

# **U.S. HISTORY 1877 TO THE PRESENT**

with Economics, English/Speech, and Bible

High School  
Bible, History/Economics, and English/Speech

## **MY FATHER'S WORLD<sup>®</sup>**

Marie Hazell, M.A.

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*But you are a chosen people ... a people belonging to God,  
that you may declare the praises of him who called you  
out of darkness into his wonderful light.*  
*1 Peter 2:9*

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# Lesson Overview

	<b>Bible</b>	<b>U.S. History/Economics</b>	<b>English/Speech</b>
Week 1	<b>Spiritual Disciplines; Praying for the Nations</b> – <i>Pray for the World</i>	<i>United States History</i> – Chapter 16 – The Gilded Age (1877-1896)	Modern Literature – selections will vary
Weeks 2-3	<b>Spiritual Disciplines; Personal Consecration</b> – <i>Spiritual Disciplines for the Christian Life; My Heart – Christ’s Home</i>	Chapter 17 – America Expands (1850-1900)	
Week 4	<b>Bible Study, Prayer, and Memorization/Meditation</b> – Psalm 1; <i>Spiritual Disciplines for the Christian Life</i>	Chapter 18 – The Progressive Era (1900-1920)	
Weeks 5-6	<b>Bible Study, Prayer, and Memorization/Meditation</b> – Psalm 1; <i>Spiritual Disciplines for the Christian Life</i>	Chapter 19 – The Great War (1913-1920)	
Week 7	<b>Bible Study, Prayer, and Memorization/Meditation</b> – Psalm 1; <i>Spiritual Disciplines for the Christian Life</i>	Chapter 20 – The Twenties (1920-1929)	
Week 8	<b>Bible Study, Prayer, and Memorization/Meditation</b> – Psalm 1; <i>Spiritual Disciplines for the Christian Life</i>	Chapter 21 – The Thirties (1929-1939)	
Week 9	<b>Bible Study, Prayer, and Memorization/Meditation</b> – Psalm 1; <i>Spiritual Disciplines for the Christian Life</i>	Chapter 22 – The World at War (1939-1945)	
Weeks 10-11	<b>Stewardship and Kingdom Economics</b> – <i>Spiritual Disciplines for the Christian Life; God Owns My Business</i>	Chapter 22 – The World at War (1939-1945)	
Week 12	<b>Stewardship and Kingdom Economics</b> – <i>God Owns My Business</i>	Chapter 23 – The Postwar Era (1945-1963)	
Week 13	<b>Stewardship and Kingdom Economics</b> – <i>God Owns My Business</i>	Chapter 24 – The Shattered Society (1963-1973)	
Week 14	<b>Christian Life</b> – <i>Loving God</i>	Chapter 24 – The Shattered Society (1963-1973)	
Week 15	<b>Prayer</b> – <i>Spiritual Disciplines for the Christian Life</i>	Chapter 25 – A Nation with Challenges (1973-1980)	

Week 16	<b>Prayer –</b> <i>The Hour That Changes the World</i>	Chapter 26 – Resurgence of Conservatism (1981-1992)	<b>Modern Literature –</b> selections will vary
Weeks 17-18	<b>Prayer –</b> <i>The Hour That Changes the World</i>	Chapter 27 – Facing a New Millennium (1993-2017)	
Week 19	<b>Prayer –</b> <i>The Hour That Changes the World</i>	<b>Economics –</b> <i>Oikonomia: Economics for Life and Purpose</i>	<b>Speech –</b> <i>Do Hard Things</i>
Week 20	<b>Worship –</b> <i>Spiritual Disciplines for the Christian Life</i>		<b>Speech –</b> <i>Do Hard Things</i>
Week 21	<b>Christian Life –</b> <i>Loving God</i>		<b>Speech –</b> <i>Do Hard Things;</i> <i>Secrets of Great Communicators</i>
Week 22	<b>Memorization –</b> <i>Scripture Memory Made Easy</i>		<b>Speech –</b> <i>Secrets of Great Communicators</i>
Week 23	<b>Christian Life –</b> <i>Loving God</i>		
Week 24	<b>Evangelism –</b> <i>Spiritual Disciplines for the Christian Life</i>		
Weeks 25-26	<b>Christian Life –</b> <i>Loving God</i>		
Week 27	<b>Fasting –</b> <i>Spiritual Disciplines for the Christian Life</i>		
Weeks 28-29	<b>Christian Life –</b> <i>Loving God</i>		
Week 30	<b>Journaling and Learning;</b> <b>Serving –</b> <i>Spiritual Disciplines for the Christian Life</i>		
Weeks 31-36	<b>Serving/Christian Life –</b> <i>Counter Culture</i>		

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 American History, Economics, English/Speech, and Bible. It also offers a geography option. 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.

**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 1877 to the Present

## with Economics, English/Speech, and Bible

### Bible

- Learn concepts and skills for spiritual growth, developing lifelong habits and practices. Students are encouraged to surrender all areas of their lives to Christ. Includes practical instruction in spiritual disciplines such as Bible reading, in-depth Bible study, memorization, meditation (using Psalm 1), and different types of prayer.
- Participate in service projects chosen and/or developed by the student and the parent/teacher.

### U.S. History 1877 to the Present (first semester)

- Study U.S. history from 1877 to the present. Includes comprehension questions, extension activities with maps, and chapter tests, using BJU *United States History*. One semester credit.
- Become aware of national and world current events from a Christian perspective and develop a desire to pray for them.

### Economics (second semester)

- Understand the economic forces that shape our world. This thorough and understandable course blends the best of print and audio/visual resources currently available, covering both micro- and macroeconomics. One semester credit.

### Modern Literature/Speech

Note: If you want to plan ahead, Speech (second semester) is a great class to teach to a small group.

- Read significant books written after 1850 using the provided book list and the public library, and complete a short book review on each. Assigned readings coordinate with historical events being studied. Books are well-known classics. One semester credit.
- Optional: write a research paper (highly recommended for college-bound students).
- Develop speech skills to become an effective communicator for God's Kingdom. *Do Hard Things* challenges students to become involved and have a passion for change. *Secrets of Great Communicators* gives students tools to communicate God's heart to others. One semester credit.

### Geography (one or two semesters)

- Become aware of current events and related geography, and develop a heart to pray for those needs.
- Complete assigned world and continent maps.
- When combined with the maps from *World History and Literature*, completed in a previous year, one semester credit may be earned, which is usually sufficient. To earn a full-year credit (to meet state requirements or personal learning goals), plan to add an additional 75 hours of work throughout the year. Select from the following suggested activities:

1. Read one missionary biography per quarter (four total) and write a one-page personal reaction to each book. Suggested biographies are *Bruchko*, *The Narrow Road*, *Kisses from Katie*, and *I Dared to Call Him Father* (available from My Father's World in the *Exploring Countries and Cultures* 7<sup>th</sup> and 8<sup>th</sup> Grade Supplement).
2. Take a pre-test for identifying the locations and names of countries, major rivers, etc. Then set a goal with your parent/teacher for memorizing a certain number of them. Work on your goal until achieved. (The Geography Game in the *Exploring Countries and Cultures Parent/Teacher Supplement* may be used.)

3. Read/study general geography books found at your library. Another option: BJU has a year-long course with multiple components. Consider reading through just the textbook, *Cultural Geography for Christian Schools*.

## **Other Subjects to Add**

(For more information see the high school section at [www.mfwbooks.com](http://www.mfwbooks.com).)

### **Personal Finance**

*recommended for first semester if not already completed*

Personal Finance is an important elective course for all students. Personal Finance provides a solid practical and biblical foundation for studying Economics second semester.

- Evaluate money and possessions in light of a biblical worldview.
- Learn how to manage money wisely, including how to save for a car, college, or business venture; how to get a job and keep it; how to manage checking accounts and credit cards; and how to give money to make a difference in the world. One semester credit.

### **Math and Science**

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

### **Foreign Language and Other Electives**

- Health
- Rosetta Stone® is recommended for foreign language because of its excellent methodology and engaging, interactive format. My Father's World has developed *Foreign Language Lesson Plans* which are helpful for students seeking high school credit. These daily lesson plans provide cultural activities and other helps.

# ***U.S. History 1877 to the Present with Economics, English/Speech, and Bible***

Daily Lesson Plans

## **Bible**

Spiritual Disciplines for the Christian Life Study Guide (one per student)  
Journey (one per student; one for parent/teacher recommended)  
Pray for the World  
My Heart, Christ's Home  
God Owns My Business  
Loving God  
The Hour That Changes the World  
Scripture Memory Made Easy  
Counter Culture  
Required but not included: *World* magazine (purchase at [mfwbooks.com/magazine](http://mfwbooks.com/magazine); follow link to *World* magazine)

## **U.S. History**

Required (from *U.S. History to 1877*) but not included:  
United States History Student Text (Fifth Edition)\*  
Student Activities (one per student)  
Student Activities Answer Key  
Tests (one per student)  
Tests Answer Key  
U.S. History Timeline Book  
Answer Key for U.S. History to 1877 (contains answers for this year's U.S. History)

\*Alternate plans are also provided for those using *United States History (4<sup>th</sup> Edition)*

## **Geography**

Required but not included: *Classroom Atlas* or any up-to-date world atlas

## **Economics**

Oikonomia: Economics for Life and Purpose (Teacher Guide, Test Pack, and Student Workbook – Purchase additional student workbooks for additional students.)  
Common Sense Economics  
Money, Greed, and God

## **English/Speech**

Book list included (Books are classics; obtain at the public library.)  
Writing a Research Paper  
Do Hard Things  
Secrets of Great Communicators (purchase additional student texts for additional students)

Note: If the student has not already completed Personal Finance, we recommend it first semester before taking Economics. MFW's Personal Finance course includes *Money Matters for Teens Workbook*; *Money, Possessions, and Eternity*; and *MFW Personal Finance Lesson Plans*.

## Assigning Credits

We recommend giving the following credits for completing all assigned work.

- 1 credit – Bible
- 1 credit – English/Speech
- ½ credit – History (U.S. History 1877 to the Present)
- ½ credit – Economics
- ½ credit – Geography (1 credit if additional work is completed)

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.)

<b>9<sup>th</sup> Grade – Ancient History and Literature</b>	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

<b>10<sup>th</sup> Grade – World History and Literature</b>	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

<b>11<sup>th</sup> Grade – U.S. History to 1877</b>	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

<b>12<sup>th</sup> Grade – U.S. History 1877 to the Present</b>	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	1
Electives: Personal Finance	.5
	7.0

# Grade Sheet

## Bible Grade

(full-year credit)

- \_\_\_\_\_ *Journey* (participation, including journal entries this school year) (25%)
- \_\_\_\_\_ *Spiritual Disciplines for the Christian Life* (study questions) (20%)
- \_\_\_\_\_ Service Project (15%)
- \_\_\_\_\_ Weeks 2-3 *My Heart – Christ’s Home* (completion of study guide in appendix) (10%)
- \_\_\_\_\_ Weeks 4-9 Psalm 1 (completion of study in appendix) (10%)
- \_\_\_\_\_ Weeks 13-29 *Loving God* (study guide assignments) (10%)
- \_\_\_\_\_ Weeks 31-36 *Counter Culture* (written/oral chapter response) (10%)

Grade is based on effort, completion of work, and demonstration of higher level thinking in discussions with the parent/teacher.

## U.S. History 1877 to Present Grade

(one semester credit)

- \_\_\_\_\_ Timeline—accuracy, overall presentation, and effort (5%)
- \_\_\_\_\_ Section Quizzes and Chapter Reviews from *United States History*—effort (10%)
- \_\_\_\_\_ Student Activities—effort (15%)
- \_\_\_\_\_ Tests from *United States History* (70%)
  - \_\_\_\_\_ Week 2 Test 16
  - \_\_\_\_\_ Week 3 Test 17
  - \_\_\_\_\_ Week 5 Test 18
  - \_\_\_\_\_ Week 6 Test 19
  - \_\_\_\_\_ Week 7 Test 20
  - \_\_\_\_\_ Week 8 Test 21
  - \_\_\_\_\_ Week 10 Test 22
  - \_\_\_\_\_ Week 13 Test 23
  - \_\_\_\_\_ Week 14 Test 24
  - \_\_\_\_\_ Week 16 Test 25
  - \_\_\_\_\_ Week 17 Test 26
  - \_\_\_\_\_ Week 18 Test 27

## **Geography Grade**

(one semester credit)

\_\_\_\_\_ *Pray for the World* and *World* magazine – reading articles, prayer (geography related to current events) (25%)

\_\_\_\_\_ Maps assigned this year (25%)

_____	Week 2	World
_____	Week 2	World
_____	Week 4	U.S.
_____	Week 7	North America
_____	Week 8	South America
_____	Week 11	Africa
_____	Week 14	Asia
_____	Week 17	Europe
_____	Week 20	Australia and Oceania

\_\_\_\_\_ Maps from *World History and Literature* completed in a previous year (50%)

## **Economics Grade**

(one semester credit)

**English Grade**

(one semester credit)

\_\_\_\_\_ Research Paper (50%)

\_\_\_\_\_ Modern Literature discussions and novel review sheets (50%)

List of books read:

**Speech Grade**

(one semester credit)

\_\_\_\_\_ *Do Hard Things* (journal; parent discussions) (20%)

\_\_\_\_\_ *Secrets of Great Communicators* (chapter questions) (20%)

\_\_\_\_\_ Speeches (60%)

\_\_\_\_\_ Week 23

\_\_\_\_\_ Week 24

\_\_\_\_\_ Week 25      Impromptu Speech

\_\_\_\_\_ Week 26

\_\_\_\_\_ Week 27      Impromptu Speech

\_\_\_\_\_ Week 28      Videotaped Speech

\_\_\_\_\_ Week 28      Impromptu Speech

\_\_\_\_\_ Week 30      Impromptu Speech

\_\_\_\_\_ Week 32      Impromptu Speech

Additional Speeches

## Week 1

<input type="checkbox"/> <b>M</b>	<input type="checkbox"/> <b>T</b>	<input type="checkbox"/> <b>W</b>	<input type="checkbox"/> <b>TH</b>	<input type="checkbox"/> <b>F</b>
<input type="checkbox"/> <b>Spiritual Disciplines</b> (see notes – read with parent/teacher)	<input type="checkbox"/> <i>Journey</i> #1 Begin Here: Spiritual Growth (journeyeveryday.com)	<input type="checkbox"/> <i>Journey</i> #2 Make a Plan (journeyeveryday.com)	<input type="checkbox"/> <i>Journey</i> #3 How <i>Journey</i> Works (journeyeveryday.com) <b>(read with parent/teacher)</b>	
<input type="checkbox"/> <i>Pray for the World</i> p. x A Note from Patrick Johnstone; pp. xvi-xvii How to Use <i>Pray for the World</i>	<input type="checkbox"/> <i>Pray for the World</i> p. 1 The World	<input type="checkbox"/> <i>Pray for the World</i> pp. 2-3 Answers to Prayer	<input type="checkbox"/> <i>Pray for the World</i> pp. 5-7 The Unfinished Task	<input type="checkbox"/> <b>Service Project</b> (see notes – read with parent/teacher)
<b>The Gilded Age (1877-1896)</b>				
<input type="checkbox"/> <i>United States History Fifth Edition</i> Chapter 16 – pp. 330-342 (see notes)  <i>U.S. History Timeline Book</i> (see notes)	<input type="checkbox"/> <i>United States History Fifth Edition</i>  <i>Student Activities</i> pp. 89-90	<input type="checkbox"/> <i>United States History Fifth Edition</i> pp. 343-346  <i>Student Activities</i> pp. 91-92	<input type="checkbox"/> <i>United States History Fifth Edition</i> pp. 347-352  <i>Student Activities</i> pp. 93-94	<input type="checkbox"/> <i>World</i> (see notes – read with parent/teacher)  Pray using <i>Pray for the World</i> .
<input type="checkbox"/> <b>English</b> (see notes – read with parent/teacher)	<input type="checkbox"/> <b>English</b>	<input type="checkbox"/> <b>English</b>	<input type="checkbox"/> <b>English</b>	<input type="checkbox"/> <b>English</b>
<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>
<input type="checkbox"/> <b>Science</b>	<input type="checkbox"/> <b>Science</b>	<input type="checkbox"/> <b>Science</b>	<input type="checkbox"/> <b>Science</b>	
<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>
<input type="checkbox"/> <i>United States History Fourth Edition</i> Chapter 16 – pp. 333-341 (see notes); <i>U.S. History Timeline Book</i> (see notes)	<input type="checkbox"/> <i>United States History Fourth Edition</i>  <i>Student Activities</i> pp. 75-76	<input type="checkbox"/> <i>United States History Fourth Edition</i> pp. 341-345  <i>Student Activities</i> pp. 77-78	<input type="checkbox"/> <i>United States History Fourth Edition</i> pp. 345-350	
				<input type="checkbox"/> <b>Parent/Teacher Conference</b>

These lesson plans schedule both Fifth Edition (see third row) and Fourth Edition (see bottom of chart) BJU *United States History*. Select the plans that match your textbook.

## Week 1 Notes

### Note to Homeschool Parent/Teacher

This program is designed primarily as a parent-guided independent program. However, you will need to spend considerable time the first week introducing the materials in this course and in all other subjects. Help your high schooler set up an efficient daily schedule, do some of this week's lessons together, and train him how to work through the materials independently. The goal is to establish an efficient routine with your high school student by the end of this week. See the sample daily schedules in the introduction.

Before beginning, both you and the student should thoroughly read the entire introduction to these lesson plans.

If you are also teaching children younger than high school age, we recommend that your high school student begin school one or two weeks earlier than younger siblings. This gives you time to focus on your high school student, starting him on a solid independent course before you begin lessons with the younger siblings.

At the end of each school day, the student should bring you his lesson plan chart. Be sure he has completed all daily work, and put your initials at the top of the chart each day.

Many students will need close supervision and training in study skills. Don't expect the student to jump into the program and work completely independently—spend time with him as needed.

<b>Monday</b>
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### Spiritual Disciplines —read with parent/teacher

Are you familiar with the term “spiritual disciplines”? What do you think it means?

Spiritual disciplines are the things we can do to enjoy a full, growing relationship with God—things such as praying, reading the Bible, and memorizing Scripture.

This year you will learn about spiritual disciplines. But more importantly, you will have the opportunity to actually practice them and develop life-long habits that will help you know God better. This will take some work, but it's worth it!

The Bible does not say, “God is at work in you to bring about his good purposes, *therefore* stay in bed.” It says, “Work out your salvation, *because* God is at work in you” (see Phil. 2:12-13). God's work does not make our work unnecessary; it makes it possible. “I worked harder than any of them, though it was not I, but the grace of God that is with me” (1 Cor. 15:10). Grace ... empowers our successes—like successfully enjoying Jesus more than life. (John Piper in *Habits of Grace* by David Mathis, Crossway, 2016, 13)

Remember, the point in practicing the spiritual disciplines is not to check things off a list or complete activities. Our motivation is to develop a growing relationship with the One who loves us—our Father.

For the Bible course this year, you will participate in three threads:

- *Journey: Life-Transforming Conversations with God*—daily Bible reading and prayer
- Additional books and activities scheduled in the lesson plans to develop spiritual disciplines
- Service Project (introduced Friday in the lesson plans)

Today, look at and discuss the home page together at [journeyeveryday.com](http://journeyeveryday.com). (If Internet access is not available, read the first page in your spiral-bound *Journey* journal.) The three-part introduction at

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the bottom of the web page is scheduled beginning tomorrow. You will begin daily Bible readings next Monday. Parents/teachers are encouraged to participate in *Journey* if possible, for their own spiritual growth and for facilitating discussions that might occur with their student.

### ***United States History***

Stop at the Section Review (or Section Quiz in Fourth Edition) each day. Answer the questions; check your answers using the *Answer Key for U.S. History to 1877*.

### ***U.S. History Timeline Book***

Add the information from the timeline on pages 332-333 (pages 330-331 Fourth Edition) in *United States History* to your timeline pages. Write the dates in the gray bar and write the information on the right side of the gray bar. Use the left side to record the U.S. presidents and their years in office. See the appendix of *United States History* for a list of presidents.

Copying dates and events will help you remember them. You will do this for each unit.

### **English—read with parent/teacher**

Reread English in the introduction of these lesson plans. You should have already written a plan for English in your lesson plans for Weeks 1-18.

<b>Friday</b>
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### **Service Project—read with parent/teacher**

“For it is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God—not by works, so that no one can boast. For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:8-10

Notice that Paul is very clear—we are **saved by grace**. Our works (our good deeds) do not save us or make us right with God.

Paul also is very clear in this—we are to be **doing good works**. God created us to do good works. God has even prepared in advance the good works He wants us to do!

“It was he [Jesus] who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God’s people **for works of service**, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ. . . . From him [Jesus] the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, **as each part does its work**.” Ephesians 4:11-13, 16

The goal, as stated in these verses, is to prepare God’s people for **works of service**. When this happens, the body of Christ is built up, and we gain unity and become mature . . . **as each part [each of us] does its work**.

This year you will plan regular service projects. Consider with your parents what gifts God has given you, what opportunities He is opening to you, and what godly passions He has put in your heart. What works of service will you be involved with this year? Pray with your parents and ask God to direct you to where you can make a difference for His kingdom.

Each week, beginning next week, record the date, amount of time, and what you did for your service project. You may do your service project on any day of the week, but record it in Friday’s box for consistency in record keeping. Regular weekly participation in service projects (one hour or more) is recommended, but this can be very flexible depending on what you choose to do.

***World*—read with parent/teacher**

Plan to read *World* magazine every week or every other week. As you read the news articles, use *Pray for the World* to find information and prayer needs for one of the countries mentioned (see the index of countries at the front of the book). Pray for some of these prayer needs. This integrates geography, (current) history, and biblical worldview.

Parent/Teacher: We recommend you complete this with your student the first week to be sure that he understands how to do the assignment. If your *World* subscription has not begun yet, temporarily use the newspaper or other news source.

Prayer is God's will. He clearly wants us to pray for government leaders around the world. In 1 Timothy 2:1-4, Paul encourages us:

I urge, then, first of all, that requests, prayers, intercession and thanksgiving be made for everyone—for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness. This is good, and pleases God our Savior, who wants all men to be saved and to come to a knowledge of the truth.

Sample

## Week 14

<input type="checkbox"/> <b>M</b>	<input type="checkbox"/> <b>T</b>	<input type="checkbox"/> <b>W</b>	<input type="checkbox"/> <b>TH</b>	<input type="checkbox"/> <b>F</b>
<input type="checkbox"/> <i>Journey</i>	<input type="checkbox"/> <i>Journey</i>	<input type="checkbox"/> <i>Journey</i>	<input type="checkbox"/> <i>Journey</i>	<input type="checkbox"/> <i>Journey</i>
<input type="checkbox"/> <i>Loving God</i> pp. 29-45 Chapters 1-2	<input type="checkbox"/> <i>Loving God</i> pp. 311-314 Study Guide: Chapter 1 (see notes)	<input type="checkbox"/> <i>Loving God</i> pp. 46-53 Chapter 3 (see notes)	<input type="checkbox"/> <i>Loving God</i> pp. 315-317 Study Guide: Chapter 2	<input type="checkbox"/> <b>Service Project</b>
<input type="checkbox"/> <i>United States History</i> pp. 564-566  <i>Student Activities</i> pp. 149-150	<input type="checkbox"/> <i>United States History</i> pp. 567-571	<input type="checkbox"/> <i>United States History</i>  <i>Student Activities</i> pp. 151-152	<input type="checkbox"/> <i>United States History</i> p. 572 Chapter Review  Test 24	<input type="checkbox"/> <i>World</i> read; pray about one country using <i>Pray for the World</i>
<input type="checkbox"/> <b>English</b>	<input type="checkbox"/> <b>English</b>	<input type="checkbox"/> <b>English</b>	<input type="checkbox"/> <b>English</b>	<input type="checkbox"/> <b>English</b>
<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>
<input type="checkbox"/> <b>Science</b>	<input type="checkbox"/> <b>Science</b>	<input type="checkbox"/> <b>Science</b>	<input type="checkbox"/> <b>Science</b>	
<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>
<input type="checkbox"/> <i>United States History</i> pp. 544-547  <i>Student Activities</i> pp. 137-138	<input type="checkbox"/> <i>United States History</i> pp. 547-552	<input type="checkbox"/> <i>United States History</i> <i>Student Activities</i> pp. 139-140	<input type="checkbox"/> <i>United States History</i> p. 553 Chapter Review  Test 24	
<input type="checkbox"/> <b>Geography – Asia</b> Asia Map (see appendix) – label countries and major bodies of water				<input type="checkbox"/> <b>Parent/Teacher Conference</b>

## Week 14 Notes

### Tuesday

#### ***Loving God***

Each time you use the Study Guide, follow these steps:

- Read the information on the first page.
- Read the Bible verses listed in Main Readings; verses in Supplemental Readings are optional.
- Copy at least one of the Bible readings into your notes or write a summary in your own words.
- Answer all the questions. Write your answers or discuss with your parent/teacher.

### Wednesday

#### ***Loving God***

Chapter 3 mentions Alexander Solzhenitsyn, a Russian novelist, mathematician, historian, and dissident. Born in 1918, Solzhenitsyn earned a degree in mathematics and began a second in literature. He served in the Russian army in World War II and rose to the rank of captain, but in 1945 he was arrested for writing a letter in which he criticized Joseph Stalin. Because of the letter, Solzhenitsyn was sentenced to eight years of labor camp and prison, and three years of exile from his home. In the early 1960s, he began a long career of writing about the conditions in labor camps and being a voice against repression. His best known works include *One Day in the Life of Ivan Denisovich*, about life in the labor camps; and *The Gulag Archipelago*, a detailed account of the entire Soviet system of repression. He was awarded the Nobel Prize for Literature in 1970. Upon publication of *The Gulag Archipelago*, Solzhenitsyn was convicted of treason and exiled from the USSR. He spent the next 20 years living in exile in the United States. With the fall of Communism, Solzhenitsyn returned to Russia in 1994. Vindicated at last, he was reinstated as a citizen and in 2007 was awarded Russia's prestigious State Prize for his contribution to humanitarian causes. Solzhenitsyn died in 2008.