

## Learning through History

**Focus:** The Awakening Church and Life in the Thirteen Colonies

Unit 1 - Day 1



### Reading about History I

Read about history in the following resource:

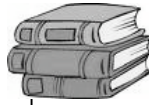
★ *Hearts and Hands: What was the Awakening Church?* and *Jonathan Edwards...* p. 11-16 and p. 17-30

You will be writing a narration about the chapter *Jonathan Edwards: An Inward Sweet Sense*. To prepare for writing your narration, look back over p. 17-30 in *Hearts and Hands*. Think about the main idea and the most important moments in this part of the reading.

After you have thought about what you will write and how you will begin your narration, turn to Unit 1 in your *Student Notebook*. For more guidance on writing a narration, see *Written Narration Tips* in the Appendix.

In Box 4, write a 10-14 sentence narration about the reading. When you have finished writing, read your sentences out loud to catch any mistakes. Check for the following things: *Did you include **who** or **what topic** the reading was mainly about? Did you include **descriptors** of the important thing(s) that happened? Did you include a **closing sentence**? If not, add those things.* Use the *Written Narration Skills* in the Appendix as a guide for editing the narration.

Key Idea: Jonathan Edwards' father and grandfather were both preachers. Jonathan attended Yale College and became a minister too. He married Sarah Pierpont, who was the daughter of a Congregationalist pastor. In 1734, Jonathan Edwards' preaching on justification by faith alone, led to a revival in Northampton, Massachusetts and the surrounding towns. The Great Awakenings were revivals that called sinners back from spiritual death to an awakening of life in Christ.



### Storytime T/I

Read the following assigned pages:

★ *Amos Fortune: Free Man* p. 3-13

After the assigned reading, think about the following questions: *What impressions have you formed about At-mun? Explain.* (evaluation) *What is the relationship between At-mun and his sister Ath-mun? On what are you basing your answer?* (analysis) Be prepared to share your answers if asked.

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



### Timeline I

You will be adding to your timeline in your *Student Notebook* today. In Unit 1 – Box 1, draw and color a headband with a single feather. Label it, *Pontiac, Ottawa Boy (born approximately 1720 A.D.)*.

In Box 2, draw and color a heart with a cross over it. Label it, *The First Great Awakening (1730's A.D.)*.

In Box 3, draw and color a paint palette and a cat hair paintbrush. Label it, *Benjamin West - Painter (born 1738 A.D.)*.

Key Idea: Pontiac was an Ottawa Indian, Benjamin West was a Quaker painter, and Jonathan Edwards was an Evangelical preacher. Although very different from each other, all three men lived at the time of the Great Awakenings in America.



### State Study I

★ Read p. 39 of *Fifty States Under God*. Then, add the fact from p. 1 about the Great Awakening to the bottom of p. 39 and complete p. 40. Extension students should read all of p. 1 as well.

Key Idea: Delaware was the 1<sup>st</sup> state.



### Independent History Study I

Read the "Awakening Church Timeline" on p. 8 of *Hearts and Hands* from 1703 – 1741. What interesting facts do you notice?

Key Idea: John Wesley, Jonathan Edwards, Sir Isaac Newton, and Johann Sebastian Bach were all alive in the early 1700's.

## Learning the Basics

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

Unit 1 - Day 1



### Bible Quiet Time

I

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

★ *Hidden Treasures in Hebrews* p. 5-6

**Prayer Focus:** Pray a prayer of adoration, confession, thanksgiving, and supplication. To guide you as you pray, photocopy the “Possible Prayer Starters” for the parts of prayer from the Appendix. Place the copy inside your Bible to refer to as needed when you pray.

**Scripture Memory:** Recite Hebrews 11:1-2 three times.

Key Idea: Introduce the study of Hebrews.



### Biblical Worldview

T

The Biblical Worldview study listed below is scheduled twice weekly for you and your child to do together. Our plans intend for the listed pages in *Who Is God? And Can I Really Know Him?* 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.

Read and discuss with the students the following pages in the resource below.

★ *Who Is God? And Can I Really Know Him?* p. 15-19

Key Idea: It is wise to build our lives upon God as our foundation. He is our rock, our refuge, and our strength. His Word is our guide.



### 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 1

★ *Progressing With Courage:* Lesson 1 (first half only)

★ Your own grammar program

Key Idea: Practice language arts skills.



### Math Exploration

S

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

★ *Singapore Primary Mathematics 5A/5B, 6A/6B, or Discovering Mathematics 1A/1B*

★ Your own math program

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



### Science Exploration

I

★ Read the “Getting Started” section in your *Exploration Education Student Logbook*. Then, complete the lesson for Chapter 1.1.

Key Idea: Use the Scientific Method to explore physical science principles.



### Inventor Study

I

★ Read *The Story of Inventions* p. 3 – top of p. 10. Orally retell or narrate to an adult the portion of the book that you read today. After narrating, check to see whether you answered questions 1-2 on p. 18 within your narration. If not, answer them orally now.

Key Idea: James Watt trained to be an instrument maker in Scotland. He became a Jack-of-all-trades and researched steam power.

## Learning through History

**Focus:** The Awakening Church and Life in the Thirteen Colonies

Unit 1 - Day 2



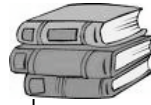
### Reading about History I

Read about history in the following resource:

★ *George Washington's World* p. ix – top of p. 12

After today's reading, give a detailed oral narration to an adult about George Washington. Have the adult select one paragraph from today's pages to read out loud. This will be the starting point for the narration. Set a timer for 4-6 minutes. When the timer rings the narration is over, even if it isn't complete. A detailed, descriptive narration is the goal. See *Narration Tips* in the Appendix for help as needed.

Key Idea: George Washington was born in 1732 in Virginia. When he was 11, his half-brother Lawrence inherited the plantation at Mount Vernon when their father died.



### Storytime T/I

Read the following assigned pages:

★ *Amos Fortune: Free Man* p. 14-33  
After the assigned reading, think about these questions: *How did At-mun change on the voyage from his village and on the Middle Passage? What caused the change?* (analysis) *Why had At-mun chosen not to speak, until he answered the man in gray?* (evaluation) Be prepared to share your answers if asked.

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



### Poetry I

Read aloud to yourself the poem "*The Barefoot Boy*" by John Greenleaf Whittier (see Appendix). Whittier was born in 1807 to a Quaker family. He grew up on a farm near Haverhill, Massachusetts and later became a popular American poet. He is known as one of the "Fireside Poets", along with Henry Wadsworth Longfellow, James Russell Lowell, William Cullen Bryant, and Oliver Wendell Holmes. These American poets were so popular that they rivaled British poets like Lord Alfred Tennyson. The Fireside Poets' works were written in a way that made them easy to memorize, recite, and share around the fireside. "*The Barefoot Boy*" captures the feeling of youth and the joy of running outside barefoot. Open your *Student Notebook* to Unit 1. In Box 6, copy the title of the poem, the poet's name, and the first 10 lines of the poem.

Key Idea: George Washington and Daniel Boone spent much time outdoors as boys.



### History Project S

On p. 5 of the *United States History Atlas*, find the Eastern Woodland Native American tribes. Say their names out loud. In this unit you will make an Eastern Woodland headdress. Cut two long strips of red paper that are each 4" wide. Use clear tape to tape the two strips together to make one long strip of paper. Wrap the long strip around your head to get the correct size for the headband. Make sure not to make the fit too tight. After sizing, cut off any excess paper from the strip that is not needed. Next, use oil pastels to draw a repeating design pattern on one side of the red strip. Lay the strip flat so it does not smudge for Day 4.

Key Idea: There were many Eastern Woodland Native American tribes.



### Research I

★ If you have chosen to use *The Signers* for research, read p. vii-x as an overview of the history of the signing of the Declaration of Independence. If you are not using *The Signers*, read about the events leading up to the signing of the Declaration of Independence in your chosen resource instead.

Key Idea: As the colonies' grievances against England mounted, tensions grew and independence was eventually declared.

## Learning the Basics

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

Unit 1 - Day 2



### Bible Quiet Time

I

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

★ *Hidden Treasures in Hebrews: Layer One* p. 7-9 (number 1 only)

**Prayer Focus:** Pray a prayer of adoration, confession, thanksgiving, and supplication. To guide you as you pray, refer to the “Possible Prayer Starters” that you photocopied from the Appendix on Day 1. Keep the copy inside your Bible to refer to as needed when you pray.

**Scripture Memory:** Recite Hebrews 11:1-2 three times and memorize verse 1.

Key Idea: Introduce the study of Hebrews.



### Music Appreciation

T

On the CD listed below, scroll down to find Activity 1. Then, click on and follow the “Periods of Music – Project Directions”.

★ *Composers Activity Pak* CD Activity 1: Periods of Music

After reading, the “Periods of Music – Project Directions”, print, color, and assemble the project. Have students wait to read the booklet they created until Day 4. Save the project in a resealable bag labeled “Periods of Music”.

Key Idea: The major periods of music include the Middle Ages, Baroque Era, Renaissance, Classical, Romantic, Impressionist, and Modern Periods.



### 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 2

★ *Progressing With Courage:* Lesson 1 (last half only)

★ Your own grammar program

Key Idea: Practice language arts skills.



### Math Exploration

S

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

★ *Singapore Primary Mathematics 5A/5B, 6A/6B, or Discovering Mathematics 1A/1B*

★ Your own math program

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



### Inventor Study

I

★ Read *The Story of Inventions* p. 10-18. Open your *Inventor Student Notebook* to the page on James Watt. Color the picture of Watt’s steam engine in Box 1 and write one of Watt’s quotes from p. 12 of *The Story of Inventions* in Box 2. Think about the answers to questions 3-6 on p. 18.

Key Idea: James Watt improved upon Newcomen’s engine, by using steam to power it. Needing money to build a trial engine, he found a partner. The trial engine did not work well, and eventually earned the nickname “Beezlebub”. Watt became partners with Boulton in 1774, and Beezlebub was repaired and improved. Watt and Boulton persevered through hardship and trial to eventual success.



### Science Exploration

I

★ Complete the *Exploration Education* lesson for Chapter 1.2 and record your responses in the *Student Logbook*.

Key Idea: Build an electric racer to experiment with forces.



## Learning through History

**Focus:** The Awakening Church and Life in the Thirteen Colonies

Unit 1 - Day 3



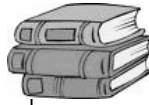
### Reading about History I

Read about history in the following resource:

★ *George Washington's World* p. 12-17

On p. 9 of the *United States History Atlas*, find Boston, Massachusetts. Boston is near Braintree, Massachusetts where John Adams and John Hancock lived as boys. According to the map on p. 9, which ethnic group mainly settled in the New England area? This area was mainly settled by people from England. How did this cause conflict among families and neighbors when some "Americans" later wanted to declare their independence from England?

Key Idea: John Hancock and John Adams grew up in the same town. Both went to Harvard College in Cambridge too.



### Storytime T/I

Read the following assigned pages:

★ *Amos Fortune: Free Man* p. 34-52

After today's reading, orally narrate or retell the portion of the story that was read today. (narration)

Key Idea: Practice orally narrating, or retelling, a portion of a story.



### Geography I

For today's activities, use the map listed below.

★ *Map Trek CD: New World* p. 24-25

Print the "New England Colonies" Student Map found on p. 25 of the *Map Trek* CD. Refer to or print the *Map Trek* Teacher's Answer Map on p. 24 to guide you as you label the colonies, the towns, the lakes, the rivers, the bay, and the mountains on your Student Map.

After you have finished labeling your map, use colored pencils to lightly color the five New England colonies. To get a larger view of the New England colonies, find this same area on p. 13 of *United States History Atlas*. Do you see the area claimed by both New Hampshire and New York? Last, file your map in your *Student Notebook*.

Key Idea: The New England colonies in 1750 included the Massachusetts Territory, New Hampshire, Massachusetts, Connecticut, and Rhode Island.



### History Project S

Today you will continue making your Eastern Woodland headdress. You will need four 9" x 12" pieces of white construction paper. On the white papers, outline in pencil 9 feathers of varying lengths between 8" and 12" tall. Use oil pastels to draw a black or brown rib up the center of each feather. Then, use pastels to make slashes of brown, black, grey, and blue coming out from the center rib on each feather. Make some feathers almost fully colored, other with just a darkened tip, and others with only stripes of color. Use a tissue to rub the slashes of color so they blend together. Then, cut each feather out and make tiny snips along the edges of each feather. Save the feathers for Day 4.

Key Idea: Eastern Woodland tribes inhabited much of the area of the original 13 colonies.



### State Study I

★ Complete p. 41 of *Fifty States Under God*.

Note: Images of the state flag and seal are found in Appendix 5. Then, read p. 42.

Key Idea: Delaware was the 1<sup>st</sup> state.



### Independent History Study I

Open your *Student Notebook* to Unit 1. Use colored pencils to color the picture of John Hancock in Box 7. Beneath the box, sign John Hancock's name, using the signature on p. 16 of *George Washington's World* as a guide.

Key Idea: John Hancock's signature on the Declaration of Independence became famous.

## Learning the Basics

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

Unit 1 - Day 3



### Bible Quiet Time

I

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

★ *Hidden Treasures in Hebrews: Layer One*  
p. 9-11 (number 2 only)

**Prayer Focus:** Pray a prayer of adoration, confession, thanksgiving, and supplication. To guide you as you pray, refer to the “Possible Prayer Starters” that you photocopied from the Appendix on Day 1. Keep the copy inside your Bible to refer to as needed when you pray.

**Scripture Memory:** Recite Hebrews 11:1-2 three times and memorize verse 2.

Key Idea: Introduce the study of Hebrews.



### Biblical Worldview

T

The Biblical Worldview study listed below is scheduled twice weekly for you and your child to do together. Our plans intend for the listed pages in *Who Is God? And Can I Really Know Him?* 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. Read and discuss with the students the following pages listed below.

★ *Who Is God? And Can I Really Know Him?* p. 27-31

Note: p. 29-30 include a list of deep thinking questions. As a means of discovering what your students believe, have them briefly ponder and share their answer to each question.

Key Idea: The beliefs that people hold about God, life, and the world are not all the same. People’s beliefs affect the choices they make.



### Language Arts

S

Work with the students as needed to complete **one** of the writing options listed below:

★ *The Exciting World of Creative Writing*  
p. v - 3

★ Your own writing program

Help students complete **one** English lesson:

★ *Following the Plan:* Lesson 3

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

★ Your own grammar program

Key Idea: Practice language arts skills.



### Math Exploration

S

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

★ *Singapore Primary Mathematics 5A/5B, 6A/6B, or Discovering Mathematics 1A/1B*

★ Your own math program

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



### Science Exploration

I

★ Complete the *Exploration Education* lesson for Chapter 1.3, and record your responses in the *Exploration Education Student Logbook*.

Key Idea: Learn about pushes, pulls, and Newtons as you experiment with force upon the electric racer that you built on Day 2.

## Learning through History

**Focus:** The Awakening Church and Life in the Thirteen Colonies

Unit 1 - Day 4



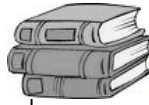
### Reading about History I

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: *Whom 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?* In future readings, watch to see what happens to Pontiac and the Ottawa Indians. Determine whether you think Pontiac was right.

**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.



### 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 headband 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 2<sup>nd</sup> state.



### 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.

## 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.



### 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.



### 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: Practice language arts skills.



### Math Exploration

S

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

★ *Singapore Primary Mathematics 5A/5B, 6A/6B, or Discovering Mathematics 1A/1B*

★ Your own math program

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



### 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.



### 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 1, 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 as a power source, a dynamo was needed to produce electricity, and a motor was needed to change electricity to power.