible verses listed in Main Readings; verses in Supplemental Readings are optional.
- Copy at least one of the Bible readings into your notes or write a summary in your own words.
- Answer all the questions. Write your answers and if possible, discuss with your parent/teacher.

### Thursday

#### ***Loving God***

Yesterday's reading mentioned Alexander Solzhenitsyn, a Russian novelist, mathematician, historian, and dissident. Born in 1918, Solzhenitsyn earned a degree in mathematics and began a second in literature. He served in the Russian army in World War II and rose to the rank of captain, but in 1945 he was arrested for writing a letter in which he criticized Joseph Stalin. Because of the letter, Solzhenitsyn was sentenced to eight years of labor camp and prison, and three years of exile from his home. In the early 1960s, he began a long career of writing about the conditions in labor camps and being a voice against repression. His best known works include *One Day in the Life of Ivan Denisovich*, about life in the labor camps; and *The Gulag Archipelago*, a detailed account of the entire Soviet system of repression. He was awarded the Nobel Prize for Literature in 1970. Upon publication of *The Gulag Archipelago*, Solzhenitsyn was convicted of

treason and exiled from the USSR. He spent the next 20 years living in exile in the United States. With the fall of Communism, Solzhenitsyn returned to Russia in 1994. Vindicated at last, he was reinstated as a citizen and in 2007 was awarded Russia's prestigious State Prize for his contribution to humanitarian causes. Solzhenitsyn died in 2008.

Study Guide: Remember to read the Bible passages in the Main Readings and copy or summarize one of them.

SAMPLE