

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

## Learning Through History

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

Unit 1 - Day 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.circlecwrit.com](http://www.circlecwrit.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

**Scripture:** Read Mark 1:1 in your Bible.

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

★ *Best News Ever: Introduction* p. 11-14 and *Day 1* p. 15-16

**Questions:** Get your "Bible Study Journal". Write the heading "Day 1" in your journal. Beneath the heading, answer the italicized question(s) found directly before the "Prayer" on p. 16 in *Best News Ever: Day 1*.

**Prayer:** Use the prayer included on p. 16 of *Day 1* in the *Best News Ever* to talk to God about what you read today.

**Scripture Memory Card 1:** Recite Mark 1:1 three times.

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



### 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 metal.

**Now In Color**

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

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

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

**D** Engrossing history read-alouds make text connections with the history themes in *Missions to Modern Marvels*. Bookmark prompts target higher-level responses as students select lines to quote and comment upon, use quick sketches to provide visual commentary, ask clarifying and probing questions, make written connections, and share observations, reflections, and musings.

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

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

**G** Enjoy reading nature-themed classic poetry from famous poets alongside art lessons in sketching and painting from *Watercolor in Nature* two days in each unit. A Biblical worldview study of self-image using *Who Am I? And What Am I Doing Here?* is also scheduled two days in each unit for student and parent to enjoy discussing together.

**H** Grammar lessons are planned daily with the goal of completing English 6. Three days in each unit also include studied dictation to practice spelling skills and *Drawn into the Heart of Reading* to focus on in-depth literature study. Lessons from *Writer's Gold Mine* or *Roundup* are scheduled two days in each unit.

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

**J** Students use the Bible daily as they read and complete a study of Mark using *Best News Ever*. By year-end, students memorize Mark 1:1-18, 8:27-38, and 12:28-33. They also keep a "Bible Study Journal," answer provided questions, pray with prayer starters, and read and discuss *The Really Radical Book for Kids*.

**K** Suggested recommendations for math include *Principles of Math: Book 1* or *Book 2*, *Mastering Essential Math Skills*, or *Critical Thinking Co. Math*.