

# Now, why not take a quick peek at the Missions to Modern Marvels Teacher's Guide?!?

## Learning through History

**Focus:** Irish Famine, Ottoman and Russian Oppression, & Ethiopian Freedom  
Unit 1 - Day 2



### Reading about History [1]

Read about history in the following resource:

★ *The Story of the World*: Vol. 4, p. 139-150  
After today's reading, open your *Student Notebook* to Unit 1. Use colored pencils to color the postcard in Box 7 of Abdülhamid II and his home in Salonika. He was held under house arrest in this home, after being deposed by the Young Turks. Abdülhamid II was the last dictator-type Ottoman sultan. Write your own caption under the postcard to convey the significance of the image on the card.

**Key Idea:** While Pedro II was ruling in Brazil, Abdülhamid II was ruling the Ottoman Empire. He ruled with an "iron fist" from 1876-1909, crushing rebellion and earning the nickname "the Red."



### Storytime

T/I

Read the following assigned pages:

★ Under the Hawthorn Tree p. 17-26

Get the bookmark you made on Day 1. Find the section of the bookmark that has only two options at the bottom. At the top of this section of the bookmark, write the book title and the page numbers you read today. Select two options from the bottom and place a checkmark next to it. In the blank spaces under today's pages, respond in writing using your checked option. Keep the bookmark in your book.

**Key Idea:** Relate to the text in various ways.



### Worthy Words

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Open your *Student Notebook* to Unit 1 - Box 8. You will read, analyze, and evaluate this speech. After reading the speech, answer the following questions on an index card: *What are some of the main topics in the speech? Can you elaborate on the reason why Borden chose to speak? How did Borden change your knowledge and understanding of Brazil changed after reading the speech? What is your opinion of Dom Pedro I and II?* Next, meet with a parent to have a Socratic dialogue about the speech. A Socratic dialogue is one in which the participants come prepared to share their thoughts, feelings, and opinions about the spoken/written word. Before beginning the dialogue, each participant should introduce themselves. Next, discuss the questions using your notes. All participants should use life experiences and/or the text to support their responses.

**Key Idea:** Dom Pedro II ruled Brazil 48 years.



### History Project [S]

Get the cards that you copied on Day 1. You need cards '1', '2', and '3' today. Enlist the help and oversight of a parent. Then, go to the shortest person in your home (excluding an infant). This person is the dictator with absolute power for today's cards. Have the "dictator" read card '1'. Ask them if you must listen to today. You may only listen to music that the dictator selects. Next, read card '2'. The dictator will select an outfit for you to wear from *your closet*. You must wear it today. Then, read card '3'. The dictator will select the book you **must** read for free reading.

**Key Idea:** Abdülhamid II was a dictator.



### President Study [I]

★ On *The Presidents* DVD Volume 1, select the Chapter "Washington to Monroe" and watch only Program 1: George Washington. Then, open your *President Notebook* to George Washington. Use today's viewing to add further information about George Washington.

**Key Idea:** Research George Washington.



### Independent History Study [I]

I

Open your *Student Notebook* to Unit 1. Choose an important part of the speech from Box 8 to copy in quotation marks in Box 6. Write the name of the speaker at the bottom of Box 6.

**Key Idea:** Brazil is a South American country.



### Language Arts

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## Learning the Basics

**Focus:** Language Arts, Math, Bible, Nature Journal, and Science

Unit 1 - Day 2



### Biblical Self-Image

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The *Biblical Worldview of Self-Image* Study listed below is scheduled twice weekly for you and your child to do together. Our plans include *Who Am I? And What Am I Doing Here?* and *What Am I Doing Here?* to be read silently by both you and your child, and then read aloud to the child by you. This study also has much to be gained by discussion, as it provides an excellent opportunity to share what **you** believe. Read and discuss with the students the following pages in the resource below.

★ *Who Am I? And What Am I Doing Here?*  
p. 15-16

**Key Idea:** Introduce the worldview study.



### Bible Quiet Time

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

★ *Faith at Work: Lesson 1 - Day Two* p. 1-2

**Prayer Focus:** Get your copy of "Preparing Your Heart for Prayer" that you placed in your Bible on Day 1. Refer to the questions for confession. Then, pray a prayer of confession to admit or acknowledge your sins to God. After your prayer, at the bottom of today's lesson in *Faith at Work* (above *Day Three*), write "confession". Next to it, either list key phrases or write a sentence to summarize your prayer. Last, place the copy of "Preparing Your Heart for Prayer" inside your Bible.

**Scripture Memory:** Memorize Romans 12:1 from your Bible and recite it.

**Musical:** Refer to p. 18 in *Hymns for a Kid's Heart* as you sing with Track 1: "Praise to the Lord, the Almighty" (verse 1)

**Key Idea:** Introduce the study of Romans.



### Math Exploration

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

★ *Singapore Primary Mathematics 6A/6B, Discovering Mathematics 1A/1B, 2A/2B, No-Nonsense Algebra* or *VideoText Algebra*  
★ **Your own math program**

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



### Science Exploration

I

★ *Read Exploring the World of Chemistry* p. 12-16. After reading the chapter, turn to p. 17 of *Exploring the World of Chemistry*. Write the answer to each numbered question from p. 17 on lined paper. You do not need to copy the question.

**Key Idea:** The ancient metals silver, gold, and copper are used in money. They are often known as money or coinage metals. Silver and gold are soft metals, so they are often mixed with copper to strengthen them. Mercury is another ancient metal. Like lead, it is poisonous.

**A** Narrative texts provide an overview of the atmosphere, events, people, and missions of the modern times from the 1890s to present day. Independent follow-up assignments include key word oral narrations, written narrations, memorabilia connections, and "snapshot in time" connections (i.e. captions, bulleted notes, journal entries, quotes, etc.).

**B** Three days in each unit schedule a hands-on history project that brings the historical time period to life. Projects are scheduled to be completed a little at a time over three days.

**C** Three days in each unit schedule research from two different sources as part of a President Study. An optional study of your individual state is also recommended and scheduled one day in each unit.

**D** Engrossing history read-alouds make text connections with the history themes in *Missions to Modern Marvels*. Bookmark prompts target higher-level responses as 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.

**E** Timeline entries, historical mapping/geography, and Socratic discussions of primary source documents rotate through this part of the plans in each unit. These activities coordinate with the history stories. Narrative readings about economic principles are also included one day in each unit.

**F** Other resources that coordinate with the history readings are included in the "Independent History Study" part of the plans. These resources focus on guided drawing lessons, audio presentations, primary source documents, copywork of speeches, notebook entries, and additional mapping.

**G** Students use the Bible daily as they read and complete a study of all of Romans, Galatians, and James. By year-end, students copy and memorize Romans 12 and James 4. They also keep a daily prayer journal, as they pray using the four parts of prayer, and praise the Lord as they sing along with classic hymns.

**H** Grammar lessons are planned daily with the goal of completing 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 *Write with the Best: Vol. 2* are scheduled two days in each unit.

**I** A combination of science kits and resources for experiments, biographies, and textual material retain the living books/narrative feel for science while providing an introduction to chemistry and creation vs. evolution. Oral narration, written narration, notebook entries, tiered lab sheets, and experiments are included.

**J** Enjoy reading, discussing, and copying the nature-themed classic poetry of Wordsworth, Longfellow, and Whitman alongside art lessons focused on sketching and journaling about nature two days in each unit. A Biblical worldview study of self-image using *Who Am I? And What Am I Doing Here?* is also scheduled two days in each unit for student and parent to enjoy discussing together.

**K** Math lessons are scheduled in the Appendix for *Singapore Primary Math 6A/6B, Discovering Math 1A/1B/2A/2B*, and *No-Nonsense Algebra*. *VideoText* is also a recommended option that is self-paced based on daily quiz results. For more information, see p. 76.