

*Hearts for Him  
Through High School:  
World History  
A Learning Program for  
Ages 14-16*

*(extending to 11<sup>th</sup> - 12<sup>th</sup> graders)*

*Includes:*

*Bible, World History, Fine Arts, Health,  
Literature, Grammar, Composition, Math, Science,  
and Foreign Language*

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## Learning Through History

### Focus: The Flood, the Fertile Crescent, and the First Civilizations

Unit 1 - Day 1



#### World History

I

Read about history in the resource below.

★ *Unveiling the Kings of Israel* p. 8-15

You will be writing a narration about today's reading. For guidance on writing a narration, see *Written Narration Tips* in the Appendix. To prepare for writing your narration, look back over the pages that you read today. Think about the main topics or ideas in the reading. Then, turn to Unit 1 in your *World History Journal*. In Box 3, write a 3-5 paragraph narration about the reading. When you have finished writing, read your narration out loud to catch any mistakes. Check for the following things: *Did you stick to the **main topics** emphasized in the reading? Does each paragraph have a **main idea** with several supporting **details**? Did you write in a **style** that reflects the personality of the author? Did you include a strong **opening and closing sentence**?* If not, add those things. Use the *Written Narration Skills* in the Appendix as a guide for editing the narration.

Key Idea: Fossils and Flood stories from around the world lend support to the Biblical Flood account. An Assyrian version of the Flood story known as *The Epic of Gilgamesh* contains many parallels to the Genesis account.



#### History Activities

S

Read about history in the resource below.

★ *People, Places & Events of World History* Chapter 1 – Introduction p. vi

After reading the "Introduction," mark points in the text that support the Biblical account of Creation and the Flood. To mark the text, either use a light-colored highlighter and highlight the points, or use a pencil and draw a star next to each point, or use a sticky note and place it next to the points with arrows on the sticky note to direct you to the relevant portions of the text. Share your marked points with an adult.

Key Idea: There are archaeological discoveries that give credibility to a worldwide flood.



#### Living Library

I

Read the following assigned pages:

★ *The Cat of Bubastes* p. v – middle of p. 23

After today's reading, photocopy the "Literary Synthesis Sheet" and the "Word and Idea Helper" sheet from the Appendix. Staple the two pages together. You will use these sheets to organize and note important information as you read. By the time you have finished reading the book, you will need to have completed your "Literary Synthesis Sheet." Today, begin by completing the "Story Title" box. Be sure to list possible meanings for the title in parentheses as directed. Fold the papers in half and keep them in your book.

Key Idea: Take notes to synthesize information from the literature that you are reading.



#### Fine Arts

I

Open your *Art Gallery Notebook* to Unit 1. As you watch the DVD segment listed below, answer the questions in Box 1 of your *Art Gallery Notebook*. For today's activities, use the resource below.

★ *God & the History of Art: Disc 1*  
On the DVD, select "Lesson 1." Then, watch "Part 1: What is Art?" up to 13:31 on the counter.

Key Idea: Like all of God's beautiful creation, art is something that should touch the heart of man. When studying the history of art, it is important to look for integrity in art.



#### Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 1* p. 1-2 (omit activity 1.4 at the top of p. 3)

★ Your own foreign language program

Key Idea: Learn a foreign language.

## Learning the Basics

**Focus:** Health, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 1



### Pilgrim's Progress

S

Read the assigned pages listed below. See the suggestions for "Reading text" on p. 11-12, or students may read alone silently if preferred.

★ *All-in-One: Pilgrim's Progress* p. 31-43  
After reading, look over the "Words to Know" on p. 44 and read aloud the assigned "Memory Verses." Since students already have Scripture memory work in Bible, they will not be responsible for memorizing these verses. Complete "Digging Deeper" p. 47-48 by discussing the questions orally. Students may respond in writing prior to the discussion.

Key Idea: Read and discuss the "Historical Background" and the "Author's Apology."



### Bible

I

**Hymn:** *Selah Greatest Hymns* CD: Track 1 "Be Thou My Vision" (Note: Read the provided liner notes for this hymn in the CD insert.)

**Bible Study:** *The Most Important Thing You'll Ever Study: Old Testament Volume 1* p. 9-15 and p. 21 (questions 1-7 **only**)

**Prayer:** In your "Prayer Journal," write today's date and list the following parts of prayer, writing each on its own line:

*Praise God:*

*Offer Thanks:*

*Confess:*

*Ask God:*

After praying, list key words or phrases next to each part to summarize your prayer.

Key Idea: God reveals Himself in His Word.



### Literature Study

I

**Introduce:** Read the "Introduction" to *Ben Hur* on p. V-VII. Underline any references to theme or style within the "Introduction."

**Read and Annotate:** *Ben Hur* p. 3 – middle of p. 21

Note: An annotation is a way to connect with the text by underlining something you want to remember, circling key words, starring an important passage, placing a question mark next to something you wonder about, and writing brief questions, comments, or notes in the margin. Your reading should include multiple annotations.

One annotation in the margin of your reading for today should note that the three strangers (Gaspar the Greek, Melchior, and Balthasar) are the three wise men.

Key Idea: Introduce author, theme, and style for the book *Ben Hur*.



### Composition/Grammar

S

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

Help students complete **one** English option.

★ *Building Securely:* Lesson 57

★ Your own grammar program

Key Idea: Use grammar skills in composition.



### Science with Lab

I

★ Optional DVD: Watch Biology DVD: Vol. 1 – Part 1 "Lesson 1." Then, read *Biology – 1 Text:* p. 1 – top of p. 4. After reading the text pages, answer questions 1-52 on p. A-C of *Biology – 1 Activity Pac.*

Key Idea: Birds have two types of feathers, *pennae* and *plumules*, with specific structures.



### Math

S

Choose **one** of the math options listed in the "Course Descriptions," or use your own math. If desired, write the day's assignment next to the star. It is recommended that students complete either Algebra II or Geometry this year.



Key Idea: Complete Geometry or Algebra II.

## Learning Through History

### Focus: The Flood, the Fertile Crescent, and the First Civilizations

Unit 1 - Day 2



#### World History

I

Read about history in the resource below.

★ *Unveiling the Kings of Israel* p. 16-23

You will be adding to the timeline in your *Book of Centuries* today. Since many dates in ancient history are questionable, the dates you will be including in ancient times are approximations. From the *World History Timeline CD*, print the portraits of “Sumerian Cuneiform,” “*The Epic of Gilgamesh*,” and “Akkadian Civilization.” Color the portraits, cut them out, and glue them on the “Creation to Joshua Portrait Gallery” page of the *Book of Centuries*. Each right page of the *Book of Centuries* contains a lined timeline. In the *Book of Centuries*, find the line for the year 2300 B.C. On that line to the far right, write *Tower of Babel*.

Key Idea: Ur was an advanced Sumerian city at the time God called Abram out of Ur.



#### Living Library

I

Read the following assigned pages:

★ *The Cat of Bubastes* middle of p. 23 – 45 (Note: p. 35 mentions drinking poison.)

Get the “Literary Synthesis Sheet” and the “Word and Idea Helper” sheet that you placed in your book on Day 1. You will use these sheets to organize and note important information as you read. By the time you have finished reading the book, you will need to have completed your “Literary Synthesis Sheet.” Today, begin completing the box titled “Plot.” List the inciting event that began the action in the story. Then, begin working on the “Main Characters” box and the “Setting” box. You will add to these boxes as you read. Fold the papers in half and keep them in your book.

Key Idea: Take notes to synthesize information from the literature that you are reading.



#### History Activities

I

Read about history in the resource below.

★ *People, Places & Events of World History* Chapter 1, Lesson 1

After reading, open the *World History Journal* to Unit 1 – Box 1. Refer to the map on p. 1 of *People, Places & Events of World History* to help you label the following rivers on the map in Box 1: Tigris, Euphrates, and Nile. Then, draw the Jordan River in Box 1 and label it. Next, refer to the map on p. 2 of *People, Places, & Events...* to help you label those same cities on the map in Unit 1 – Box 1 of your *World History Journal*. Last, on the map in Box 1, label the remaining bodies of water and land and shade the Fertile Crescent to match the map on p. 1 of *People, Places, & Events...* Then, compare the map in Box 1 to the map in Box 2 of the *World History Journal*. What modern countries are located in the Fertile Crescent? What countries surround the Fertile Crescent?

Key Idea: The Fertile Crescent is a region located where Africa, Asia, and Europe meet.



#### Fine Arts

I

Open your *Art Gallery Notebook* to Unit 1. As you watch the DVD segment listed below, answer the questions in Box 2 of your *Art Gallery Notebook*. For today’s activities, use the resource below.

★ *God & the History of Art: Disc 1*  
On the DVD, select “Lesson 2.” Then, watch “Part 2: The Second Commandment” up to 13:31 on the counter.

Key Idea: The second commandment has an impact on how Christians view art.



#### Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 1* p. 3-4 (omit activity 1.4 at the top of p. 3)

★ Your own foreign language program

Key Idea: Go over language study hints.

## Learning the Basics

**Focus:** Health, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 2



### Health

I

Read the assigned pages in the resource below.

★ *Total Health* p. 1-9

Normally, after reading there will be follow-up activities and exercises to complete. However, today's reading is a course "Introduction."

Key Idea: A winning lifestyle includes striving to please God physically, mentally, socially, and spiritually.



### Literature Study

S

**Introduce:** As you read today, notice references to how important it was that both Mary and Joseph were of the line of David. Why is this important?

**Read and Annotate:** *Ben Hur* middle of p. 21 – middle of p. 40 (See description of how to annotate on Day 1.)

**Reflect:** After today's reading, orally narrate or retell to a parent the portion of the story that was read today. See *Narration Tips* in the Appendix for help as needed. After narrating, read Luke 2:1-20 and through discussion reflect on how closely the story in *Ben Hur* mirrored the Biblical account.

Key Idea: Practice orally narrating a reading.



### Bible

I

**Scripture Memory:** Begin memorizing the names of the books of the Bible in order. You have 17 sessions to accomplish this task. For help, type "memorize books of Bible with song youtube" in your Internet search. Two song possibilities are [www.vimeo.com/3068273](http://www.vimeo.com/3068273) or [www.alligatorministries.com/home/music/the-books-of-the-bible-song](http://www.alligatorministries.com/home/music/the-books-of-the-bible-song)

**Bible Study:** *The Most Important Thing You'll Ever Study: Old Testament Volume 1* p. 17 – top of p. 19 and p. 21-23 (questions 8-18 only) Refer back to the reading as needed.

**Prayer:** In your "Prayer Journal," write today's date and list the following parts of prayer, writing each on its own line:

*Praise God:*

*Offer Thanks:*

*Confess:*

*Ask God:*

After praying, list key words or phrases next to each part to summarize your prayer.

Key Idea: The Bible's books are in categories.



### Composition/Grammar

I

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

Complete the writing lesson listed below.

★ *Essentials in Writing* DVD: Disk 1

On the DVD, select "Section 1: Sentences." Then, select "Lesson 1." After watching the lesson, open your *Student Text* and read the notes for Lesson 1. Then, choose at least two activities to complete from Lesson 1A of your *Student Text*. Omit Lesson 1B.

Key Idea: Use grammar skills in composition.



### Science with Lab

I

★ Optional DVD: Watch Biology DVD: Vol. 1 – Part 1 "Lessons 2-3." Then, read *Biology – 1 Text*: top of p. 4 - bottom of p. 7. After reading the text, answer questions 53-82 on p. C-E of *Biology – 1 Activity Pac*.

Key Idea: The design of a bird's wing affects flight.



### Math

S

Choose **one** of the math options listed in the "Course Descriptions," or use your own math. You may write an assignment next to the star.

★

Key Idea: Complete Geometry or Algebra II.

## Learning Through History

### Focus: The Flood, the Fertile Crescent, and the First Civilizations

Unit 1 - Day 3



#### World History

S

Read about history in the resource below.

★ *People, Places & Events of World History*  
Chapter 1, Lesson 2

After today's reading, prepare to give a "Key Word Narration" to an adult about the portion of text that you read today. To prepare for your narration, open your *World History Journal* to Unit 1. In Box 4, under each of the two headings from today's reading, make a bulleted list of important key words or phrases to include in your narration. Suggestions for possible key words include names, dates, places, important actions, brief quotes, and phrases that include proper nouns. Refer to your key word lists in Box 4 as you orally narrate or retell to an adult the portion of the text that you read today. For additional help, see *Narration Tips* in the Appendix as needed.

Key Idea: There are similarities among ancient cultures around the world in religion and cities.



#### Living Library

I

Read the following assigned pages:

★ *The Cat of Bubastes* p. 46 – middle of p. 71

Get the "Literary Synthesis Sheet" and the "Word and Idea Helper" sheet that you placed in your book. You will use these sheets to organize and note important information as you read. Today, begin completing the box titled "Conflict." Circle any types of conflict that you have seen in the story so far. Then, continue adding to the "Main Characters" box. Remember that a protagonist is the main character with whom you are meant to identify, and the antagonist is the principle opponent of the protagonist.

Key Idea: Take notes to synthesize information from the literature that you are reading.



#### History Activities

I

Read about history and complete the map activities in the resource below.

★ *Short Lessons in World History* p. 1 – middle of p. 3 **and** p. 10 – top of p. 11  
Then, open your *World History Journal* to Unit 1 – Box 5. In Box 5, answer the first shaded "Critical Thinking" question from p. 3 of *Short Lessons in World History*. Begin your answer by restating the question at the beginning of your answer. For example, you could begin your answer in Box 5 by writing, *Even though Sumer is said to be the first known civilization, I wonder if Sumer really was the first civilization because...* Then, answer the question. Next, in Unit 1 – Box 6 of your *World History Journal*, answer the second shaded set of "Critical Thinking" questions from p. 3 of *Short Lessons in World History*. Begin your answer in Box 6 by restating each question at the beginning of the answer. Then, answer the questions.

Key Idea: The Sumerians invented cuneiform.



#### Fine Arts

I

Open your *Art Gallery Notebook* to Unit 1. As you watch the DVD segment listed below, answer the questions in Box 3 of your *Art Gallery Notebook*. For today's activities, use the resource below.

★ *God & the History of Art: Disc 1*  
On the DVD, select "Lesson 3." Then, watch "Part 3: Early Christian Art" up to 14:27 on the counter.

Key Idea: Early Christian art changed in both style and purpose as it progressed through time.



#### Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 1* p. 5 (Note: Students should also look over the questions on p. 6-7 "Self Test 1" and be prepared to answer them.)

★ Your own foreign language program

Key Idea: Review English parts of speech.

## Learning the Basics

**Focus:** Health, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 3



### Health

I

Read the assigned pages in the resource below.

★ *Total Health* p. 13-18

After reading, complete the following assigned portions on paper from the "Chapter Review" p. 24. From "Define," list and define on paper the first 4 words found in the first column on p. 24. From "Explain," answer numbered questions 1-6 on paper.

Key Idea: God designed the structure of the human body to function in an organized way.



### Bible

I

**Hymn:** *Selah Greatest Hymns* CD: Track 1 "Be Thou My Vision"

**Bible Study:** *The Most Important Thing You'll Ever Study: Old Testament Volume 1* top of p. 19 – 20 and p. 23-24 (questions 19-26 **only**) Note: You may refer back to p. 19-20 to help you complete the last part of "Test 1."

**Prayer:** In your "Prayer Journal," write today's date and list the following parts of prayer, writing each on its own line:

*Praise God:*

*Offer Thanks:*

*Confess:*

*Ask God:*

After praying, list key words or phrases next to each part to summarize your prayer.

Key Idea: The divisions of the New Testament are the Gospels, History, the Epistles, and New Testament Prophecy.



### Science with Lab

I

★ Optional DVD: Watch Biology DVD: Vol. 1 – Part 1 "Lessons 4-5." Then, read *Biology – 1 Text*: bottom of p. 7 – 11. After reading the text, answer questions 83-132 on p. E-G of *Biology – 1 Activity Pac*.

Key Idea: Foot and beak design impact a bird's eating habits.



### Literature Study

I

**Introduce:** Read Matthew 2:1-12. Then, read the prophecy in Micah 5:2-4 that Herod refers to when he speaks to the wise men. As you read today, think how Chapters XI-XII of *Ben Hur* compare to the Biblical account.

**Read and Annotate:** *Ben Hur* middle of p. 40 – middle of p. 62 (See description of how to annotate on Day 1.)

**Select:** Choose a passage from today's reading that is timeless, memorable, or worthy of rereading to copy in your *Common Place Book*. Passages with beautiful, significant, or vivid wording are often chosen. Beneath your entry, note the book title and speaker (for the quote).

**Reflect:** In your *Literature Journal*, write today's date. Then, copy the final line from p. 58 and reflect upon its meaning. Notice who speaks this line and to whom the line is directed. This line is an example of foreshadowing. It is helpful to know that Eros is the god of love, and Mars is the god of war.

Key Idea: Notice foreshadowing in the reading.



### Composition/Grammar

S

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

Help students complete **one** English option.

★ *Building Securely*: Lesson 58

★ Your own grammar program

Key Idea: Use grammar skills in composition



### Math

S

Choose **one** of the math options listed in the "Course Descriptions," or use your own math. You may write an assignment next to the star.



Key Idea: Complete Geometry or Algebra II.

## Learning Through History

### Focus: The Flood, the Fertile Crescent, and the First Civilizations

Unit 1 - Day 4



#### World History

S

Read about history in the resource below.

★ *People, Places & Events of World History* Chapter 1, Lesson 3

After today's reading, prepare a list of "talking points" to share with an adult about **one** of the two sections that you read today. Talking points are words, phrases, or brief sentences that will keep your mind focused on points you wish to talk about or share from the reading. On an index card, list talking points for **either** "First Foods" or "History's First Signs of Industry." Then, meet with an adult to share your talking points. Sit facing the adult and informally share your points. The adult should actively listen and withhold questions and comments until the end.

Key Idea: Early foods and industries around the world have some similarities.



#### Living Library

I

Read the following assigned pages:

★ *The Cat of Bubastes* middle of p. 71 – 93

Get the "Literary Synthesis Sheet" and the "Word and Idea Helper" sheet that you placed in your book. You will use these sheets to organize and note important information as you read. Today, continue adding to the "Setting" box. To better understand how to describe a setting's atmosphere, refer to the word list for "Setting" on the "Word and Idea Helper" sheet. Select words that reflect the atmosphere of the different settings in your book, and list them in the "Setting" box in parentheses behind the matching setting.

Key Idea: Take notes to synthesize information from the literature that you are reading.



#### History Activities

I

Read about history and complete the activities in the resource below.

★ *Short Lessons in World History* middle of p. 3 – 5

Then, open your *World History Journal* to Unit 1 – Box 7. In Box 7, answer the third shaded "Critical Thinking" question from p. 3 of *Short Lessons in World History*. Begin your answer by restating the question at the beginning of your answer. For example, you could begin your answer in Box 7 by writing, *The people of Egypt were likely to obey orders given by the pharaoh because...* Then, answer the question. Next, in Unit 1 – Box 8 of your *World History Journal*, answer the shaded "Critical Thinking" question from p. 4 of *Short Lessons in World History*. Begin your answer in Box 8 by restating the question at the beginning of your answer. Then, answer the question. Last, in Unit 1 – Box 9 of your *World History Journal*, answer the shaded "Critical Thinking" question from p. 4 of *Short Lessons in World History*. Remember to restate the question at the beginning of your answer.

Key Idea: Egypt was another early civilization.



#### Fine Arts

I

For today's activities, use the resource below.

★ *Art Projects DVD: Tiffany Window* First, on the back of the DVD case, refer to "Materials Needed to Complete the Project." Be sure you have all needed materials ready.

Then, on the DVD, select "Part 1: Planning Your Composition." Watch and work along with Pat Knepley, pausing as needed to sketch your own floral composition, until you reach the end of Part 1 at 21:00 on the counter.

Key Idea: Sketch flowers, leaves, and stems.



#### Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 1* p. 6-7 (Note: Students are meant to be ready to take the test without looking back for answers during test time.)

★ Your own foreign language program

Key Idea: Take "Self Test 1."

## Learning the Basics

**Focus:** Health, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 4



### Health

S

Read the assigned pages in the resource below.

★ *Total Health* p. 19-23

After reading, complete the following assigned portions on paper from the “Chapter Review” p. 24. From “Define,” list and define on paper all the remaining words (not already defined on Day 3) from both columns on p. 24. From “Explain,” answer numbered questions 7-8 on paper. From “Discuss,” meet with a parent to discuss questions 1-4.

Key Idea: God created man as both a physical and spiritual being, with bodily systems that work closely together.



### Literature Study

I

**Introduce:** Notice how the family lines of Messala and Judah on p. 65-66 parallel the history of the Romans and the Hebrews. What is telling about the quote at the top of p. 68?

**Read and Annotate:** *Ben Hur* middle of p. 62-82 (Note: As part of annotating, underline the last line on p. 77. Where have you seen something similar?)

**Select:** Choose a passage from today’s reading to copy in your *Common Place Book*. (See Day 3 for help with this type of entry.)

**Reflect:** In your *Literature Journal*, write today’s date. Next, explain the symbolism of the boy Jesus giving Judah a cup of water on p. 82. Then, copy the final line from p. 82 and make a written guess about what is being foreshadowed. Why would Jesus be referred to as the ‘Son of Mary’?

Key Idea: Note symbolism and foreshadowing.



### Bible

I

**Scripture Memory:** Continue memorizing the names of the books of the Bible in order. As a memorization aid, sing the names in order with the online song you selected on Day 2.

**Bible Study:** *The Most Important Thing You’ll Ever Study: Old Testament Volume 1* p. 25-26

**Prayer:** In your “Prayer Journal,” write today’s date and list the following parts of prayer, writing each on its own line:

*Praise God:*

*Offer Thanks:*

*Confess:*

*Ask God:*

After praying, list key words or phrases next to each part to summarize your prayer.

Key Idea: Genesis is a book of beginnings.



### Composition/Grammar

I

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

Complete the writing lesson listed below.

★ *Essentials in Writing* DVD: Disk 1  
On the DVD, select “Section 1: Sentences.” Then, select “Lesson 2.” After watching the lesson, open your *Student Text* and read the notes for Lesson 2. Then, complete **only** ‘A,’ ‘B,’ and ‘E’ of Lesson 2A from your *Student Text*. Omit Lesson 2B.

Key Idea: Use grammar skills in composition



### Science with Lab

I

★ Optional DVD: Watch Biology DVD: Vol. 1 – Part 1 “Lesson 6.” Then, read *Biology – 1 Text*: p. 12 – top of p. 14. After reading the text, answer questions 1-30 on p. J-K of *Biology – 1 Activity Pac*. Note: **Omit p. H-I.**

Key Idea: Learn about birds’ digestive systems.



### Math

S

Choose **one** of the math options listed in the “Course Descriptions,” or use your own math. You may write an assignment next to the star.



Key Idea: Complete Geometry or Algebra II.