

Learning Through History

Focus: Irish Famine, Ottoman and Russian Oppression, & Ethiopian Freedom

Unit 1 - Day 1



Reading about History I

Read about history in the following resource:

★ *The Story of the World: Vol. 4* p. 140 – top of p. 146

After today's reading, orally narrate or retell to an adult the portion of text that you read today. Use the *Narration Tips* in the Appendix for help as needed. Some possible key words to include in your narration might be *Great Britain, Ireland, Protestant, Catholic, Parliament, rotting potatoes, blight, starving, landlords, Corn Laws, Robert Peel, William Gladstone, and Home Rule Bill*.

Key Idea: After King Henry VIII of England claimed Ireland in 1541, a quarrel began between the two countries that lasted hundreds of years. Much of the quarrel had to do with religion. The famine in 1845 magnified the quarrel.



History Project S

In this unit, you will do an activity to glimpse life under the rule of a dictator. A dictator is one who rules with absolute power. Get 6 index cards. Number the cards from '1'-'6'. Copy the following numbered freedoms on the matching numbered card: 1) Select music for listening, 2) Pick which clothes to wear for the day, 3) Select which book to read for free reading, 4) Choose how to comb your hair, 5) Decide what to do for a profession, 6) Plan how to use your free time. Save the cards.

Key Idea: By the time of the famine, Ireland had merged with Great Britain and was ruled in London. Many in Ireland wanted to be free.



President Study I

★ Read p. 4-9 in *Meet the Chief!* Then, open your *President Notebook* to George Washington. His first lady was Martha Dandridge Custis. Use today's pages to complete the entry.

Key Idea: Research George Washington.



Storytime T/I

Read the following assigned pages:

★ *Under the Hawthorn Tree* p. 1-15

After today's reading, photocopy the **two** "Bookmark" pages from the Appendix. Place the copied pages back-to-back and staple them together at the 4 corners. Then, tri-fold the stapled page into thirds to make a bookmark. Save the bookmark in your book until Day 2.

Key Idea: Relate to the text in various ways.



Timeline I

You will be adding to the timeline in your *Student Notebook* today. In Unit 1 – Box 1, draw and color a potato. Label it, *Great Irish Potato Famine (1845-1852 A.D.)*.

In Box 2, draw and color an iron fist. Label it, *Dom Pedro II Rules in Brazil (1841-1889 A.D.)*.

In Box 3, draw and color a regal crown as shown on the banknote in Box 5. Label it, *Alexander II Assassinated – Alexander III Becomes Czar (1881 A.D.)*.

Key Idea: As Irish immigrants fled from the famine in Ireland, Dom Pedro was ruling in Brazil. Alexander II's father, Nicholas I, was ruling in Russia at that time.



Independent History I

On p. 33 of the *United States History Atlas*, find the states with the highest foreign-born population (immigrants). During the years of famine in Ireland, nearly 1,000,000 Irish immigrants came to the U.S. These immigrants settled mainly in Boston and New York at first. By 1850, 43% of the foreign-born population in the U.S. was Irish.

Key Idea: Most Irish immigrants were Catholic, which caused Catholicism to rise in the U.S. This triggered some of the same problems between Protestants and Catholics in the U.S. that there had been in Ireland.

Learning the Basics

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

Unit 1 - Day 1



Nature Painting

I

Read the assigned pages in the resource below.

★ *Watercolor in Nature* p. 10-19

After reading, be sure to try the “Introduction to Ink” exercises on p. 18-19. Then, make a list of any needed supplies from p. 15-17. Discuss the list with your parent. For ease of use, Heart of Dakota sells a “Painting Supplies Kit” for *Watercolor in Nature*.

Key Idea: Introduce painting from nature.



Language Arts

S

Help students complete one lesson from the following reading program:

★ *Drawn into the Heart of Reading*

Help students complete **one** English option.

★ *Progressing With Courage*: Lesson 1

★ *Progressing With Courage*: Lesson 67
(Save Written Exercises ‘B’ for Day 2.)

★ Your own grammar program

Have students watch the writing lesson listed below.

★ **Go to site:** www.circlewriting.com
Access the free 10 lesson video course for *Writers Roundup* and *Writers Gold Mine*.
Watch: Video Lesson One: “The Five Essential Story Elements” (22 min.).

Key Idea: Practice language arts skills.



Bible Quiet Time

I

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

★ *Faith at Work: Lesson 1 – Day One* p. 1

Prayer Focus: Photocopy “Preparing Your Heart for Prayer” from the Appendix. Refer to the questions for praying with **adoration**. Then, pray a prayer of adoration to worship and honor God. After your prayer, write ‘adoration’ at the bottom of today’s lesson in *Faith at Work* above *Day Two*. Next to ‘adoration’, either list key phrases or write a sentence to summarize your prayer. This will be your prayer log. Last, place the copy of “Preparing Your Heart for Prayer” inside your Bible.

Scripture Memory: Read aloud Romans 12:1 three times from your Bible.

Music: Read p. 15-16 in *Hymns for a Kid’s Heart*. Refer to p. 18 as you sing with Track 1 “Praise to the Lord, the Almighty” (verse 1).

Key Idea: Introduce the study of Romans.



Math Exploration

S

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

★ *Mastering Essential Math Skills Series, Principles of Mathematics Book 1 or 2, Understanding Pre-Algebra or Geometry*

★ Your own math program

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



Science Exploration

I

★ Read *Exploring the World of Chemistry* p. 4-10. After reading the chapter, turn to p. 11 of *Exploring the World of Chemistry*. Write the answer to each numbered question from p. 11 on lined paper. You do not need to copy the question.

Key Idea: Iron, tin, and lead are metals that have been used for centuries. Cast iron, steel, and wrought iron have differing amounts of carbon. Bronze and pewter are alloys that use tin. Lead is a heavy ancient metal.

Learning Through History

Focus: Irish Famine, Ottoman and Russian Oppression, & Ethiopian Freedom

Unit 1 - Day 2



Reading about History I

Read about history in the following resource:

★ *The Story of the World: Vol. 4* p. 156-168
After today's reading, open your *Student Notebook* to Unit 1. Use colored pencils to color the postcard in Box 7 of Abdulhamid II and his home in Salonika. Abdulhamid was held under house arrest in this home, after being deposed by the Young Turks in 1909. He was the last dictator-type Ottoman sultan. Write your own caption under the postcard to convey the significance of the card's image.

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



Storytime T/I

Read the following assigned pages:

★ *Under the Hawthorn Tree* p. 17-38
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 **one** of the two options at the bottom and place a checkmark next to it. In the blank space 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.



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' and select the music 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: Abdulhamid II was a dictator.



Worthy Words T

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 compared Canada and Brazil? How has 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, the parent reads Box 8 out loud. 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.



President Study I

★ On *The Ultimate Guide to the Presidents* Video, watch Episode 1 "Assume the Position" stopping at 13:15 on the counter. 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 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.

Learning the Basics

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

Unit 1 - Day 2



Biblical Self-Image

T

The *Biblical Worldview of Self-Image* Study listed below is scheduled twice weekly for you and your child to do together. Our plans intend for the listed pages in *Who Am I? And What Am I Doing Here?* to be read either silently by both you and your child, or 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

I

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, write ‘confession’ at the bottom of today’s lesson in *Faith at Work* above *Day Three*. Next to ‘confession’, 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.

Music: 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.



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 option.

★ *Progressing With Courage: Lesson 2*

★ *Progressing With Courage: Lesson 67*
(Written Exercises ‘B’ 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).

★ *Mastering Essential Math Skills Series, Principles of Mathematics Book 1 or 2, Understanding Pre-Algebra or Geometry*

★ 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.

Learning Through History

Focus: Irish Famine, Ottoman and Russian Oppression, & Ethiopian Freedom

Unit 1 - Day 3



Reading about History I

Read about history in the following resource:

★ *The Story of the World: Vol. 4* p. 170 – middle of p. 175

After today's reading, open your *Student Notebook* to Unit 1. Look at the image of the banknote from 1909 in Box 5. Notice the picture of Alexander III on the note. This banknote was worth 25 rubles. The ruble is still the currency in Russia today. What signs of royalty do you notice on the note? How is Alexander III made to look regal and powerful? According to today's reading, where else would you find portraits of Alexander III during his rule? Why?

Key Idea: After the death of Alexander II, his son Alexander III became the czar in Russia.



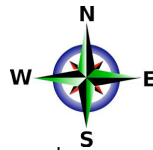
Storytime T/I

Read the following assigned pages:

★ *Under the Hawthorn Tree* p. 39-56

After today's reading, orally narrate or retell the portion of the story that was read today. See *Narration Tips* in the Appendix as needed.

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: Missions to Modern Marvels* p. 36-37

Print the "World Empires 1900" Student Map found on p. 37 of the *Map Trek CD*. Refer to or print the *Map Trek Teacher's Answer Map* on p. 36 to guide you as you label and color the Russian Empire and the Ottoman Empire on your Student Map. Then, use a globe and the map on p. 156 of *The Story of the World* to help you outline, label, and lightly color Brazil in brown on your Student Map. File the map in your *Student Notebook*. You will add to your map in the next few units.

Key Idea: When Emperor Pedro II of Brazil ended his rule in 1889, Abdulhamid II was ruling as sultan of the Ottoman Empire, and Alexander III was ruling as czar of the Russian Empire. Alexander III was a member of the royal Romanov family. He ruled Russia as an autocracy with absolute power.



History Project S

Get the cards that you copied on Day 1. You need cards '4', '5', and '6' today. Enlist the help and oversight of a parent. Then, go to the tallest person in your home. This person is the dictator with absolute power for today's cards. Have the "dictator" read card '4' and choose a way for you to comb your hair for today. You **must** comb your hair in the way in which the dictator selects. Next, read card '5'. The dictator will decide a profession for you and tell you his decision. Then, read card '6'. The dictator will plan your free time today. You **must** do as the dictator says. At the end of the day, share with a parent what you learned about dictators and life under a dictatorship.

Key Idea: Alexander III ruled as a dictator.



State Study T

★ This is an **optional** part of the plans. If you have chosen to study your state using *State History from a Christian Perspective*, do Lesson 1 from the *Master Lesson Plan Book*.

Key Idea: Study your individual state.



Independent History I

Listen to *What in the World? Vol. 3* Disc 2, Track 8: "The Turn of the Century & Russia".

Key Idea: The Russian Empire covered 1/6 of the globe at the turn of the century. More than 80% of Jews in the world lived in Russia at this time. The nobility, the peasants, and the factory workers were the 3 classes in Russia.

Learning the Basics

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

Unit 1 - Day 3



Nature Painting

S

Read the assigned pages in the resource below.

★ *Watercolor in Nature* p. 20-24

After reading, try the “Color Mixing Exercise” on p. 25. If the weather does not permit you to take a nature walk outdoors, try some of the techniques shown on p. 23-24 instead. Also, check to be sure that you have all needed paint supplies described on p. 15-17, as you will need the supplies for the lessons beginning in Unit 2.

Key Idea: Appreciate nature as God’s creation.



Language Arts

S

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

Help students complete **one** English option.

★ *Progressing With Courage:* Lesson 3

★ *Progressing With Courage:* Lesson 68 (first half only)

★ Your own grammar program

Help students complete **one** of the writing options listed below. (Note: Students are not required to write a book for the lessons this year. The lessons work for short stories too.)

★ *Writers Roundup* p. 7-8

★ *Writers Gold Mine* p. 7-8

★ Your own writing program

Key Idea: Practice language arts skills.



Bible Quiet Time

I

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

★ *Faith at Work: Lesson 1 – Day Three* p. 2

Prayer Focus: Get your copy of “Preparing Your Heart for Prayer” that you placed in your Bible. Before praying today, refer to the questions for **thanksgiving**. Then, pray a prayer of thanksgiving to express gratitude to God for His divine goodness. After your prayer, write ‘thanksgiving’ at the bottom of today’s lesson in *Faith at Work* above *Day Four*. Next to ‘thanksgiving’, either list key phrases or write a sentence to summarize your prayer. Place the copy of “Preparing Your Heart for Prayer” back inside your Bible.

Scripture Memory: Copy Romans 12:1 in your Common Place Book.

Music: 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

S

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

★ *Mastering Essential Math Skills Series, Principles of Mathematics Book 1 or 2, Understanding Pre-Algebra or Geometry*

★ Your own math program

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



Science Exploration

I

★ Read *Exploring the World of Chemistry* p. 18-26. After reading the chapter, turn to p. 27 of *Exploring the World of Chemistry*. Write the answer to each numbered question from p. 27 on lined paper. You do not need to copy the question.

Key Idea: The seven ancient metals were gold, silver, brass (copper), tin, lead, mercury, and iron. Sulfur and carbon were two nonmetallic elements used by ancient chemists. Sulfuric acid is the most important compound of sulfur. Charcoal, coal, graphite, and diamonds are forms of carbon.

Learning Through History

Focus: Irish Famine, Ottoman and Russian Oppression, & Ethiopian Freedom

Unit 1 - Day 4



Reading about History I

Read about history in the following resource:

★ *The Story of the World: Vol. 4* middle of p. 175 – p. 181

You will be writing a narration about the chapter *Ethiopia and Italy*. To prepare for writing your narration, look back over p. 175-181 in *The Story of the World: Vol. 4*. 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 12-16 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: By 1900, all but two countries in Africa were ruled by European countries. Liberia governed itself, as a protectorate of the United States; and Ethiopia remained free. Both Yohannes IV and Menelik II claimed to be the sole emperor of Ethiopia, yet they agreed on a sort of truce and an alliance against any European invasion. After Yohannes IV was killed in battle, Menelik ruled Ethiopia alone. Menelik signed a treaty with Italy that tricked him into making Ethiopia a protectorate of Italy. Menelik decided to fight the Italians for Ethiopia's freedom and won.



President Study I

★ Read p. 10-11 in *Meet the Chief!* Then, open your *President Notebook* to John Adams. His first lady was Abigail Smith Adams. Use today's pages to complete the entry.

Key Idea: Research John Adams.



Storytime T/I

Read the following assigned pages:

★ *Under the Hawthorn Tree* p. 57-71
Note: p. 63 contains a graphic description.

Get the bookmark that you placed in your book on Day 2. Locate the same section of the bookmark that you used on Day 2. Beneath Day 2's entry, write the book title and the page numbers you read today. Select the one remaining response option at the bottom of the bookmark, and place a checkmark next to it. In the blank space 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.



Economics I

Read about economics in the following resource:

★ *Whatever Happened to Penny Candy?* p. 18-21 (Note: You will need one of each type of coin and a one dollar bill.)

After the reading, open your *Student Notebook* to the "Economic Principles" section at the front of your notebook. Under "Economic Principle", write one line or one sentence that summarizes the economic principle you learned from today's reading.

Key Idea: Coins and paper money have changed through the years, affecting recession and inflation.



Independent History I

Get the "World Empires 1900" Student Map that you filed in your *Student Notebook* on Day 3. Refer to the *Map Trek* Teacher's Answer Map p. 36 to guide you as you label and color the French holdings and the British Empire in **Africa** on your Student Map. You will add to your map in the next few units.

Key Idea: In Africa, Ethiopia remained free.

Learning the Basics

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

Unit 1 - Day 4



Biblical Self-Image

T

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

- ★ *Who Am I? And What Am I Doing Here?*
p. 17-25

Note: For “Make a Note of It” on p. 25 either discuss the responses, being sure to share examples from your own life, or have each person respond in writing in his/her journal instead.

Key Idea: God created each of us in His image.



Bible Quiet Time

I

Bible Study: Complete the assignment below.

- ★ *Faith at Work: Lesson 1 – Day Four*
p. 2-3

Prayer Focus: Refer to **supplication** on “Preparing Your Heart for Prayer”. Then, pray a prayer of supplication to make a humble and earnest request of God. Write ‘supplication’ at the bottom of today’s lesson in *Faith at Work* above *Day Five*. Next to it, either list several key phrases or write a sentence to summarize your prayer. Keep “Preparing Your Heart for Prayer” inside your Bible.

Scripture Memory: Recite Romans 12:1.

Music: 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.



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 option.

- ★ *Progressing With Courage:* Lesson 4
- ★ *Progressing With Courage:* Lesson 68 (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).

- ★ *Mastering Essential Math Skills Series, Principles of Mathematics Book 1 or 2, Understanding Pre-Algebra or Geometry*
- ★ Your own math program

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



Science Exploration

I

★ Copy the Science Lab Form from the Appendix of this guide. Read *Chemistry C500 Experiment Manual* p. 1-2 and p. 4-8. Then, put on your safety glasses from the Experiment Kit and the smooth gloves and smock recommended on p. 6 of the Experiment Manual. Reread Basic Rule 10 on p. 6. Next, follow the directions to perform “Experiment 1” from p. 10 of the *Chemistry C500 Experiment Manual*. After completing Experiment 1, in the top box of the Science Lab Form write: *Will tartaric acid form carbon dioxide when combined with sodium carbonate?* In the second box of the form, write your hypothesis. Follow the directions for “Experiment 2” on p. 11 of the *Chemistry C500 Experiment Manual* and complete the box “Perform an Experiment” on your lab form. Then, have a parent help you follow the arrows to complete the rest of the Science Lab Form. To clean up, refer to “How to Dispose of Waste” on p. 7 and Basic Rules 5, 6, 7, and 11 on p. 6.

Key Idea: Sodium carbonate and tartaric acid react and give off carbon dioxide when water is added.