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U.S. HISTORY TO 1877

with Government, American Literature, and Biblical Worldview

High School
Bible, History/Government, and English

MY FATHER'S WORLD[®]

Marie Hazell, M.A.

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

Lesson Overview

	Worldview	U.S. History and Government	Literature * indicates an excerpt
Week 1	<i>Thinking Like a Christian</i> Introduction	<i>United States History</i> Chapter 1 – New and Old Worlds Meet	Worldviews; *La Relación – Spanish explorer
Week 2	Thinking About Worldviews	Chapter 2 – Thirteen Colonies	*Of Plymouth Plantation – William Bradford; *The General History of Virginia – John Smith; Mayflower Compact; *A Model of Christian Charity – John Winthrop; *Mourt’s Relation – Edward Winslow
Week 3	Theology	Chapter 3 – Colonial Life	*Iroquois Confederacy Constitution; poems – Anne Bradstreet; poems – Edward Taylor; A Good School – Cotton Mather
Week 4	Philosophy	Chapter 4 – Religion in the American Colonies	The Autobiography of Benjamin Franklin
Week 5	Biology	Chapter 4 – Religion in the American Colonies	sermons and writings – Jonathan Edwards
Week 6	Psychology	Chapter 5 – The Rising Storm 1689-1770	Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson; Speech in the Virginia Convention – Patrick Henry
Week 7	Ethics	Chapter 6 – Independence 1770-1783	Paul Revere’s Ride – Henry Wadsworth Longfellow; *The Crisis – Thomas Paine; The Declaration of Independence; *Letter to Her Husband – Abigail Adams
Week 8	Review	Chapter 7 – The Critical Period 1781-1789	poems – Phillis Wheatley; *The Interesting Narrative of the Life of Olaudah Equiano; *Letters from an American Farmer - Crèvecoeur
Week 9	Sociology	Chapter 7 – The Critical Period 1781-1789	writings – Benjamin Franklin; Federalist No. 10 and No. 51
Week 10	Law	Chapter 8 – The Federalist Years 1789-1801	*The Adventures of Col. Daniel Boone – Daniel Boone; writings – George Washington

Week 11	Politics	<i>Never Before in History</i> Unit 1 – The Political and Religious Backdrop of the Founding of the United States	Before the Diet of Worms – Martin Luther; *The Institutes of the Christian Religion – John Calvin; Westminster Shorter Catechism
Week 12	Economics	Unit 2 – The Socio-Cultural Backdrop for the Founding of the United States	Of Plymouth Plantation – William Bradford
Week 13	History	Unit 2 – The Socio-Cultural Backdrop for the Founding of the United States	*New England Primer; The Scarlet Letter
Week 14	Worldviews in Conflict	Unit 3 – America’s Passage to Liberty	The Scarlet Letter
Week 15	Review	Unit 3 – America’s Passage to Liberty	The Scarlet Letter
Week 16	Conclusion	Unit 3 – America’s Passage to Liberty	The Scarlet Letter
Week 17	<i>Assumptions That Affect Our Lives</i> Chapter 1 – From Athens and Jerusalem	<i>Under God</i> Introduction; Unit 1 – The Foundations of Government	The Man Without a Country; The Scarlet Letter
Week 18	Chapter 2 – Who Makes the Snow, God or Mother Nature?	Unit 2 – The Historical Background of Government	The Scarlet Letter
Week 19	Chapter 3 – Moral Order and Reason	Unit 3 – Our Republic	The Scarlet Letter
Week 20	Chapter 4 – Greek Assumptions and Unwanted Children	Unit 3 – Our Republic	The Scarlet Letter
Week 21	Chapter 5 – Why the Hebrews Were Poor Philosophers	Unit 3 – Our Republic	choice of Civil War era books

Week 22	Chapter 6 – What Are the Borders of the Kingdom of God?	Unit 4 – One Nation Under God, Indivisible	choice of Civil War era books
Week 23	Chapter 7 – Hebraic Education	Unit 5 – Liberty and Justice	choice of Civil War era books
Week 24	Chapter 8 – The Prevailing Wind of Postmodernism	Unit 6 – For All	choice of Civil War era books
Week 25	<i>Christian Character – Faith</i>	Conclusion	choice of Civil War era books
Week 26	<i>Christian Character – Purity</i>	<i>United States History</i> Chapter 9 – The Jeffersonian Era 1801-1825	Ann Judson: A Missionary Life for Burma (journals and letters by Ann Judson); The Star-Spangled Banner – Francis Scott Key
Week 27	<i>Growing Up Christian – Chapters 1-3</i>	Chapter 10 – The Age of Jackson 1820-1840	Ann Judson: A Missionary Life for Burma (journals and letters by Ann Judson)
Week 28	<i>Christian Character – Wisdom</i>	Chapter 11 – The Growth of American Society 1789-1861	Thanatopsis – William Cullen Bryant; The Devil and Tom Walker – Washington Irving; Rip Van Winkle – Washington Irving
Week 29	<i>Christian Character – Self-Control</i>	Chapter 12 – Manifest Destiny 1840-1848	The Raven and other poems – Edgar Allan Poe; The Purloined Letter – Edgar Allan Poe; The Birthmark – Nathaniel Hawthorne
Week 30	<i>Growing Up Christian – Chapters 4-6</i>	Chapter 12 – Manifest Destiny 1840-1848	poems – Henry Wadsworth Longfellow; poems – Oliver Wendell Holmes; poems – James Russell Lowell; poems – John Greenleaf Whittier; poems – Emily Dickinson; hymns
Week 31	<i>Christian Character – Perseverance</i>	Chapter 13 – A House Dividing 1848-1861	poems – Ralph Waldo Emerson; *Self-Reliance – Ralph Waldo Emerson; *Walden – Henry David Thoreau; *Civil Disobedience – Henry David Thoreau
Week 32	<i>Christian Character – Reverence</i>	Chapter 14 – War Between the States 1861-1865	Narrative of the Life of Frederick Douglass – Frederick Douglass; The Gettysburg Address – Abraham Lincoln

Week 33	<i>Growing Up Christian – Chapters 7-9</i>	Chapter 14 – War Between the States 1861-1865	Emancipation Proclamation; O Captain! My Captain! and other poems – Walt Whitman; Farewell to the Army – Robert E. Lee; The Red Badge of Courage – Stephen Crane
Week 34	<i>Christian Character – Friendliness</i>	Chapter 15 – Reconstruction 1865-1877	The Red Badge of Courage – Stephen Crane
Week 35	<i>Christian Character – Compassion</i>	Chapter 15 – Reconstruction 1865-1877	*Up from Slavery – Booker T. Washington; Billy Budd – Herman Melville
Week 36	<i>Growing Up Christian – Chapters 10-12</i>		The Celebrated Jumping Frog of Calaveras County – Mark Twain; poems – various authors

SAMPLE

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 the following subjects:

- U.S. History to 1877 (one semester)
- Government (one semester)
- English—American Literature (full year)
- Bible—Biblical Worldview (full year)

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.

Evaluation of student work: Parents assign grades for coursework based on informal discussions, essays, written questions, quizzes, and tests.

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 to 1877

with Government, American Literature, and Biblical Worldview

Biblical Worldview

- Develop a consistent biblical worldview in the areas of theology, philosophy, biology, psychology, ethics, sociology, law, politics, economics, and history. Study *Thinking Like a Christian* by David Noebel and Chuck Edwards of Summit Ministries as well as *Assumptions That Affect Our Lives* by Dr. Christian Overman. This course includes a daily journal, projects, questions, and tests.
- Grow in applying God's truths to daily life through the encouragement and challenges in *Growing Up Christian* and *Christian Character*.
- Participate in service projects chosen and/or developed by the student and the parent/teacher.

U.S. History to 1877 and Government

- Study U.S. history from the early explorers to the Civil War and Reconstruction. Includes comprehension questions, extension activities with maps, and chapter tests, using BJU *United States History*. One semester credit. (U.S. history after 1877 is studied first semester of the following year.)
- Study U.S. government with comprehension questions and related projects, using *Under God and Never Before in History*. One semester credit.
- Optional: Attempt CLEP college credit for U.S. History 1 at the end of the year. Prepare with the study guide *CLEP History of the United States 1*, available separately.

American Literature

- Read significant historical documents such as the Mayflower Compact and early political speeches.
- Read literature written during the historical periods being studied. All of these are fully scheduled in the lesson plans so that assigned readings coordinate with history events being studied. For Weeks 21-25, students select their choice of reading, which may be found at the public library. Includes comprehension and critical thinking questions, and analysis of authors' worldviews from a biblical perspective through essay assignments and short answer. The Progeny Press study guide for *The Scarlet Letter* also includes assigned essays. There are no formal tests for literature.
- Review grammar (punctuation, capitalization, parts of speech, etc.) 5-10 minutes each day. This is included to improve the accuracy of the student's writing and assist in ACT/SAT review.
- Optional: Attempt CLEP college credit for English at the end of the year. Prepare with a study guide for the English test you will be taking (not included in the package).

Other Subjects to Add

(For more information see the high school section at www.mfwbooks.com.)

Math and Science

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

Foreign Language and Other Electives

- Health
- Personal Finance
- 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 7th-12th graders, especially those seeking high school credit. These daily lesson plans provide pacing, cultural activities, and other helps.

U.S. History to 1877
with Government, American Literature, and Biblical Worldview

Daily Lesson Plans (purchase one per student; may photocopy for siblings)

Biblical Worldview

Thinking Like a Christian Student Journal (purchase one per student)
Thinking Like a Christian Teaching Textbook
Thinking Like a Christian DVD
Parent/Teacher Guide for Thinking Like a Christian
Assumptions That Affect Our Lives
Growing Up Christian
Christian Character (purchase one per student)

U.S. History

United States History Student Text (BJU Press, Fourth Edition)
United States History Student Activities (purchase one per student)
United States History Student Activities Answer Key
United States History Tests (purchase one per student)
United States History Tests Answer Key
 Chapters 1-15 through the Civil War and Reconstruction are used this year.
 The book will be completed first semester of the following year.
U.S. History Timeline Book (purchase one per student)
Answer Key for U.S. History to 1877

Government

Under God (Seventh Edition)
Never Before in History

English

American Literature Supplement
Early American Literature
Teacher's Guide for Early American Literature
Of Plymouth Plantation
Scarlet Letter Progeny Press Guide
Four Great American Classics (The Scarlet Letter, Red Badge of Courage, Billy Budd, The Adventures of Huckleberry Finn)
The Autobiography of Benjamin Franklin
Ann Judson: A Missionary Life for Burma
Narrative of the Life of Frederick Douglass
101 Great American Poems
Easy Grammar Ultimate Series: Grade 11 (photocopy or purchase one per student)

Recommended (not included)

CLEP History of the United States 1
CLEP College Composition

Assigning Credits

We recommend giving three full-year credits for completing all assigned work.

1 credit – Bible (“Biblical Worldview”)

½ credit – History (“U.S. History to 1877”)

½ credit – American Government

1 credit – English (“American Literature” or “__th Grade English”—insert correct grade)

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.)

9th Grade – Ancient History and Literature	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

10th Grade – World History and Literature	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

11th Grade – U.S. History to 1877	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

12th Grade – U.S. History 1877 to the Present	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 Sheets

The following are suggestions for calculating course grades. Modify as needed.

Biblical Worldview

(one full-year credit)

Thinking Like a Christian

_____ Discussion (15%)

_____ Projects (15%)

_____ Quizzes (10%)

_____ Week 4 Quiz 1

_____ Week 7 Quiz 2

_____ Week 11 Quiz 3

_____ Week 14 Quiz 4

_____ Exams (10%)

_____ Week 8 Exam 1

_____ Week 15 Exam 2

Assumptions That Affect Our Lives

_____ Questions—effort (10%)

_____ Discussions (15%)

Growing Up Christian

_____ Assignments—effort (10%)

Christian Character

_____ Assignments, including projects—effort (15%)

English

(one full-year credit)

_____ *Easy Grammar*—accuracy and effort (15%)

_____ *Early American Literature* questions—accuracy and effort (15%)

_____ *American Literature Supplement* discussions and portfolio of all written work (50%)

_____ Progeny Press literature guide—accuracy and effort (20%)

Note: Keep all completed English writing assignments in a folder (portfolio). Give the student short written feedback on each one. You can assign a grade one of two ways: Grade each assignment as it is completed based on the specifics of the assignment, or assign one overall grade each quarter or semester.

Government

(one semester credit)

Under God

_____	Projects (50%)	
_____	Week 17	Unit One
_____	Week 18	Unit Two
_____	Week 19	Unit Three
_____	Week 20	Unit Three
_____	Week 21	Unit Three
_____	Week 22	Unit Four
_____	Week 23	Unit Five
_____	Week 24	Unit Five and Unit Six
_____	Week 25	Unit Six

_____ Review Questions: Do you remember what you have read? For further thought—effort (25%)

Never Before in History

_____ Questions—effort (25%)

U.S. History to 1877

(one semester credit)

_____ Timeline—accuracy, overall presentation, and effort (10%)

_____ Section Quizzes and Chapter Reviews from *United States History*—effort (15%)

_____ Student Activities—effort (15%)

_____ Tests from *United States History* (60%)

_____	Week 1	Test 1
_____	Week 3	Test 2
_____	Week 4	Test 3
_____	Week 5	Test 4
_____	Week 6	Test 5
_____	Week 8	Test 6
_____	Week 9	Test 7
_____	Week 10	Test 8
_____	Week 27	Test 9
_____	Week 28	Test 10
_____	Week 29	Test 11
_____	Week 30	Test 12
_____	Week 31	Test 13
_____	Week 33	Test 14
_____	Week 35	Test 15

SAMPLE

Week 10

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
Bible <input type="checkbox"/>	Bible <input type="checkbox"/>	Bible <input type="checkbox"/>	Bible <input type="checkbox"/>	Bible <input type="checkbox"/>
Law				
Thinking Like a Christian <input type="checkbox"/> Teaching Textbook – Chapter 8: Law write Colossians 1:17 on an index card and memorize/meditate on it this week Student Journal – Day 1	Thinking Like a Christian <input type="checkbox"/> Project – Political Cartoons (see notes) Student Journal – Day 2	Thinking Like a Christian <input type="checkbox"/> Student Journal – Days 3 and 4	Thinking Like a Christian <input type="checkbox"/> Teaching Textbook – reread Chapter 8; answer Study Questions from appendix Student Journal – Day 5	Thinking Like a Christian <input type="checkbox"/> recite Colossians 1:17 (see notes) Parent/Teacher – Option 1: teach Lesson Eight Review and Lesson Nine
The Federalist Years (1789-1801)				
United States History <input type="checkbox"/> Chapter 8 – pp. 151-156 <i>Student Activities</i> p. 33	United States History <input type="checkbox"/> pp. 156-161	United States History <input type="checkbox"/> pp. 162-166 <i>Student Activities</i> p. 34; pp. 35-36	United States History <input type="checkbox"/> p. 167 Chapter Review Test 8	Service Project <input type="checkbox"/>
Daniel Boone				
American Literature Supplement <input type="checkbox"/> Lesson 8: Part 2 – Daniel Boone (you will read about Daniel Boone in <i>United States History</i> tomorrow)	American Literature Supplement <input type="checkbox"/> Lesson 8: Part 3 – Thanksgiving Proclamation Assignment B	American Literature Supplement <input type="checkbox"/> Lesson 8: Part 4 – Washington’s Farewell Address (finish tomorrow) Assignment C	American Literature Supplement <input type="checkbox"/> continue from Wednesday	
Easy Grammar <input type="checkbox"/> Day 46	Easy Grammar <input type="checkbox"/> Day 47	Easy Grammar <input type="checkbox"/> Day 48	Easy Grammar <input type="checkbox"/> Day 49	Easy Grammar <input type="checkbox"/> Day 50
Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>
Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	
Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>
				Parent/Teacher Conference <input type="checkbox"/>

Week 10 Notes

Note

You will need an almanac or the Internet for Monday's history assignment.

Parent/Teacher Preparation

Thinking Like a Christian – Option 1: Prepare to teach the review and the lesson on Friday.

Tuesday

Thinking Like a Christian

Project 1 – Political Cartoons: Look for at least three political cartoons from the newspapers or news magazines. Check your local newspaper or go online for the *Washington Post*, *Washington Times*, *NY Times*, etc. Be prepared to discuss the significance of these on Friday.

Friday

Thinking Like a Christian

Memory Verse:

He is before all things, and in him all things hold together. Colossians 1:17

“I am still determined to be cheerful and happy, in whatever situation I may be; for I have also learned from experience that the greater part of our happiness or misery depends upon our dispositions, and not upon our circumstances.”—Martha Washington

Week 11

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
Bible <input type="checkbox"/>	Bible <input type="checkbox"/>	Bible <input type="checkbox"/>	Bible <input type="checkbox"/>	Bible <input type="checkbox"/>
Politics				
Thinking Like a Christian <input type="checkbox"/> Teaching Textbook – Chapter 9: Politics write Colossians 3:25 on an index card and memorize/meditate on it this week Student Journal – Day 1	Thinking Like a Christian <input type="checkbox"/> Project (see notes) Student Journal – Day 2	Thinking Like a Christian <input type="checkbox"/> Student Journal – Days 3 and 4	Thinking Like a Christian <input type="checkbox"/> Teaching Textbook – reread Chapter 9; answer Study Questions from appendix Student Journal – Day 5 study for Friday’s quiz (see notes)	Thinking Like a Christian <input type="checkbox"/> recite Colossians 3:25 (see notes) Quiz 3 Parent/Teacher – Option 1: teach Lesson Nine Review and Lesson Ten
Martin Luther	Calvin, Tudor Family, Stuart Family	Puritan Revolution in England	John Locke	
Never Before in History <input type="checkbox"/> p. i (title page); p. v-vi Preface; pp. 1-11a (see notes)	Never Before in History <input type="checkbox"/> pp. 11b-18	Never Before in History <input type="checkbox"/> pp. 21-28a	Never Before in History <input type="checkbox"/> pp. 28b-37	Service Project <input type="checkbox"/>
American Literature Supplement <input type="checkbox"/> Lesson 9: Part 1 – Annotation Annotation Assignment Martin Luther – Before the Diet of Worms (see notes)	Annotation Assignment <input type="checkbox"/> The Institutes of the Christian Religion (see notes)	American Literature Supplement <input type="checkbox"/> Lesson 9: Part 2– Westminster Shorter Catechism (Q 1-81)	American Literature Supplement <input type="checkbox"/> Lesson 9: Part 2 – Westminster Shorter Catechism (Q 82-107)	
Easy Grammar <input type="checkbox"/> Day 51	Easy Grammar <input type="checkbox"/> Day 52	Easy Grammar <input type="checkbox"/> Day 53	Easy Grammar <input type="checkbox"/> Day 54	Easy Grammar <input type="checkbox"/> Day 55
Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>
Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	
Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>
				Parent/Teacher Conference <input type="checkbox"/>

Week 11 Notes

Parent/Teacher Preparation

Thinking Like a Christian – Option 1: Prepare to teach the review and the lesson on Friday.

Monday

Never Before In History

Note: Pay special attention to introductory pages in this book, such as pages 1, 3, and 5.

Each day, answer the questions for *Never Before in History* (found in the appendix of the lesson plans). Check your work using the *Answer Key for U.S. History to 1877*.

Annotation Assignment

Use the “Before the Diet of Worms” sheet in the appendix of the daily lesson plans for Week 11: Monday. Read the speech once, then read it again slowly and thoughtfully and annotate it.

Tuesday

Thinking Like a Christian

Project – Select one of the following:

- **Letter to the Editor:** Choose one of the following political issues and trace the worldview assumptions from both sides of the issue: homosexual marriage, abortion, legalizing certain hallucinogenic drugs, stricter gun control laws, welfare, government support of education, government support of the arts (NEA), Social Security, nationalized medicine, food stamps for the poor, and national defense. Write a 300-word “letter to the editor” based on your research and send it to your local paper.
- **Name Your Legislator:** Gather the names of elected officials from your district on the local, state and national level. Call or write to two or three of their offices and request information about them and their stand on current political issues. Add their names to your prayer list and pray for them by name.
- **Legislative Alert:** Research a piece of legislation initiated by one of your state or federal representatives or some other important bill being debated on the local, state, or federal level. Write a one-page letter to your representative with your “recommendation” as to how he or she should vote. Be sure to be very courteous and use reasoned arguments supported by statistics or other facts. Mention your age in your letter and that you are a concerned citizen.

Explain what you did for your project at Friday’s review session (or at Friday’s parent/teacher conference if you are following Option 2).

Annotation Assignment

Use the “The Institutes of the Christian Religion” sheet in the appendix of the daily lesson plans for Week 11: Tuesday. Read the excerpt once, then read it again slowly and thoughtfully and annotate it.

Thursday

Thinking Like a Christian

To study for Friday’s quiz, review Chapters 7-9 in the textbook along with the corresponding study questions and Student Journal entries. The quiz will be 15 true/false questions.

Thinking Like a Christian

Memory Verse:

Anyone who does wrong will be repaid for his wrong, and there is no favoritism.
Colossians 3:25

SAMPLE