

# *America the Beautiful*

## Lesson Activity Checklist

Second Edition. Copyright © 2021 Notgrass History.

### Activities for Lesson 1

- ❑ **We the People** – Read the Introduction and “America the Beautiful” on pages v-vi and 1 of *We the People*.
- ❑ **Map Study** – Complete the assignment for Lesson 1 on Map 1 in *Maps of America the Beautiful*.
- ❑ **Timeline** – After each lesson in *America the Beautiful*, you are assigned to write a certain sentence beside a certain year in *Timeline of America the Beautiful*. Today add your own line beside the year that you were born and write: I am born.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 1.
- ❑ **Thinking Biblically** – Look in your Bible in Genesis 1. In your notebook, make a list numbered 1-6 and write beside each number what God made on that day. Next to each item on your list, write one thing that people in America can enjoy that was made on that day of Creation.
- ❑ **Creative Writing** – Choose one of the animals pictured in this lesson. In your notebook, write a descriptive paragraph about its appearance. Title your paragraph, “God Made \_\_\_\_.”

### Activities for Lesson 2

- ❑ **We the People** – Read Genesis 11:1-9 on page 2.

- ❑ **Map Study** – Complete the assignment for Lesson 2 on Map 2 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1200, write: The Mississippian city of Cahokia is the largest settlement in what will become the United States.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 2.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: generation, descendant, distinct, custom, civilization. Each word is in blue bold type in the lesson. In your notebook, write each word with its definition.
- ❑ **Thinking Biblically** – At the top of a blank piece of paper, copy Acts 17:26 from your Bible. Below the verse, make a chart showing the names of the members of your immediate family, their birthdates, and all the places they have lived. You may want to include your grandparents as well. Ask your parents for help to make sure you have all of the information correct. Post the chart in a prominent place (such as your refrigerator door) so that everyone in your family can remember that God has “determined their appointed times and the boundaries of their habitation.”

### Activities for Lesson 3

- ❑ **We the People** – Read “The Mountain Chant: A Navajo Ceremony,” “Mesa Verde Wonderland is Easy to Reach,” and “The Coyote and the Turtle” on pages 3-7.
- ❑ **Map Study** – Complete the assignments for Lesson 3 on Map 2 and Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1150, write: Pueblo people build Acoma Pueblo in what will later become New Mexico.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 3.
- ❑ **Thinking Biblically** – In your notebook, copy Psalm 34:14, Psalm 4:8, and John 14:27. Circle the word “peace” in each verse.
- ❑ **Family Activity** – Make a Navajo-inspired place mat.

### Activities for Lesson 4

- ❑ **Map Study** – Complete the assignment for Lesson 4 on Map 2 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1898, write: F. A. Rinehart photographs Sac and Fox children.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 4.
- ❑ **Creative Writing** – Look at the portrait of the Sac and Fox children on page 34. In your notebook, write a one-page short story about these two little boys.

### Activities for Lesson 5

- ❑ **Map Study** – Complete the assignment for Lesson 5 on Map 2 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1834, write: George Catlin paints *Tul-Lock-Chish-Ko, Choctaw Ball Player*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 5. Take the test for Unit 1.
- ❑ **Vocabulary** – In your notebook, write each of these words and draw a simple picture illustrating them: palisade, thatch, mortar, pestle, chaff. Look in the lesson for clues for the meaning of the words or use a dictionary if you need help.

### Activities for Lesson 6

- ❑ **We the People** – Read “Journal of Christopher Columbus” on pages 8-9.
- ❑ **Map Study** – Complete the assignments for Lesson 6 on Map 4 and Map 5 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1000, write: Around this time, Vikings settle at L’Anse aux Meadows in Newfoundland, Canada.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 6.
- ❑ **Thinking Biblically** – Read Psalm 71:15-18 and Matthew 28:18-20. Imagine you were telling the good news about Jesus to someone who had never heard about Him. How would you explain it? Write this in four to six sentences in your notebook.

- ❑ **Creative Writing** – Think about whether you would have liked to sail with Erikson or Columbus. In your notebook, write one or two paragraphs telling why or why not.
- ❑ **Literature** – Read “Why I Write About Native People” and “A Letter to Children” in *Growing Up Dakota*.

### Activities for Lesson 7

- ❑ **Map Study** – Complete the assignments for Lesson 7 on Map 5 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1507, write: A German mapmaker gives the name America to the landmass that includes North and South America.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 7.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: governor, colony, expedition, navigator, conquistador. In your notebook, write each word with its definition.
- ❑ **Creative Writing** – How do you think a member of a native nation living in Florida would have described Ponce de León and his party of explorers? Pretend that you saw Ponce de León and his men. In your notebook, write a paragraph describing them to a friend who has not seen them.
- ❑ **Literature** – Read chapter 1 in *Growing Up Dakota*.

### Activities for Lesson 8

- ❑ **We the People** – Read “Florida Tourism Advertisement” on page 10.
- ❑ **Map Study** – Complete the assignment for Lesson 8 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1586, write: Sir Francis Drake makes a map of St. Augustine before he and his crew burn the city.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 8.
- ❑ **Vocabulary** – In your notebook, copy each sentence below, filling in each blank with one of these words: persecute, policy, refuge, financial, abandon.
  1. The Spanish decided not to \_\_\_\_ St. Augustine.
  2. Because of store \_\_\_\_, I could not return my baseball bat.
  3. I want to stand firm if anyone tries to \_\_\_\_ me for what I believe.
  4. Dad says that I can get a bicycle when our \_\_\_\_ situation improves.
  5. During thunderstorms our dog finds \_\_\_\_ under the porch.
- ❑ **Literature** – Read chapter 2 in *Growing Up Dakota*.
- ❑ **Family Discussion** – Florida is a popular tourist destination. As you have dinner tonight, have each family member discuss what he or she believes would be the ideal family vacation.

### Activities for Lesson 9

- ❑ **We the People** – Read “The Founding of Jamestown” on page 11.
- ❑ **Map Study** – Complete the assignments for Lesson 9 on Map 5 and Map 6 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2007, write: Queen Elizabeth II of England visits Jamestown to celebrate the 400th anniversary of the settlement.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 9.
- ❑ **Thinking Biblically** – Copy Matthew 7:12 in your notebook. Write a paragraph about why you would not want to live in slavery.
- ❑ **Literature** – Read chapter 3 in *Growing Up Dakota*.

### Activities for Lesson 10

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1614, write: Pocahontas (Rebecca) marries John Rolfe.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 10. Take the test for Unit 2.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: influential, hostage, christen, export, guardian. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Copy 1 John 2:2 in your notebook. Underneath, write a prayer for people who do not know God.

- ❑ **Creative Writing** – In your notebook, write a letter from Pocahontas (Rebecca) to her father as she might have written him while she was visiting England.
- ❑ **Literature** – Read chapter 4 in *Growing Up Dakota*.
- ❑ **Family Activity** – Create a Pocahontas Museum.

### Activities for Lesson 11

- ❑ **We the People** – Read “Of Plimoth Plantation” on pages 12-13.
- ❑ **Map Study** – Complete the assignments for Lesson 11 on Map 3, Map 6, and Map 7 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1621, write: Squanto helps the Pilgrims and Wampanoag make a treaty.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 11.
- ❑ **Thinking Biblically** – When William Bradford wrote about the history of the Pilgrims, he quoted from Psalm 107. Read this Psalm, thinking about what the words and promises meant to the Pilgrims.
- ❑ **Creative Writing** – Imagine that you are involved in starting a new colony like the Pilgrims. You must write a compact for everyone to sign. Think of a name for your colony. In your notebook, title your document “[Your colony name] Compact.” Write down ten things everyone in the colony must agree to obey.
- ❑ **Literature** – Read chapter 5 in *Growing Up Dakota*.
- ❑ **Family Activity** – Create a New Colony Diorama.

### Activities for Lesson 12

- ❑ **Map Study** – Complete the assignments for Lesson 12 on Map 6 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1656, write: The first public library belonging to a city opens in New Haven, Connecticut.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 12.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: pure, congregation, resources, nobleman, fundamental. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Copy Micah 6:8 in your notebook.
- ❑ **Literature** – Read chapter 6 in *Growing Up Dakota*.

### Activities for Lesson 13

- ❑ **Map Study** – Complete the assignments for Lesson 13 on Map 4 and Map 8 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1835, write: Methodists hold camp meetings on Martha’s Vineyard.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 13.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: nutrient, dialect, whaling, migrate, venture. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** – Read chapter 7 in *Growing Up Dakota*.

### Activities for Lesson 14

- ❑ **Map Study** – Complete the assignments for Lesson 14 on Map 6.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1636, write: When Puritan leaders send soldiers to arrest Roger Williams, he escapes to Narragansett Bay.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 14.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: worship, conscience, obedience, banish, heretic. In your notebook, write each word with its definition.
- ❑ **Thinking Biblically** – Early colonists wanted to worship God the way they believed that they should. Jesus spoke of worship in John 4. Copy John 4:24 in your notebook.
- ❑ **Literature** – Read chapter 8 in *Growing Up Dakota*.

### Activities for Lesson 15

- ❑ **We the People** – Read “Flushing Remonstrance” on page 14.
- ❑ **Map Study** – Complete the assignments for Lesson 15 on Map 6 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1609, write: Henry Hudson explores New York Bay and the Hudson River.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 15. Take the test for Unit 3.

- ❑ **Creative Writing** – Imagine living in a town of 450 people who spoke 18 different languages. In your notebook, write a one- or two-page story about your mom sending you to a store to buy a gallon of molasses. When you arrive there, the only people in the store are you and the owner. He speaks Dutch and you speak English. Describe what happened from the time you left home until you came back. Did you come home with molasses? If so, was it a gallon? How did your mom react when you got home?
- ❑ **Literature** – Read chapter 9 in *Growing Up Dakota*.

### Activities for Lesson 16

- ❑ **We the People** – Read “New England Primer Rhyming Alphabet” on page 15.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1640, write: The first book printed in America is the *Bay Psalm Book*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 16.
- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about how being able to read and having access to books help you.
- ❑ **Literature** – Read chapter 10 in *Growing Up Dakota*.
- ❑ **Family Activity** – Follow the instructions for the Colonial Printing activity.

### Activities for Lesson 17

- ❑ **We the People** – Read “Salvation from Sin by Christ Alone” on page 16.
- ❑ **Map Study** – Complete the assignments for Lesson 17 on Map 6 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1682, write: William Penn sails to Pennsylvania.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 17.
- ❑ **Thinking Biblically** – William Penn used his time in prison to write about his faith. The apostle Paul wrote some of his letters while he was in prison for his faith in Jesus. Read 2 Timothy 1:1-12.
- ❑ **Literature** – Read chapter 11 in *Growing Up Dakota*.

### Activities for Lesson 18

- ❑ **Map Study** – Complete the assignments for Lesson 18 on Map 4 and Map 6 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1734, write: The year after Oglethorpe founded Georgia, Chief Tomochichi goes to England with him.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 18.

- ❑ **Vocabulary** – In your notebook, copy each sentence below, filling in each blank with one of these words: environment, barrier, extract, proprietor, consent.
  1. When we got the new puppy, we put a gate across the kitchen doorway as a \_\_\_\_.
  2. Mr. Anthony is the \_\_\_\_ of our apartment house.
  3. Mom used tweezers to \_\_\_\_ the splinter from my foot.
  4. I want to do my part to keep the \_\_\_\_ clean in my state.
  5. I asked my mom if I could make a dessert for supper and she gave her \_\_\_\_.
- ❑ **Thinking Biblically** – Tomochichi asked John and Charles Wesley to give his people a Christian education. Copy Proverbs 1:8-9 in your notebook. Thank your parents for teaching you about Jesus.
- ❑ **Literature** – Read chapters 12-13 in *Growing Up Dakota*.

### Activities for Lesson 19

- ❑ **We the People** – Read “The Pharisee and the Publican” on page 17.
- ❑ **Map Study** – Complete the assignments for Lesson 19 on Map 6 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1739, write: Large crowds come to hear evangelist George Whitefield speak in Philadelphia.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 19.

- ❑ **Thinking Biblically** – Read Romans 6:1-14, remembering the Great Awakening and the way it changed people’s view of sin and their need for Jesus.
- ❑ **Literature** – Read chapters 14-15 in *Growing Up Dakota*.

### Activities for Lesson 20

- ❑ **We the People** – Read “Advertisements in the *Virginia Gazette*” on page 18.
- ❑ **Map Study** – Complete the assignment for Lesson 20 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1932, write: Colonial Williamsburg opens as a museum.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 20. Take the test for Unit 4.
- ❑ **Vocabulary** – In your notebook, copy each sentence below, filling in each blank with one of these words: peninsula, charter, pedestrian, apothecary, magazine.
  1. When I am a \_\_\_\_, I always look both ways before I cross the street.
  2. Ponce de León and his crew thought Florida was an island and tried to sail around it, but they couldn’t because it is a \_\_\_\_.
  3. The army kept their weapons in a \_\_\_\_.
  4. The founders of the university signed its first \_\_\_\_.
  5. The colonial mother went to the \_\_\_\_ to get medicine for her sick child.

- ❑ **Creative Writing** – Pretend that you visited Colonial Williamsburg for a day. In your notebook, write a journal entry telling what you saw and heard. Use the photographs in this lesson for ideas.
- ❑ **Literature** – Read chapter 16 in *Growing Up Dakota*.

### Activities for Lesson 21

- ❑ **We the People** – Read “The Village Blacksmith” on page 19.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1608, write: The first American bottle making shop begins in Virginia.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 21.
- ❑ **Thinking Biblically** – Look up these Bible verses and make a list in your notebook of the people and their occupations: Matthew 4:18; Mark 6:2-4; Acts 9:43; Acts 16:14; Acts 18:1-3; Acts 19:24; 2 Timothy 4:14.
- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about which of the colonial trades you would like to learn and why.
- ❑ **Literature** – Read chapter 17 in *Growing Up Dakota*.

### Activities for Lesson 22

- ❑ **We the People** – Read “Gray Eagle and His Five Brothers” on pages 20-22.
- ❑ **Map Study** – Complete the assignments for Lesson 22 on Map 4, Map 7, and Map 9 in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1608, write: Samuel de Champlain leads an expedition into the Great Lakes region.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 22.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: migration, alliance, rapids, bay, shallow. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Jesus performed an amazing miracle on a lake. Read about it in Luke 8:22-25.
- ❑ **Literature** – Read chapter 18 in *Growing Up Dakota*.

### Activities for Lesson 23

- ❑ **Map Study** – Complete the assignments for Lesson 23 on Map 2 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful*, next to 1542, write: Juan Rodriguez Cabrillo becomes the first European to land in California.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 23.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: chert, class, regalia, friar, mission. In your notebook, write each word with its definition.
- ❑ **Literature** – Read chapters 19-20 in *Growing Up Dakota*.



### Activities for Lesson 24

- ❑ **We the People** – Read “The Evening of the 5th of March” and “The Liberty Song” on pages 23-24.
- ❑ **Map Study** – Complete the assignment for Lesson 24 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1773, write: Sons of Liberty participate in the Boston Tea Party.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 24.
- ❑ **Vocabulary** – In your notebook, copy each sentence below, filling in each blank with one of these words: proclamation, currency, represent, harass, repeal.
  1. I am thankful that Senator Smith will now \_\_\_\_\_ the people of my state in the U.S. Senate.
  2. The president issued a \_\_\_\_\_ declaring next Sunday a national day of prayer.
  3. Mom told me not to \_\_\_\_\_ the ducks when we go to the duck pond.
  4. I keep my \_\_\_\_\_ in my wallet.
  5. My dad would like for the U.S. Congress to \_\_\_\_\_ the income tax.
- ❑ **Literature** – Read chapter 21 in *Growing Up Dakota*.
- ❑ **Family Activity** – Have a peaceful Boston Tea Party.

### Activities for Lesson 25

- ❑ **We the People** – Read “Autobiography and Poor Richard’s Almanack” on pages 25-26.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1753, write: Benjamin Franklin becomes postmaster general for the 13 colonies.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 25 and take the test for Unit 5.
- ❑ **Thinking Biblically** – Copy Proverbs 21:5 in your notebook.
- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about what Benjamin Franklin accomplished in his life.
- ❑ **Literature** – Read chapter 22 in *Growing Up Dakota*. If you are using the Student Workbook or the Lesson Review, answer the questions on *Growing Up Dakota*.

### Activities for Lesson 26

- ❑ **We the People** – Read “The Declaration of Independence” on pages 27-28.
- ❑ **Map Study** – Complete the assignments for Lesson 26 on Map 3 and Map 10 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1775, write: Patrick Henry declares, “Give me liberty or give me death!”
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 26.
- ❑ **Literature** – Read the chapter titled “Africa 1725” in *Amos Fortune: Free Man*.

### Activities for Lesson 27

- ❑ **We the People** – Read “Letter from Valley Forge” on page 29.
- ❑ **Map Study** – Complete the assignments for Lesson 27 on Map 10 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1777, write: Congress adopts the Stars and Stripes flag.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 27.
- ❑ **Creative Writing** – After reading the letter from Nathanael Greene in *We the People*, write an imaginary reply from Joseph Webb to Nathanael Greene in your notebook.
- ❑ **Literature** – Read the chapter titled “The Middle Passage” in *Amos Fortune: Free Man*.

### Activities for Lesson 28

- ❑ **Map Study** – Complete the assignments for Lesson 28 on Map 4, Map 10, and Map 11 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1829, write: The Chesapeake and Delaware Canal opens.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 28.
- ❑ **Vocabulary** – Look up each of these animals in a dictionary: sea nettle, oystercatcher, terrapin, elver, muskrat. In your notebook, write the name of each animal with its definition.
- ❑ **Thinking Biblically** – Copy Genesis 1:20 in the center of a sheet of white paper and

illustrate it with sea creatures and birds. You may wish to draw the illustrations or ask an adult help you print some from a computer to cut out and use.

- ❑ **Literature** – Read the chapter titled “Boston 1725-1740” in *Amos Fortune: Free Man*.

### Activities for Lesson 29

- ❑ **We the People** – Read “Chester” on page 30.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1870, write: William Canby publishes the story of his grandmother Betsy Ross making the first American flag.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 29.
- ❑ **Thinking Biblically** – Read Proverbs 31:10-31. Copy Proverbs 31:30 in your notebook.
- ❑ **Creative Writing** – In your notebook, write a one-page story about a woman trying to manage her farm and household while her husband is away serving in the Revolutionary War.
- ❑ **Literature** – Read the chapter titled “Woburn 1740-1779” in *Amos Fortune: Free Man*.
- ❑ **Family Activity** – Create your own set of colonial marbles and bag.

### Activities for Lesson 30

- ❑ **We the People** – Read “Letter to John Adams” on page 31.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1747, write: The College of New Jersey (later called Princeton

University) begins classes to train ministers.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 30 and take the test for Unit 6.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: sacred, honor, sympathetic, priority, independence. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Copy one of your favorite Bible verses in your notebook.
- ❑ **Literature** – Read the chapter titled “Journey to Keene 1779” in *Amos Fortune: Free Man*.

### Activities for Lesson 31

- ❑ **Presidential Biography** – Read the biography of George Washington.
- ❑ **We the People** – Read the “Preamble to the Constitution,” “George Washington and the Cherry Tree,” and “Rules of Civility & Decent Behavior in Company & Conversation” on pages 32-35.
- ❑ **Map Study** – Complete the assignments for Lesson 31 on Map 6 and Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1793, write: George Washington lays the cornerstone of the U.S. Capitol building.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 31.
- ❑ **Thinking Biblically** – Read Romans 13:1-7. Copy Romans 13:7 in your notebook.

- ❑ **Literature** – Read the chapter titled “The Arrival at Jaffrey” in *Amos Fortune: Free Man*.

### Activities for Lesson 32

- ❑ **Presidential Biography** – Read the biography of John Adams.
- ❑ **We the People** – Read the “Letter to Abigail Adams” on page 36.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1800, write: John Adams is the first president to live in the President’s House.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 32.
- ❑ **Thinking Biblically** – Copy Romans 12:10 in your notebook.
- ❑ **Literature** – Read the chapter titled “Hard Work Fills the Iron Kettle 1781-1789” in *Amos Fortune: Free Man*.

### Activities for Lesson 33

- ❑ **We the People** – Read “O Sing a Song of Bethlehem” on page 37.
- ❑ **Map Study** – Complete the assignment for Lesson 33 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1753, write: Workers hang the Liberty Bell in the Philadelphia State House (now Independence Hall).
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 33.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: cobblestone, peal, publicly, architecture, gallery. In your notebook, write each word with its definition.

- ❑ **Literature** – Read the chapter titled “Amos on the Mountain” in *Amos Fortune: Free Man*.
- ❑ **Family Activity** – Create a Liberty Bell Mosaic.

### Activities for Lesson 34

- ❑ **Map Study** – Complete the assignments for Lesson 34 on Map 4 and Map 13 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1775, write: Daniel Boone and others build the Wilderness Road.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 34.
- ❑ **Vocabulary** – In your notebook, copy each sentence below. Fill in each blank with the right word from this list: delicacy, haze, diverse, complex, process.
  1. I peeked out the window in the early morning and saw a \_\_\_\_\_ over the river.
  2. My 6th grade math book has more \_\_\_\_\_ problems than the one I had in 5th grade.
  3. Fern fiddleheads are a \_\_\_\_\_ native nations enjoyed.
  4. My brother thought that learning to drive would be quick and easy, but he has learned that it is a long \_\_\_\_\_.
  5. My garden is more \_\_\_\_\_ since I planted 20 new kinds of flowers.
- ❑ **Thinking Biblically** – Read these Bible verses about mountains: Joshua 11:16, 1 Samuel 25:20, Psalm 95:4, Matthew 14:23, and Mark 11:1. Choose one of them to copy in your notebook.

- ❑ **Creative Writing** – In your notebook, make a list of supplies you would need if you were hiking the Appalachian Trail.
- ❑ **Literature** – Read the chapter titled “Auctioned for Freedom” in *Amos Fortune: Free Man*.

### Activities for Lesson 35

- ❑ **We the People** – Read “The Adventures of Col. Daniel Boone” on pages 38-39.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1782, write: British soldiers and native nation warriors attack Kentucky militiamen in the Battle of Blue Licks.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 35 and take the test for Unit 7.
- ❑ **Vocabulary** – Write five sentences in your notebook using one of these words in each: expedition, militia, interpreter, immigrate, treacherous. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – Ask one of your parents the following questions: How did you decide that we would live here in \_\_\_\_\_? How did you choose this house or apartment, etc.? Do you want to stay here, or do you think about moving to a new place? In your notebook, write one or two paragraphs about what you learned from the interview.
- ❑ **Literature** – Read the chapter titled “Evergreen Years 1794-1801” in *Amos Fortune: Free Man*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Amos Fortune: Free Man*.

### Activities for Lesson 36

- ❑ **Presidential Biography** – Read the biography of Thomas Jefferson.
- ❑ **We the People** – Read “Letter to Thomas Jefferson Smith” on pages 40-41.
- ❑ **Map Study** – Complete the assignments for Lesson 36 on Map 14 and Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1804, write: Sacagawea joins the Lewis and Clark expedition.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 36.
- ❑ **Family Activity** – Make the supplies for the Voyage of Discovery game and play it.

### Activities for Lesson 37

- ❑ **We the People** – Read “Journals of Lewis and Clark” on pages 42-44.
- ❑ **Map Study** – Complete the assignment for Lesson 37 on Map 3 and Map 14 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1805, write: Lewis and Clark and the Corps of Discovery reach the Pacific Ocean.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 37.
- ❑ **Thinking Biblically** – Read Numbers 13:1-24 about an Israelite expedition.
- ❑ **Creative Writing** – Imagine that your family hosted some members of the Corps of Discovery when they returned to St. Louis, Missouri. In your notebook, write a letter to your cousin in Washington, D.C., telling about your dinner with the explorers.

### Activities for Lesson 38

- ❑ **We the People** – Read “Myths and Legends of the Sioux” on pages 45-47.
- ❑ **Map Study** – Complete the assignment for Lesson 38 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1908, write: Edward S. Curtis photographs the Hidatsa man, Long Time Dog.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 38.
- ❑ **Vocabulary** – In your notebook, copy each sentence below. Fill in each blank with the right word from this list: oral, tense, yield, plaza, encounter.
  1. Mom felt \_\_\_\_\_ when the guests arrived two hours early.
  2. While walking through the \_\_\_\_\_, we saw street performers and vendors selling produce.
  3. Sometimes my mother gives me \_\_\_\_\_ instructions and sometimes she writes them down.
  4. The tomato plant did not have the high \_\_\_\_\_ that the catalog had promised.
  5. My second grade math book was my first time to \_\_\_\_\_ the multiplication table.
- ❑ **Thinking Biblically** – Read Psalm 147:7-11 and think about how God takes care of the Great Plains and the creatures and the people who live there.

### Activities for Lesson 39

- ❑ **Map Study** – Complete the assignments for Lesson 39 on Map 2 and Map 14 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1806, write: Leaders from the Arikara, Missouriia, Oto, and Yankton Sioux Nations visit President Jefferson.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 39.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: turban, travois, corral, bitterroot, camas. In your notebook, write each word with its definition.
- ❑ **Creative Writing** – Look at the pictures on page 311. In your notebook, write a paragraph telling what you know about Plateau people simply by looking at these pictures.

### Activities for Lesson 40

- ❑ **We the People** – Read “Domestic Economy, or the History of Thrifty and Unthrifty” on pages 48-49.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1828, write: Noah Webster publishes his complete dictionary.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 40 and take the test for Unit 8.
- ❑ **Thinking Biblically** – Read these verses to learn more about God’s view of learning and knowledge: Proverbs 1:7, 2:6, 8:10-11, and 20:15.

- ❑ **Creative Writing** – Choose five modern words that would not have been in Webster’s 1828 dictionary, words such as airplane or spaceship. Write these words and your own definitions for them in your notebook.

### Activities for Lesson 41

- ❑ **Presidential Biography** – Read the biography of James Madison.
- ❑ **We the People** – Read “The Star-Spangled Banner” on pages 50-51.
- ❑ **Map Study** – Complete the assignments for Lesson 41 on Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1814, write: British forces invade Washington, D.C., burning the White House and the Capitol.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 41.
- ❑ **Creative Writing** – In your notebook, write a paragraph about why you think the British burned the White House during the War of 1812.
- ❑ **Literature** – Read chapters 1-2 in *Brady*.

### Activities for Lesson 42

- ❑ **Presidential Biography** – Read the biography of James Monroe.
- ❑ **Map Study** – Complete the assignment for Lesson 42 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1816, write: Guides lead tourists through Mammoth Cave in Kentucky.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 42.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: ecosystem, sinkhole, pipeline, leach, climate. In your notebook, write each word with its definition.
- ❑ **Thinking Biblically** – Read about caves in these Bible passages: Genesis 23:7-9, 1 Samuel 24:1-22, 1 Kings 19:9-18.
- ❑ **Literature** – Read chapters 3-4 in *Brady*.

### Activities for Lesson 43

- ❑ **We the People** – Read “Low Bridge, Everybody Down” on page 52.
- ❑ **Map Study** – Complete the assignments for Lesson 43 on Map 3 and Map 15 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1825, write: The Erie Canal in New York opens for traffic.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 43.
- ❑ **Literature** – Read chapter 5 in *Brady*.
- ❑ **Family Activity** – Create a diorama of the Erie Canal, Lake Erie, and the Hudson River.

### Activities for Lesson 44

- ❑ **Presidential Biography** – Read the biography of John Quincy Adams.
- ❑ **We the People** – Read “Come, Holy Spirit, Dove Divine” on page 53.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1821, write: Sequoyah completes the Cherokee syllabary.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 44.

- ❑ **Vocabulary** – In your notebook, copy each of the following sentences. Fill in each blank with one of the following words: ridicule, syllabary, pension, bilingual, tract.

1. A person who speaks two languages is \_\_\_\_\_.
2. The evangelist gave the lady a \_\_\_\_\_ at the ballgame.
3. Sometimes people experience \_\_\_\_\_ for being different or for standing up for what is right.
4. My grandfather receives a \_\_\_\_\_ from the factory where he used to work.
5. A set of written characters that each represent a syllable of speech is a \_\_\_\_\_.

- ❑ **Thinking Biblically** – God used Sequoyah to help Cherokee people be able to learn about God’s love and truth. Copy Psalm 67:1-2 into your notebook.

- ❑ **Creative Writing** – Imagine that you just learned how to write. What is the first thing that you would want to write down? A letter to someone? A description of yourself or your family? A prayer? Write at least a half page in your notebook, as if this is the first thing you have been able to write for yourself.

- ❑ **Literature** – Read chapters 6-7 in *Brady*.

### Activities for Lesson 45

- ❑ **We the People** – Read “The Legend of Paul Bunyan” on pages 54-55.
- ❑ **Map Study** – Complete the assignments for Lesson 45 on Map 16 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1822, write: William Ashley advertises for men to become fur trappers.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 45 and take the test for Unit 9.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: recruit, frontier, scraggly, rendezvous, naturalist. Consult a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Jedediah Smith was known for his faith in God. In your notebook, write a paragraph about how his faith might have affected his life as a fur trapper and explorer.
- ❑ **Literature** – Read chapters 8-9 in *Brady*.

### Activities for Lesson 46

- ❑ **Presidential Biography** – Read the biography of Andrew Jackson.
- ❑ **Map Study** – Complete the assignments for Lesson 46 on Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1830, write: The Baltimore and Ohio opens the first commercial rail line in the United States.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 46.

- ❑ **Vocabulary** – Look up each of these words in a dictionary: sparse, compromise, authorize, existence, inscribe. Write each word and its definition in your notebook.
- ❑ **Creative Writing** – In your notebook, write one or two paragraphs about why you think Andrew Jackson is one of America’s most famous presidents.
- ❑ **Literature** – Read chapters 10-11 in *Brady*.

### Activities for Lesson 47

- ❑ **Map Study** – Complete the assignments for Lesson 47 on Map 4 and Map 17 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1835, write: Residents near Assateague Island are penning ponies.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 47.
- ❑ **Thinking Biblically** – Copy Isaiah 40:15 in your notebook.
- ❑ **Literature** – Read chapters 12-13 in *Brady*.

### Activities for Lesson 48

- ❑ **Presidential Biography** – Read the biography of Martin Van Buren.
- ❑ **We the People** – Read “Letter from the Alamo” on page 56.
- ❑ **Map Study** – Complete the assignment for Lesson 48 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1724, write: Franciscan missionaries begin to build a *convento* at what will later become the Alamo.



- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 48.
- ❑ **Vocabulary** – In your notebook, write each of the following sentences. Fill in each blank with one of these words: convert, barracks, republic, dictator, cavalry.
  1. I pledge allegiance to the flag of the United States of America and to the \_\_\_\_\_ for which it stands, one nation under God, indivisible, with liberty and justice for all.
  2. The \_\_\_\_\_ unit had to arrange a place to stable their horses.
  3. Many missionaries worked to \_\_\_\_\_ native nations to Christianity.
  4. The newspaper reported rumors of a revolution to remove the \_\_\_\_\_ from office.
  5. When they were off-duty, the soldiers relaxed in their \_\_\_\_\_.
- ❑ **Literature** – Read chapters 14-15 of *Brady*.

### Activities for Lesson 49

- ❑ **We the People** – Read “Letter to Papa” on page 57.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1821, write: John Jay becomes president of the American Bible Society.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 49.
- ❑ **Thinking Biblically** – In your notebook, copy 2 Timothy 2:15, which gives instructions about being a workman for God.
- ❑ **Creative Writing** – In your notebook, write one paragraph about the good influence John Jay had on his country and

the world during his lifetime and another paragraph about the kind of influence you want to have throughout your life.

- ❑ **Literature** – Read chapters 16-17 of *Brady*.
- ❑ **Family Activity** – Be a part of sharing God’s Word with others.

### Activities for Lesson 50

- ❑ **We the People** – Read “A Soldier Remembers the Trail of Tears” on pages 58-59.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1838, write: The Trail of Tears begins.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 50 and take the test for Unit 10.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: prospector, stockade, cherish, drought, greed. Write each word and its definition in your notebook.
- ❑ **Thinking Biblically** – In your notebook, copy Mark 12:29-31, in which Jesus teaches about how we conduct ourselves toward God and other people.
- ❑ **Literature** – Read chapter 18 in *Brady*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Brady*.

### Activities for Lesson 51

- ❑ **Presidential Biography** – Read the biography of William Henry Harrison.
- ❑ **We the People** – Read “To the People of the United States” on page 60.
- ❑ **Map Study** – Complete the assignment for Lesson 51 on Map 12 in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1842, write: America and Canada agree on a northern boundary for the state of Maine.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 51.
- ❑ **Creative Writing** – Think of someone you know who would make a good president. It could be your father or mother, a grandparent, or a friend. Imagine that person is campaigning for president and has asked you to give a speech at a campaign rally. Write a speech of 1-2 pages in your notebook introducing and endorsing him or her.

### Activities for Lesson 52

- ❑ **Presidential Biography** – Read the biography of John Tyler.
- ❑ **We the People** – Read “Steamboat Songs” on pages 61-62.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1807, write: Robert Fulton pilots a steamboat up the Hudson River.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 52.
- ❑ **Vocabulary** – In your notebook, write these words: restore, hull, panorama, chandelier, dignitary. Beside each word, write the definition below that matches that word.
  - a. an elaborate light fixture
  - b. a person who holds a high rank or position
  - c. to bring back to an original state
  - d. a picture exhibited a part at a time by being unrolled
  - e. the frame or body of a ship

- ❑ **Creative Writing** – Imagine you are living in the mid-1800s, and you just took your first ride on a steamboat. In your notebook, write a letter to a relative about your steamboat trip. Include some of the details about steamboats you learned in this lesson.

### Activities for Lesson 53

- ❑ **We the People** – Read “Life on the Mississippi” on pages 63-64.
- ❑ **Map Study** – Complete the assignments for Lesson 53 on Map 4 and Map 18 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1832, write: Henry Rowe Schoolcraft, led by an Ojibwe guide, reaches the source of the Mississippi River.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 53.
- ❑ **Thinking Biblically** – Read Psalm 98. Notice the part that mentions how rivers praise the Lord.

### Activities for Lesson 54

- ❑ **Map Study** – Complete the assignment for Lesson 54 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1835, write: William Johnson begins to keep a diary of his life in Natchez, Mississippi.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 54.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in

each: ceremonial, litter, whist, aristocracy, lifestyle. Check in a dictionary if you need help with their definitions.

- ❑ **Thinking Biblically** – Talk to your mom or dad about the practice of slavery in light of Galatians 3:27-28.

### Activities for Lesson 55

- ❑ **We the People** – Read “What Hath God Wrought!” on pages 65-66.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1838, write: Samuel F. B. Morse develops an improved telegraph and the Morse code.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 55 and take the test for Unit 11.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: geographer, miniature, commission, formal, composite. In your notebook, write each word with its definition.
- ❑ **Thinking Biblically** – Before the invention of the telegraph, every message one person wanted to deliver to another had to be delivered by hand. Read Acts 15:22-31 for a Biblical example of how messages were delivered for centuries before the telegraph changed communication.
- ❑ **Family Activity** – Create a journal.

### Activities for Lesson 56

- ❑ **Presidential Biography** – Read the biography of James K. Polk.
- ❑ **We the People** – Read “Hail to the Chief” on page 67.
- ❑ **Map Study** – Complete the assignments for Lesson 56 on Map 12 and Map 16 in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1877, write: Sarah Polk receives the first telephone in Nashville.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 56.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: manifest, destiny, jointly, latitude, confluence. In your notebook, write each word with its definition.
- ❑ **Creative Writing** – In your notebook, write two or three paragraphs about your thoughts on “Manifest Destiny.” Do you agree that America had the right to make Native Americans move from their land? Do you think America was right to insist on control over lands claimed by Mexico and Great Britain?
- ❑ **Literature** – Read chapter 1 in *Bound for Oregon*.

### Activities for Lesson 57

- ❑ **We the People** – Read “First Woman on the Oregon Trail” on pages 68-69.
- ❑ **Map Study** – Complete the assignments for Lesson 57 on Map 16 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1843, write: The Great Migration begins on the Oregon Trail.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 57.
- ❑ **Thinking Biblically** – Marcus and Narcissa Whitman left all to follow Jesus. Copy Luke 9:23-24 into your notebook.
- ❑ **Literature** – Read chapter 2 in *Bound for Oregon*.

### Activities for Lesson 58

- ❑ **We the People** – Read “An Act to Establish the Smithsonian Institution” on pages 70-71.
- ❑ **Map Study** – Complete the assignment for Lesson 58 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1846, write: Congress establishes the Smithsonian Institution.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 58.
- ❑ **Thinking Biblically** – Read about Solomon’s wisdom and scientific knowledge in 1 Kings 4:29-34.
- ❑ **Literature** – Read chapters 3-4 in *Bound for Oregon*.

### Activities for Lesson 59

- ❑ **We the People** – Read “Over Niagara” on pages 72-73.
- ❑ **Map Study** – Complete the assignment for Lesson 59 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1846, write: *Maid of the Mist* begins service at Niagara Falls.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 59.
- ❑ **Vocabulary** – Write a paragraph in your notebook about an imaginary thrilling adventure that uses all of these words: breathtaking, plummet, precipice, gorge, whirlpool.
- ❑ **Literature** – Read chapters 5-6 in *Bound for Oregon*.

- ❑ **Family Activity** – Rehearse and perform the play, “Wild and Wonderful Niagara Falls.”

### Activities for Lesson 60

- ❑ **We the People** – Read “From Audubon’s Journal” on pages 74-75.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1838, write: Audubon completes *Birds of America*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 60 and take the test for Unit 12.
- ❑ **Thinking Biblically** – Jesus taught about God’s love by pointing out birds. Copy Matthew 6:26 into your notebook.
- ❑ **Creative Writing** – Go outside and observe a particular object of God’s creation. It could be a tree, flower, bird, butterfly, or pet. In your notebook, write one or two paragraphs describing it in detail.
- ❑ **Literature** – Read chapters 7-8 in *Bound for Oregon*.

### Activities for Lesson 61

- ❑ **Presidential Biography** – Read the biography of Zachary Taylor.
- ❑ **We the People** – Read “Ho! for California” and “Letter from a Forty-Niner” on pages 76-78.
- ❑ **Map Study** – Complete the assignments for Lesson 61 on Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1852, write: Harriet Beecher Stowe publishes *Uncle Tom’s Cabin*.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 61.
- ❑ **Vocabulary** – In your notebook, write these words: secede, entrepreneur, impact, ingenious, abolitionist. Beside each word, write the definition below that matches that word.
  - a. original, resourceful, and clever
  - b. person who works to stop slavery
  - c. someone who starts a business
  - d. to withdraw from an organization
  - e. a direct effect
- ❑ **Thinking Biblically** – Copy Colossians 1:13.
- ❑ **Literature** – Read chapters 9-10 in *Bound for Oregon*.

### Activities for Lesson 62

- ❑ **Presidential Biography** – Read the biography of Millard Fillmore.
- ❑ **Map Study** – Complete the assignment for Lesson 62 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1950, write: Crater Lake has 903 inches of snowfall.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 62.
- ❑ **Creative Writing** – Do you think it is a good idea for the United States government to preserve certain places as national parks? In your notebook, write two or three paragraphs giving your opinion and your reasons for it.
- ❑ **Literature** – Read chapters 11-12 in *Bound for Oregon*.

### Activities for Lesson 63

- ❑ **We the People** – Read “Let the Lower Lights Be Burning” on page 79.
- ❑ **Map Study** – Complete the assignment for Lesson 63 on Map 3 in *Map of American the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1791, write: Portland Head Light begins guiding ships.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 63.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: hazard, octagonal, beacon, buoy, lens. Consult a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Read John 3:19-21. Why do you think Jesus used light versus darkness to describe righteousness and truth versus evil? Write one or two paragraphs about this in your notebook.
- ❑ **Literature** – Read chapters 13-14 in *Bound for Oregon*.
- ❑ **Family Activity** – Create a lighthouse painting.

### Activities for Lesson 64

- ❑ **Presidential Biography** – Read the biography of Franklin Pierce.
- ❑ **We the People** – Read “Poems of Longfellow” on pages 80-81.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1855, write: Henry Wadsworth Longfellow publishes *The Song of Hiawatha*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 64.

- ❑ **Vocabulary** – In your notebook, copy each of the following sentences. Fill in each blank with the correct word from this list: turmoil, prose, wholly, penned, epic.
  1. Longfellow \_\_\_\_\_ *The Courtship of Miles Standish* long after the colonial days when it was set.
  2. He is \_\_\_\_\_ committed to following Jesus.
  3. The city was in \_\_\_\_\_ after the earthquake.
  4. The *Saga of Erik the Red* is an \_\_\_\_\_ tale.
  5. My sister likes to write poetry, but I prefer \_\_\_\_\_.
- ❑ **Creative Writing** – In your notebook, write a poem of 12 or more lines. (Rhyming dictionaries, available in print or online, are helpful when writing poetry.)
- ❑ **Literature** – Read chapter 15 in *Bound for Oregon*.

### Activities for Lesson 65

- ❑ **Presidential Biography** – Read the biography of James Buchanan.
- ❑ **Map Study** – Complete the assignments for Lesson 65 on Map 16 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1852, write: Henry Wells and William Fargo found Wells Fargo.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 65 and take the test for Unit 13.
- ❑ **Thinking Biblically** – Read Job 39:19-25, which praises God for his amazing creation of the horse.
- ❑ **Creative Writing** – In your notebook, write a story of at least one page about an

adventure of a Pony Express rider. Include some historical details you learned in this lesson.

- ❑ **Literature** – Read chapter 16 and Author’s Note in *Bound for Oregon*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Bound for Oregon*.

### Activities for Lesson 66

- ❑ **We the People** – Read “Letters to and from Abraham Lincoln” and “The Gettysburg Address” on pages 82-84.
- ❑ **Map Study** – Complete the assignments for Lesson 66 on Map 12 and Map 19 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1861, write: Confederate soldiers fire on Fort Sumter.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 66.
- ❑ **Thinking Biblically** – Make a poster of Romans 12:18 and make a commitment to live by it.
- ❑ **Literature** – Read chapter 1 in *Across Five Aprils*.
- ❑ **Family Activity** – Dance the Virginia Reel.

### Activities for Lesson 67

- ❑ **Presidential Biography** – Read the biography of Abraham Lincoln.
- ❑ **We the People** – Read “Childhood Reminiscences” on pages 85-88.
- ❑ **Map Study** – Complete the assignments for Lesson 67 on Map 19 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1865, write: Booth assassinates President Lincoln.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 67.
- ❑ **Creative Writing** – Imagine that you work in a Civil War hospital as a nurse or doctor. In your notebook, write a letter to your family telling about your day-to-day experiences.
- ❑ **Literature** – Read chapter 2 in *Across Five Aprils*.

### Activities for Lesson 68

- ❑ **We the People** – Read “Camp Songs of the Civil War” on pages 89-90.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1897, write: Queen Victoria sends a gift to Harriet Tubman.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 68.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: conductor, accomplice, noble, seldom, civilian. In your notebook, write each word with its definition.
- ❑ **Thinking Biblically** – Copy Psalm 62:8 in your notebook. List 3-5 times in Harriet Tubman’s life when she could receive comfort from this verse.
- ❑ **Creative Writing** – In your notebook, write one or two paragraphs about how people can live in peace with others even when they have different beliefs and opinions.
- ❑ **Literature** – Read chapters 3-4 in *Across Five Aprils*.

### Activities for Lesson 69

- ❑ **We the People** – Read “Ascending Long’s Peak” on pages 91-95.

- ❑ **Map Study** – Complete the assignments for Lesson 69 on Map 4 and Map 20 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1885, write: Clara Brown, known as the Angel of the Rockies, dies in Colorado.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 69.
- ❑ **Thinking Biblically** – Copy Psalm 36:5-6 in your notebook. Look at the photos of mountains in this lesson and think about God’s amazing power in Creation.
- ❑ **Literature** – Read chapter 5 in *Across Five Aprils*.

### Activities for Lesson 70

- ❑ **We the People** – Read “Recollections of General Robert E. Lee” on page 96.
- ❑ **Map Study** – Complete the assignment for Lesson 70 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1802, write: George Washington Parke Custis begins to build Arlington House.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 70 and take the test for Unit 14.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: propose, career, devout, heirloom, confiscate. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** – Read chapter 6 in *Across Five Aprils*.

### Activities for Lesson 71

- ❑ **Presidential Biography** – Read the biography of Andrew Johnson.
- ❑ **Map Study** – Complete the assignments for Lesson 71 on Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1867, write: The U.S. government purchases Alaska from Russia.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 71.
- ❑ **Vocabulary** – In your notebook, copy the following sentences. Fill in each blank with the correct word from this list: refugee, wasteland, slogan, administration, pardon.
  1. The governor granted a \_\_\_\_\_ to the prisoner.
  2. The woman became a \_\_\_\_\_ after a war in her country.
  3. The president asked the former governor to serve in his \_\_\_\_\_.
  4. Our farm looked like a \_\_\_\_\_ before we started cleaning up and planting crops.
  5. The \_\_\_\_\_ for Harrison’s campaign was “Tippecanoe and Tyler, Too.”
- ❑ **Thinking Biblically** – After the Civil War, many people on both sides needed to give and receive forgiveness. Copy Colossians 3:12-13 into your notebook.
- ❑ **Literature** – Read chapter 7 in *Across Five Aprils*.

### Activities for Lesson 72

- ❑ **Presidential Biography** – Read the biography of Ulysses S. Grant.
- ❑ **We the People** – Read “Dedication Prayer” on page 97.
- ❑ **Map Study** – Complete the assignment for Lesson 72 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1869, write: Workers complete the transcontinental railroad at Promontory Summit, Utah.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 72.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: trestle, darkroom, homage, clad, massive. Refer to a dictionary if you need help with their definitions.
- ❑ **Literature** – Read chapter 8 in *Across Five Aprils*.

### Activities for Lesson 73

- ❑ **We the People** – Read “The Discovery of Yellowstone Park” on pages 98-99.
- ❑ **Map Study** – Complete the assignment for Lesson 73 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1872, write: The Yellowstone area becomes America’s first national park.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 73.
- ❑ **Thinking Biblically** – In your notebook, copy the Bible passage above. Below



it, draw pictures of at least four of the hydrothermal features of Yellowstone or write descriptions of them.

- ❑ **Literature** – Read chapter 9-10 in *Across Five Aprils*.

### Activities for Lesson 74

- ❑ **We the People** – Read “Hymns of Fanny J. Crosby” on pages 100-101.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1873, write: Fanny J. Crosby writes “Blessed Assurance.”
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 74.
- ❑ **Thinking Biblically** – Read these verses about singing songs of praise to God: Psalm 100:2; Psalm 107:22; Ephesians 5:19; James 5:13. Choose one to copy into your notebook.
- ❑ **Creative Writing** – In your notebook, write a paragraph about how Fanny J. Crosby’s life would have been different if she had been angry or bitter about her blindness.
- ❑ **Literature** – Read chapter 11 in *Across Five Aprils*.
- ❑ **Family Activity** – Gather some friends for a Fanny J. Crosby hymn singing.

### Activities for Lesson 75

- ❑ **We the People** – Read “Cowboy Songs” on pages 102-104.
- ❑ **Map Study** – Complete the assignments for Lesson 75 on Map 16 in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1871, write: Western cattle drives peak during this year.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 75 and take the test for Unit 15.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: demand, transport, canvas, stirrup, outlaw. In your notebook, write each word with its definition.
- ❑ **Creative Writing** – In your notebook, write a one-page story about a cowboy adventure. Use some of the details about cowboy life that you learned in this lesson.
- ❑ **Literature** – Read chapter 12 and the Author’s Note in *Across Five Aprils*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Across Five Aprils*.

### Activities for Lesson 76

- ❑ **Presidential Biography** – Read the biography of Rutherford B. Hayes.
- ❑ **We the People** – Read “How Arthur Was Inaugurated” and “One of My Closest Friends” on pages 105-108.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1883, write: Congress passes the Civil Service Act.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 76.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: corrupt, nominee, integrity, incandescent, and frail.

- ❑ **Creative Writing** – Read Deuteronomy 16:18-20. In your notebook, write a paragraph about why it is important for leaders to practice justice and what damage is done by taking bribes.
- ❑ **Literature** – Read the chapters titled “Surprise” and “Springtime on the Claim” in *Little Town on the Prairie*.

### Activities for Lesson 77

- ❑ **Presidential Biography** – Read the biography of James Garfield.
- ❑ **We the People** – Read “Colonel Anderson and Books” on pages 109-111.
- ❑ **Map Study** – Complete the assignment for Lesson 77 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1883, write: The first Carnegie Library opens in Dunfermline, Scotland, where Carnegie was born.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 77.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: amass, damask, triumphal, bunting, philanthropy. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Read Matthew 19:16-26. Discuss these questions with your parents: Why do you think it is hard for a rich man to enter the kingdom of heaven? What is the godly way to handle wealth?
- ❑ **Literature** – Read the chapters titled “The Necessary Cat” and “The Happy Days” in *Little Town on the Prairie*.

### Activities for Lesson 78

- ❑ **We the People** – Read “Summer on the Homestead” and “Thanksgiving Time” on pages 112-115.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1894, write: Almanzo, Laura, and Rose Wilder move to Mansfield, Missouri.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 78.
- ❑ **Thinking Biblically** – Psalm 51 was a favorite scripture of Laura Ingalls Wilder. Read verses 1-9.
- ❑ **Creative Writing** – Imagine that you live in 1875 and your family has decided to go west in a covered wagon to claim a homestead. In your notebook, write a letter to your grandparents telling them about the decision, what you’re worried about, and what you’re looking forward to about living on a homestead.
- ❑ **Literature** – Read the chapters titled “Working in Town,” “The Month of Roses,” and “Nine Dollars” in *Little Town on the Prairie*.
- ❑ **Family Activity** – Make a Homestead Map.

### Activities for Lesson 79

- ❑ **Presidential Biography** – Read the biography of Chester A. Arthur.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1877, write: Henry O. Flipper becomes the first African American to graduate from West Point.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 79.

- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: commissary, ambush, reservation, infantry, autobiography. Compare your definitions with those in a dictionary.
- ❑ **Creative Writing** – In your notebook, write a half page describing how a settler would react to the presence of a frontier fort near his home, and then a half page describing how a member of a native nation would react to it.
- ❑ **Literature** – Read the chapter titled “Fourth of July” in *Little Town on the Prairie*.

### Activities for Lesson 80

- ❑ **We the People** – Read “Galen Clark of Yosemite” on pages 116-118.
- ❑ **Map Study** – Complete the assignment for Lesson 80 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2013, write: The Charles Young Buffalo Soldiers National Monument opens in Wilberforce, Ohio.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 80 and take the test for Unit 16.
- ❑ **Thinking Biblically** – Read Psalm 1. In your notebook, draw a pencil sketch of a tree planted by a stream. Letter Psalm 1:3 between the lowest branches and the stream.
- ❑ **Literature** – Read the chapter titled “Blackbirds” in *Little Town on the Prairie*.

### Activities for Lesson 81

- ❑ **We the People** – Read “Gains at Ellis Island” and “Wedding in the White House” on pages 119-125.
- ❑ **Map Study** – Complete the assignments for Lesson 81 on Map 3 and Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1886, write: President Cleveland dedicates the Statue of Liberty.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 81.
- ❑ **Thinking Biblically** – Read Jeremiah 22:3. Write one paragraph in your notebook about the way God wants us to treat immigrants.
- ❑ **Creative Writing** – Imagine that you are in charge of immigration to the United States. What questions would you ask an incoming immigrant to help keep Americans safe? Make a list of at least ten questions in your notebook.
- ❑ **Literature** – Read the chapter titled “Mary Goes to College” in *Little Town on the Prairie*.

### Activities for Lesson 82

- ❑ **We the People** – Read “Sears, Roebuck and Co. Catalog” on pages 126-129.
- ❑ **Map Study** – Complete the assignment for Lesson 82 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1874, write: Russian Mennonites plant winter wheat in Kansas.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 82.

- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: mineral, czarina, creak, reaper, cultivator. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Read Ruth 2 to learn about farming during Old Testament times and how someone showed great generosity with his grain crops.
- ❑ **Literature** – Read the chapters titled “Miss Wilder Teaches School” and “Snug for Winter” in *Little Town on the Prairie*.

### Activities for Lesson 83

- ❑ **Presidential Biography** – Read the biography of Grover Cleveland.
- ❑ **We the People** – Read “Experiences of a Bandmaster” on pages 130-133.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1896, write: John Philip Sousa writes “Stars and Stripes Forever.”
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 83.
- ❑ **Thinking Biblically** – Sousa worked to make sure that people who wrote music got the money for their work. Copy 1 Timothy 5:18 in your notebook.
- ❑ **Literature** – Read the chapters titled “School Days” and “Sent Home from School” in *Little Town on the Prairie*.
- ❑ **Family Activity** – Host a Sousa Band Concert.

### Activities for Lesson 84

- ❑ **Presidential Biography** – Read the biography of Benjamin Harrison.
- ❑ **We the People** – Read “Burned Out of House and Home” and “The Glories of the Fair” on pages 134-138.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1893, write: The World’s Columbian Exposition opens in Chicago.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 84.
- ❑ **Vocabulary** – Find each of these words in a dictionary: omnibus, obelisk, emulation, pier, tether. Choose the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions into your notebook.
- ❑ **Creative Writing** – Imagine that you are chairing the committee to design and execute a display from your state for the World’s Columbian Exposition. In your notebook, write 1-2 pages of detailed ideas, including a simple sketch of your display. Think about how your display could showcase your state’s cities, natural areas, historic sites, famous citizens (that lived before 1893), and farm products. Describe some appropriate souvenirs and food items that you could sell.
- ❑ **Literature** – Read the chapter titled “The School Board’s Visit” in *Little Town on the Prairie*.

### Activities for Lesson 85

- ❑ **Presidential Biography** – Read the biography of William McKinley.
- ❑ **We the People** – Read “Old Glory” on page 139.

- ❑ **Map Study** – Complete the assignments for Lesson 85 on Map 21 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1898, write: The Spanish-American War begins.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 85 and take the test for Unit 17.
- ❑ **Vocabulary** – In your notebook, write each sentence below, filling each blank with one of these words: upright, arduous, invoke, poll, armistice.
  1. My mother completed the \_\_\_\_\_ task of cleaning out a closet.
  2. I pray that God will help me be \_\_\_\_\_ while I am at camp.
  3. It is good for America when presidents \_\_\_\_\_ God’s blessings on our country.
  4. \_\_\_\_\_ taxes are unfair to poor voters.
  5. While my brother and I were pretending to have a sword fight, Mother called us to lunch so we agreed on an \_\_\_\_\_.
- ❑ **Literature** – Read the chapters titled “Name Cards” and “The Sociable” in *Little Town on the Prairie*.

### Activities for Lesson 86

- ❑ **Presidential Biography** – Read the biography of Theodore Roosevelt.
- ❑ **We the People** – Read “Letters to His Children” on pages 140-143.
- ❑ **Map Study** – Complete the assignments for Lesson 86 on Map 5 and Map 12 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1914, write: The Panama Canal opens.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 86.
- ❑ **Vocabulary** – In your notebook, write these words: itinerary, unsportsmanlike, isthmus, pulpit, conservative. Beside each word, write the definition below that matches that word.
  - a. being disrespectful to an opponent
  - b. place where a minister stands to speak a sermon
  - c. the proposed route of a trip
  - d. wanting to be cautious and to continue traditions of the past
  - e. narrow piece of land connecting two larger pieces of land
- ❑ **Creative Writing** – Write a paragraph in your notebook about why you think no presidents before Theodore Roosevelt traveled out of the country during their term in office.
- ❑ **Literature** – Read the chapters titled “Literaries” and “The Whirl of Gaiety” in *Little Town on the Prairie*.

### Activities for Lesson 87

- ❑ **Presidential Biography** – Read the biography of William Howard Taft.
- ❑ **We the People** – Read “Miss Delia Torrey Consents to Come” on pages 144-145.
- ❑ **Map Study** – Complete the assignments for Lesson 87 on Map 3 and Map 22 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1922, write: Chief Justice Taft dedicates the Lincoln Memorial.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 87.

- ❑ **Thinking Biblically** – Read Joshua 4:1-8, in which God commands the nation of Israel to set up a memorial. Write one or two paragraphs in your notebook about how monuments and memorials help people to remember important people and events and to be thankful.
- ❑ **Literature** – Read the chapters titled “The Birthday Party” and “The Madcap Days” in *Little Town on the Prairie*.

### Activities for Lesson 88

- ❑ **We the People** – Read “The Subject of Flying” on page 146-147.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1903, write: The Wright brothers fly the first airplane.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 88.
- ❑ **Vocabulary** – Find each of these words in a dictionary: temperance, aviation, mechanical, hospitable, avid. Choose the definition that corresponds to the way the word is used in the lesson. Copy the words and definitions into your notebook.
- ❑ **Creative Writing** – Write one page in your notebook about how the Wright brothers’ invention has changed the world.
- ❑ **Literature** – Read the chapters titled “Unexpected in April” and “Schooltime Begins Again” in *Little Town on the Prairie*.
- ❑ **Family Activity** – Make paper airplanes.

### Activities for Lesson 89

- ❑ **Map Study** – Complete the assignment for Lesson 89 on Map 4 in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1933, write: Workers complete the Going-to-the-Sun Road.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 89.
- ❑ **Thinking Biblically** – Read Job 38:16-30. As you read, think about the majestic region God created in Glacier National Park.
- ❑ **Literature** – Read the chapter titled “The School Exhibition” in *Little Town on the Prairie*.

### Activities for Lesson 90

- ❑ **We the People** – Read “Alaska Days with John Muir” on pages 148-150.
- ❑ **Map Study** – Complete the assignment for Lesson 90 on Map 2 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1925, write: Sled dogs deliver medicine to Nome, Alaska.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 90 and take the test for Unit 18.
- ❑ **Vocabulary** – Write a paragraph using all of these words: panhandle, translucent, oblong, rafter, tundra. Consult a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Read Psalm 147:16-18 and think about God’s power in Creation.
- ❑ **Literature** – Read the chapter titled “Unexpected in December” in *Little Town on the Prairie*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Little Town on the Prairie*.

### Activities for Lesson 91

- ❑ **Presidential Biography** – Read the biography of Woodrow Wilson.
- ❑ **We the People** – Read “Poetry of the Great War” and “Save and Serve” on pages 151-155.
- ❑ **Map Study** – Complete the assignments for Lesson 91 on Map 23 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1918, write: An armistice ends the Great War.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 91.
- ❑ **Thinking Biblically** – Copy Psalm 37:37 into your notebook. Write a paragraph about what you think it means to be a person of peace.
- ❑ **Literature** – Read the chapter titled “Library Lady” in *All-of-a-Kind Family*.

### Activities for Lesson 92

- ❑ **We the People** – Read “Sergeant York and His People” on pages 156-159.
- ❑ **Map Study** – Complete the assignment for Lesson 92 on Map 23 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1926, write: Alvin C. York Institute opens.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 92.
- ❑ **Vocabulary** – Copy these words in your notebook, each on a separate line: revival, draft, silhouette, incessant, endorse. Look up each word in the dictionary. Next to

each word, write what part of speech it is according to the way the word is used in this lesson.

- ❑ **Thinking Biblically** – Copy Matthew 5:9 in your notebook.
- ❑ **Creative Writing** – York used his fame to raise money for the York Institute. If you became famous, what good deed would you like to do to help others? In your notebook, write a paragraph about what you would like to do.
- ❑ **Literature** – Read the chapters titled “Dusting is Fun” and “Rainy Day Surprise” in *All-of-a-Kind Family*.

### Activities for Lesson 93

- ❑ **We the People** – Read “The Cat Took the Kosher Meat” on pages 160-161.
- ❑ **Map Study** – Complete the assignments for Lesson 93 on Map 7 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1910, write: U.S. Census lists 900,000 immigrants who speak Polish.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 93.
- ❑ **Thinking Biblically** – Copy Leviticus 19:33-34 into your notebook.
- ❑ **Creative Writing** – Imagine that it is 1918 and you are the director of a center in New York City that helps new immigrants get a good start in America. In your notebook, make a list of at least ten ideas for programs, classes, and activities your center could offer. Beside each idea, write a sentence about how you think this could help immigrants.

- ❑ **Literature** – Read the chapter titled “Who Cares if It’s Bedtime” in *All-of-a-Kind Family*.
- ❑ **Family Activity** – Make Hamantaschen.

### Activities for Lesson 94

- ❑ **Map Study** – Complete the assignment for Lesson 94 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1938, write: A Hollywood movie tells the story of Boys Town.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 94.
- ❑ **Vocabulary** – Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: seminary, delinquent, remedy, infirmary, vocational. Copy the words and definitions into your notebook.
- ❑ **Creative Writing** – In your notebook, write a one-page letter to your parents thanking them for their love and service to you.
- ❑ **Literature** – Read the chapter titled “The Sabbath” in *All-of-a-Kind Family*.

### Activities for Lesson 95

- ❑ **We the People** – Read “Canyons of the Colorado” on pages 162-164.
- ❑ **Map Study** – Complete the assignment for Lesson 95 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1919, write: Congress establishes Grand Canyon National Park.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 95 and take the test for Unit 19.
- ❑ **Vocabulary** – In your notebook, make a drawing for each of these words that illustrates what it means: tributary, vista, horizon, erode, coniferous. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** – Read the chapter titled “Papa’s Birthday” in *All-of-a-Kind Family*.

### Activities for Lesson 96

- ❑ **Presidential Biography** – Read the biography of Warren G. Harding.
- ❑ **We the People** – Read “Harding Appoints Taft” on pages 165-166.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1929, write: The stock market crash begins the Great Depression.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 96.
- ❑ **Vocabulary** – In your notebook, write each of these vocabulary words: normalcy, qualified, Communism, kerosene, content. Beside each word, write the letter of the correct definition and also copy the definition.
  - a. satisfied and at peace
  - b. having the ability needed to do a specific job
  - c. the state of everyday life being typical and expected
  - d. a political system that grew in Europe in the 1920s
  - e. a flammable oil used for fuel



- ❑ **Thinking Biblically** – The love of money contributed to the stock market crash of 1929. Hebrews 13:5-6 teaches how Christians should view money and assures us that God takes care of us. Copy Hebrews 13:5-6 into your notebook.
- ❑ **Literature** – Read the chapters titled “Purim Play” and “Sarah in Trouble” in *All-of-a-Kind Family*.

### Activities for Lesson 97

- ❑ **We the People** – Read “Marveling at the Mysteries” on pages 167-168.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1925, write: The Scopes Trial takes place in Dayton, Tennessee.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 97.
- ❑ **Thinking Biblically** – William Jennings Bryan loved the Word of God. Read Psalm 119:9-16. Choose three verses to copy into your notebook.
- ❑ **Creative Writing** – In your notebook, write a one-page speech about a subject or cause that is important to you. Organize your thoughts logically and use clear language. Give reasons for your ideas and examples that support them. Read over your speech at least twice and make changes to improve the way you make your points. Practice reading it out loud. Read your finished speech to your family.
- ❑ **Literature** – Read the chapter titled “Mama Has Her Hands Full” in *All-of-a-Kind Family*.

### Activities for Lesson 98

- ❑ **Presidential Biography** – Read the biography of Calvin Coolidge.
- ❑ **We the People** – Read “Steadfast as These Ancient Hills” on pages 169-170.
- ❑ **Map Study** – Complete the assignment for Lesson 98 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1927, write: Carving begins on Mount Rushmore.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 98.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: shrine, spire, retain, widower, memorial.
- ❑ **Creative Writing** – Visualize a monument for the area where you live. It could memorialize a person, event, or period of history. Write at least one page in your notebook describing who or what the monument would feature, where it would be placed, what it would be made of, and how it would be paid for. On another page, make a sketch of the monument you have imagined.
- ❑ **Literature** – Read the chapter titled “Fourth of July” in *All-of-a-Kind Family*.

### Activities for Lesson 99

- ❑ **We the People** – Read “Made in America” on pages 171-174.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1921, write: Hershey adds plume to its Kisses.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 99.

- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: ingenuity, patron, durable, patent, sanitary. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – In your notebook, write a short story of at least two pages about an immigrant that came to America and started a factory during the 1920s.
- ❑ **Literature** – Read the chapter titled “Family Outing” in *All-of-a-Kind Family*.
- ❑ **Family Activity** – Create a Cupcake Factory.

### Activities for Lesson 100

- ❑ **Presidential Biography** – Read the biography of Herbert Hoover.
- ❑ **We the People** – Read “The Only Automobile in Detroit” on page 175-176.
- ❑ **Map Study** – Complete the assignment for Lesson 100 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1927, write: Ford builds the last Model T.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 100 and take the test for Unit 20.
- ❑ **Thinking Biblically** – Edsel Ford used his wealth to help others. Read Acts 9:36-43 about a woman named Tabitha (also called Dorcas), who had a reputation for helping others.
- ❑ **Literature** – Read the chapters titled “Succoth” and “A New Charlie” in *All-of-a-Kind Family*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *All-of-a-Kind Family*.

### Activities for Lesson 101

- ❑ **We the People** – Read “Fireside Chat: On Drought Conditions” and look at “WPA Posters” on pages 177-179.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1935, write: The Works Progress Administration begins operating.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 101.
- ❑ **Vocabulary** – In your notebook, make a drawing for each of these words that illustrates what it means: charitable, meager, retirement, conservation, authority. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Many people faced poverty during the Great Depression. Read Deuteronomy 15:7-11 to learn the kind of attitude that God wants us to have toward the poor.
- ❑ **Literature** – Read chapter 1 in *Blue Willow*.
- ❑ **Family Activity** – Have a 1930s Family Game and Treat Night.

### Activities for Lesson 102

- ❑ **We the People** – Read “A Nation-Wide System of Parks” on pages 180-182.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1933, write: The Civilian Conservation Corps begins operating.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 102.
- ❑ **Thinking Biblically** – Copy these words of wisdom about work into your notebook: Proverbs 14:23, 18:9, and 22:29.

- ❑ **Creative Writing** – In your notebook, write an article of at least one page as if it would be published in the CCC camp newspaper *Happy Days*. Make the subject of your article reasons CCC Boys should use their free time profitably. Give specific suggestions of activities and create a catchy title for your article.
- ❑ **Literature** – Read chapter 2 in *Blue Willow*.

### Activities for Lesson 103

- ❑ **We the People** – Read “The Fog in San Francisco” on page 183-184.
- ❑ **Map Study** – Complete the assignment for Lesson 103 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1937, write: Golden Gate Bridge opens in San Francisco.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 103.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: engineer, calculation, marvel, murky, maneuver.
- ❑ **Literature** – Read chapter 3 in *Blue Willow*.

### Activities for Lesson 104

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1928, write: Shirley Temple is born in Santa Monica, California.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 104.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: splendid, dramatic, lavish, bungalow,

optimism. Consult a dictionary if you need help with their definitions.

- ❑ **Thinking Biblically** – Copy 2 Corinthians 5:20 in your notebook.
- ❑ **Creative Writing** – Write one or two paragraphs in your notebook about positive opportunities available to a celebrity and about temptations they face.
- ❑ **Literature** – Read chapter 4 in *Blue Willow*.

### Activities for Lesson 105

- ❑ **We the People** – Read “The Beauties of the State of Washington” on page 185.
- ❑ **Map Study** – Complete the assignment for Lesson 105 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1938, write: Congress establishes Olympic National Park.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 105 and take the test for Unit 21.
- ❑ **Creative Writing** – Write a short story of at least two pages that takes place on the Olympic Peninsula. Include some of the places, plants, and animals that you read about in this lesson.
- ❑ **Literature** – Read chapter 5 in *Blue Willow*.

### Activities for Lesson 106

- ❑ **We the People** – Read “Fireside Chat: On the Declaration of War with Japan,” “D-Day Message,” and “Code Talkers” on pages 186-191.
- ❑ **Map Study** – Complete the assignments for Lesson 106 on Map 24 and Map 25 in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1941, write: Japanese planes attack Pearl Harbor.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 106.
- ❑ **Thinking Biblically** – In your notebook, compose a prayer for “kings and all those in authority,” according to the command in 1 Timothy 2:1-3.
- ❑ **Literature** – Read chapter 6 in *Blue Willow*.

### Activities for Lesson 107

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1942, write: Rationing begins in the United States.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 107.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: ration, defer, incendiary, simulate, internment.
- ❑ **Thinking Biblically** – Read Galatians 5:13. In your notebook, write one or two paragraphs about the ways the World War II generation—those in combat and on the home front—served one another.
- ❑ **Literature** – Read chapter 7 in *Blue Willow*.
- ❑ **Family Activity** – Make WWII Home Front Posters.

### Activities for Lesson 108

- ❑ **Presidential Biography** – Read the biography of Franklin D. Roosevelt.
- ❑ **We the People** – Read “Press Release” on page 192.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1884, write: Eleanor Roosevelt is born in New York City.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 108.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: distraught, debut, tenement, alumnae. Check in a dictionary if you need help with their definitions. Look in the lesson for clues to the word meanings.
- ❑ **Creative Writing** – Look closely at the photographs in this lesson, especially at the faces and posture of the people pictured alongside Eleanor Roosevelt. Write one or two paragraphs in your notebook about what the photographs communicate about how people felt about her.
- ❑ **Literature** – Read chapter 8 in *Blue Willow*.

### Activities for Lesson 109

- ❑ **We the People** – Read “Great Our Joint Rejoicings Here” on pages 193-197.
- ❑ **Map Study** – Complete the assignments for Lesson 109 on Map 26 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1900, write: Hawai‘i becomes a U.S. territory.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 109.
- ❑ **Thinking Biblically** – Copy Isaiah 42:10 in your notebook.
- ❑ **Literature** – Read chapter 9 in *Blue Willow*.

### Activities for Lesson 110

- ❑ **Map Study** – Complete the assignment for Lesson 110 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1931, write: Empire State Building opens.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 110 and take the test for Unit 22.
- ❑ **Vocabulary** – Write a paragraph about New York City, using each of these words: jazz, Broadway, celebrity, talent, musical.
- ❑ **Creative Writing** – In your notebook, write a war-time short story that takes place in New York City. Use places and facts from this lesson in your story.
- ❑ **Literature** – Read chapter 10 in *Blue Willow*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Blue Willow*.

### Activities for Lesson 111

- ❑ **Presidential Biography** – Read the biography of Harry S. Truman.
- ❑ **We the People** – Read “Time for Action,” “Letter to Bess,” and “Letter to Eleanor Roosevelt,” on pages 198-201.
- ❑ **Map Study** – Complete the assignments for Lesson 111 on Map 24 and Map 30 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1945, write: World War II ends.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 111.

- ❑ **Thinking Biblically** – Many of Truman’s priorities after World War II related to working for peace in the world. Copy Luke 2:13-14 in your notebook.
- ❑ **Literature** – Read chapter 1 of *Homer Price*.

### Activities for Lesson 112

- ❑ **We the People** – Read “Don’ts for Tourists” on pages 202-203.
- ❑ **Map Study** – Complete the assignments for Lesson 112 on Map 3 and Map 27 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1926, write: Route 66 opens.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 112.
- ❑ **Vocabulary** – In your notebook, write the two sentences below, filling in each blank with one of these words: royalty, executive, responsibility, specialist, jingle.
- ❑ An \_\_\_\_\_ at Phillips 66 hired a sanitation \_\_\_\_\_ to train his Highway Hostesses.
- ❑ It was Jonathan’s \_\_\_\_\_ to send out \_\_\_\_\_ checks to the songwriter who wrote the latest \_\_\_\_\_ advertising the Indianapolis 500 race.
- ❑ **Creative Writing** – Write a poem of at least three stanzas about a trip on Route 66.
- ❑ **Literature** – Read chapter 2 in *Homer Price*.
- ❑ **Family Activity** – Have a “Get Your Kicks on Route 66” party.

### Activities for Lesson 113

- ❑ **Map Study** – Complete the assignment for Lesson 113 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1962, write: Congress establishes Petrified Forest National Park.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 113.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: petrified, crystallize, artifact, petroglyph, variegated. Consult a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Petrified logs provide homes for wildlife. Read about animal homes in Psalm 104:16-23.
- ❑ **Literature** – Read chapter 3 in *Homer Price*.

### Activities for Lesson 114

- ❑ **We the People** – Read “Casey at the Bat” and “Take Me Out to the Ball Game” on pages 204-206.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1927, write: Babe Ruth hits 60 home runs in one season.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 114.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: perambulation, induct, resolution, sportsmanship, morale.
- ❑ **Creative Writing** – Write a one-page story using at least four baseball terms that have become part of everyday conversation in America.
- ❑ **Literature** – Read chapters 4-5 in *Homer Price*.

### Activities for Lesson 115

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1947, write: Jackie Robinson joins Major League Baseball.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 115 and take the test for Unit 23.
- ❑ **Thinking Biblically** – In your notebook, copy Exodus 22:21 and think about how this verse teaches us not to discriminate against other people.
- ❑ **Creative Writing** – Pretend you are writing a letter to Jackie Robinson. Tell him what you admire about his life.
- ❑ **Literature** – Read chapter 6 in *Homer Price*. If you are using the *Student Workbook* or the *Lesson Review*, answer the questions on *Homer Price*.

### Activities for Lesson 116

- ❑ **Presidential Biography** – Read the biography of Dwight D. Eisenhower.
- ❑ **We the People** – Read “My Hope and My Deep Faith” on page 207.
- ❑ **Map Study** – Complete the assignment for Lesson 116 on Map 24 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1958, write: The U.S. launches its first satellite.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 116.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: jute, principle, satellite, quest, hydroelectric. In your notebook, write each word with its definition.

- ❑ **Thinking Biblically** – During the Space Race, Soviet and American astronauts were able to see God’s created universe in a new way. Read Isaiah 40:21-26. Copy verse 26 into your notebook.

### Activities for Lesson 117

- ❑ **We the People** – Read “Pledge of Allegiance” on page 208.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1956, write: America adopts “In God We Trust” as its national motto.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 117.
- ❑ **Creative Writing** – Think about an idea for a new television show that would be both fun and helpful to children. Write a script for a commercial advertising your show. Ask a parent to make a video of you doing your commercial.
- ❑ **Family Activity** – Create a 1950s Mini TV Puppet Stage.

### Activities for Lesson 118

- ❑ **We the People** – Read “The Situation in Little Rock” and “Telegram to President Eisenhower” on pages 209-214.
- ❑ **Map Study** – Complete the assignment for Lesson 118 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1957, write: Central High School in Little Rock, Arkansas, is desegregated.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 118

- ❑ **Thinking Biblically** – Imagine that you are a Christian in Little Rock at the time of the integration crisis. In your notebook, write an article of one or two pages with the intent of encouraging other Christians toward godly thinking about the situation. Use Acts 10:34 in your article.

### Activities for Lesson 119

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1943, write: Norman Rockwell completes the Four Freedoms.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 119.
- ❑ **Vocabulary** – Look up each of these words in a dictionary. In your notebook, write each word with its definition: publisher, editor, dumbbell, enlist, depict.
- ❑ **Creative Writing** – Ask a parent to help you find paintings by Norman Rockwell in a library book or online. Look closely at ten or more. In your notebook, write a short story of at least two pages based on one of Rockwell’s paintings.

### Activities for Lesson 120

- ❑ **We the People** – Read “The Northern Lights” on pages 215-217.
- ❑ **Map Study** – Complete the assignments for Lesson 120 on Map 28 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1897, write: The Klondike Gold Rush begins.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 120 and take the test for Unit 24.

- ❑ **Vocabulary** – In your notebook, make a drawing that illustrates each of these words: puffin, ermine, ptarmigan, archipelago, glacier. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Read Psalm 148 and reflect on God’s handiwork in Alaska.

### Activities for Lesson 121

- ❑ **Presidential Biography** – Read the biography of John F. Kennedy.
- ❑ **We the People** – Read “The Exciting Adventure of Space” on pages 218-220.
- ❑ **Map Study** – Complete the assignments for Lesson 121 on Map 5 and Map 24 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1963, write: Dr. Martin Luther King Jr. delivers his “I Have a Dream” speech in Washington, D.C.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 121.

### Activities for Lesson 122

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1947, write: Truman delivers the first televised address from the White House.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 122.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions into your

notebook: restoration, honorary, minuet, sophisticated, premier.

- ❑ **Creative Writing** – In your notebook, write a letter to the current first family. You might want to ask questions, send well-wishes, or express your opinion on a topic of national importance. Include your name and return mailing address on the envelope and letter. Neatly copy your letter on stationery, and mail it to:

The White House  
1600 Pennsylvania Avenue NW  
Washington, DC 20500

- ❑ **Family Activity** – Complete the White House Family Research Project.

### Activities for Lesson 123

- ❑ **Map Study** – Complete the assignment for Lesson 123 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1956, write: Congress establishes the Interstate system.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 123.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: toll, convoy, detour, catastrophe, spur. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – In your notebook, write a story about a long car trip on an Interstate.
- ❑ **Thinking Biblically** – The Bible uses the idea of a road as a metaphor for life’s journey. Copy Matthew 7:13-14 into your notebook.



### Activities for Lesson 124

- ❑ **We the People** – Read “Immense Flocks” on pages 221-223.
- ❑ **Map Study** – Complete the assignments for Lesson 124 on Map 4 and Map 29 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1957, write: Construction begins on the Great Salt Lake causeway.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 124.
- ❑ **Vocabulary** – Draw a picture illustrating each of these words: brine, concentric, phalarope, causeway, culvert. Use a dictionary if you need help with the definition of the words.
- ❑ **Thinking Biblically** – Read Matthew 5:13. Make a poster with illustrations around the words, “You are the salt of the earth.”

### Activities for Lesson 125

- ❑ **Presidential Biography** – Read the biography of Lyndon B. Johnson.
- ❑ **We the People** – Read “I Will Sing the Wondrous Story” on page 224.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1966, write: Billy Graham helps sponsor the World Congress on Evangelism.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 125 and take the test for Unit 25.
- ❑ **Thinking Biblically** – Billy Graham made it his life’s mission to tell people the message of salvation in Christ. Read Romans 5:6-11.

### Activities for Lesson 126

- ❑ **Presidential Biography** – Read the biography of Richard M. Nixon.
- ❑ **We the People** – Read “Unchanging Principles” on pages 225-227.
- ❑ **Map Study** – Complete the assignments for Lesson 126 on Map 24 and Map 30 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1974, write: Richard Nixon resigns as president.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 126.
- ❑ **Vocabulary** – In your notebook, write each of the sentences below. Fill in each blank with the correct word from this list: embargo, obstruction, impeach, resign, boycott.
  1. My dad decided to \_\_\_\_\_ from his current job after he got a new job at the factory.
  2. The U.S. House of Representatives has the duty to \_\_\_\_\_ the president when he is guilty of serious misconduct.
  3. My parents will \_\_\_\_\_ that business since they learned that it supports ideas we don’t believe in.
  4. The grain \_\_\_\_\_ hurt American farmers.
  5. Mom had to call a plumber to remove an \_\_\_\_\_ from the pipes. It turned out to be my brother’s lost jacks.
- ❑ **Thinking Biblically** – Copy these verses into your notebook: Proverbs 10:9; 11:3; and 13:6. Write a sentence about what it means to be a person of integrity.

### Activities for Lesson 127

- ❑ **We the People** – Read “One Small Step” on page 228.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1969, write: On July 20, astronaut Neil Armstrong becomes the first man to walk on the moon.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 127.
- ❑ **Thinking Biblically** – In your notebook, draw a picture of Earth from the moon. Copy Genesis 1:1 below it.

### Activities for Lesson 128

- ❑ **Presidential Biography** – Read the biography of Gerald R. Ford.
- ❑ **Map Study** – Complete the assignment for Lesson 128 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1962, write: Kennedy visits Marshall Space Flight Center.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 128.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: precise, stabilization, ballistic, facet, millennia. In your notebook, write each word with its definition.
- ❑ **Creative Writing** – In your notebook, write a poem of at least 16 lines about man’s interest in space throughout history.
- ❑ **Family Activity** – Complete American Space Firsts poster.

### Activities for Lesson 129

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1971, write: Romana Acosta Bañuelos becomes treasurer of the United States.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 129.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: descent, heritage, sole, shareholder, economist. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – In your notebook, write a story of one or two pages about meeting a new friend who is an immigrant from Mexico.

### Activities for Lesson 130

- ❑ **Presidential Biography** – Read the biography of James Carter.
- ❑ **We the People** – Read “The Story of the Navel Orange” on pages 229-230.
- ❑ **Map Study** – Complete the assignment for Lesson 130 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1769, write: Spanish missionaries plant orange trees in California.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 130 and take the test for Unit 26.
- ❑ **Thinking Biblically** – Jesus told parables about vineyards. Read one of them in Matthew 21:28-32.

### Activities for Lesson 131

- ❑ **Map Study** – Complete the assignment for Lesson 131 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1980, write: Mount St. Helens erupts.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 131.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: dormant, earthquake, erupt, avalanche, pumice. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Copy Psalm 46:1-3 into your notebook.
- ❑ **Literature** – Read chapter 1 in *Katy's Box*.

### Activities for Lesson 132

- ❑ **We the People** – Read “Every Human Life is Precious” on pages 231-232.
- ❑ **Map Study** – Complete the assignments for Lesson 132 on Map 25 and Map 30 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1989, write: The Berlin Wall falls, signaling the end of the Cold War.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 132.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: captivity, primary, inflation, condemn, coalition.
- ❑ **Thinking Biblically** – President George H. W. Bush encouraged people to become

“a thousand points of light” by getting involved with others. Copy Matthew 5:14-16 into your notebook.

- ❑ **Literature** – Read chapter 2 in *Katy's Box*.

### Activities for Lesson 133

- ❑ **Presidential Biography** – Read the biography of Ronald Reagan.
- ❑ **We the People** – Read “A National Loss” on pages 233-234.
- ❑ **Map Study** – Complete the assignment for Lesson 133 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1991, write: Five U.S. presidents and six first ladies attend the opening of the Reagan Library.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 133.
- ❑ **Creative Writing** – Imagine that you are a reporter who has the opportunity to interview the five presidents who gathered for the dedication of the Reagan Library. In your notebook, compose three questions that you would like to ask them.
- ❑ **Literature** – Read chapter 3 in *Katy's Box*.

### Activities for Lesson 134

- ❑ **Presidential Biography** – Read the biography of George H. W. Bush.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1967, write: *Mister Rogers' Neighborhood* premieres on television.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 134.

- ❑ **Vocabulary** – In your notebook, write each of the sentences below. Fill in each blank with the correct word from this list: commencement, exceptional, nurture, cardigan, maternal.

1. My aunt and uncle gave me a \_\_\_\_\_ with metal buttons for my birthday.
2. My mother’s hugs make me feel like she is full of \_\_\_\_\_ affection.
3. We attended my sister’s \_\_\_\_\_ exercises when she finished college.
4. Ethan did an \_\_\_\_\_ job cleaning up after he detailed the car.
5. Anna enjoys the opportunity to \_\_\_\_\_ the children in her Sunday School class.

- ❑ **Creative Writing** – Fred Rogers taught his young neighbors to use their imagination to confront childhood fears. What is something you feared when you were younger? In your notebook, write a story with imaginary characters who acknowledge, confront, and learn about this same fear.
- ❑ **Literature** – Read chapter 4 in *Katy’s Box*.

### Activities for Lesson 135

- ❑ **We the People** – Read “Bunny Brown and His Sister Sue Keeping Store” on pages 235-239.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1992, write: Mall of America opens in Minnesota.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 135 and take the test for Unit 27.
- ❑ **Thinking Biblically** – Copy Matthew 6:19-21 into your notebook.

- ❑ **Literature** – Read chapters 5 and 6 in *Katy’s Box*.
- ❑ **Family Activity** – Conduct “Shopping in America” interviews.

### Activities for Lesson 136

- ❑ **Presidential Biography** – Read the biography of William J. Clinton.
- ❑ **We the People** – Read “A Time for Healing” on pages 240-241.
- ❑ **Map Study** – Complete the assignment for Lesson 136 on Map 25 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1994, write: NAFTA agreement goes into effect.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 136.
- ❑ **Thinking Biblically** – Copy Proverbs 3:29 in your notebook.
- ❑ **Creative Writing** – With your parents’ permission, send an email to your U.S. senator or congressman.
- ❑ **Literature** – Read chapter 7 in *Katy’s Box*.

### Activities for Lesson 137

- ❑ **We the People** – Read “Dedication of Everglades National Park” on page 242.
- ❑ **Map Study** – Complete the assignment for Lesson 137 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1947, write: Congress establishes Everglades National Park.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 137.

- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: meander, slough, marl, sedge, succulent. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** – Read chapter 8 in *Katy's Box*.

### Activities for Lesson 138

- ❑ **We the People** – Read “A Chaplain’s Prayer in the U.S. Senate” on page 243.
- ❑ **Map Study** – Complete the assignment for Lesson 138 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2000, write: The U.S. Mint introduces the Golden Dollar featuring Sacagawea.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 138.
- ❑ **Thinking Biblically** – Jesus used a coin to teach the Pharisees an important lesson. Read Matthew 22:15-22.
- ❑ **Literature** – Read chapter 9 in *Katy's Box*.
- ❑ **Family Activity** – See the designs of all 50 state quarters on pages 1043-1047 and read their descriptions. Then create your own Family Commemorative Coins as described on pages 1048-1049.

### Activities for Lesson 139

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1976, write: Marian Anderson reads the Declaration of Independence in Philadelphia for the Bicentennial.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 139.

- ❑ **Vocabulary** – Look up each of these words in a dictionary: genteel, contralto, venue, commission (verb), goodwill. In your notebook, write each word with its definition.
- ❑ **Thinking Biblically** – Read Psalm 96:1-6.
- ❑ **Literature** – Read chapter 10 in *Katy's Box*.

### Activities for Lesson 140

- ❑ **We the People** – Read “Righteous Fundamentals” on page 244.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1975, write: Reader’s Digest publishes *Better Late Than Early* by Dr. Raymond Moore.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 140 and take the test for Unit 28.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: diligently, compulsory, persevere, distinction, purity. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – Ask your parents what their goals are for your home education. In your notebook, write down in your own words what they said.
- ❑ **Literature** – Read chapter 11 in *Katy's Box*.

### Activities for Lesson 141

- ❑ **Presidential Biography** – Read the biography of George W. Bush.
- ❑ **We the People** – Read “Freedom and Fear At War” on pages 245-248.
- ❑ **Map Study** – Complete the assignments for Lesson 141 on Map 30 in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2001, write: Terrorists attack the World Trade Center and the Pentagon.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 141.
- ❑ **Creative Writing** – Interview your parents or grandparents about their 9/11 experience. Find out where they were when they heard the news and how the events impacted them personally. Write one to two pages in your notebook about what you learned.
- ❑ **Literature** – Read chapter 12 in *Katy's Box*.

### Activities for Lesson 142

- ❑ **Map Study** – Complete the assignment for Lesson 142 on Map 4 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2019, write: Scientists estimate over two billion birds migrate through the Gulf each spring.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 142.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: gulf, strait, current, levee, team. Use a dictionary if you need help.
- ❑ **Thinking Biblically** – Read Psalm 8.
- ❑ **Literature** – Read chapter 13 in *Katy's Box*.
- ❑ **Family Activity** – Complete the Gulf of Mexico Centerpiece.

### Activities for Lesson 143

- ❑ **We the People** – Read “Songs of Septimus Winner” on pages 249-250.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1968, write: Elvis Presley wins a Grammy Award for his recording of the hymn “How Great Thou Art.”
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 143.
- ❑ **Vocabulary** – In your notebook, copy the sentences below, inserting one of these words in each sentence: spiritual, vaudeville, quartet, troupe, improvise.
  1. The \_\_\_\_\_ has a lead singer, a baritone, and a tenor so it needs one more member.
  2. My mother traveled with a ballet \_\_\_\_\_ for a few years before she and Dad got married.
  3. We were out of butter when we made cookies last week so we had to \_\_\_\_\_.
  4. Enslaved people sang the \_\_\_\_\_ “Swing Low, Sweet Chariot.”
  5. The tap dancer who did magic tricks was a big hit at the \_\_\_\_\_ show.
- ❑ **Thinking Biblically** – Read Psalm 96:1-3. Write half a page in your notebook about the ways music is a part of your own life and why you think God created music.
- ❑ **Literature** – Read chapter 14 in *Katy's Box*.

### Activities for Lesson 144

- ❑ **We the People** – Read “Songs of the Carter Family” on pages 251-252.
- ❑ **Map Study** – Complete the assignment for Lesson 144 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1943, write: The Ryman Auditorium hosts the Grand Ole Opry for the first time.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 144.
- ❑ **Vocabulary** – In your notebook, write a paragraph, using all of these words: harmony, dulcimer, encore, ballad, ovation. Consult a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – Write lyrics to a song that celebrates America. Include verses and a chorus.
- ❑ **Literature** – Read chapters 15 and 16 in *Katy's Box*.
- ❑ **Map Study** – Complete the assignment for Lesson 146 on Map 30 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2020, write: President Donald Trump and First Lady Melania Trump test positive for COVID-19.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 146.
- ❑ **Thinking Biblically** – Copy John 16:33 in your notebook.
- ❑ **Creative Writing** – Ask your parents and/or grandparents how their lives changed as a result of the coronavirus pandemic. Write one page about what you learned.

### Activities for Lesson 145

- ❑ **We the People** – Read “Home” on pages 253-254.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1986, write: The first free-standing Chick-fil-A opens in Georgia.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 145 and take the test for Unit 29.
- ❑ **Thinking Biblically** – Copy Proverbs 22:1-2 into your notebook.
- ❑ **Literature** – Read chapter 17 in *Katy's Box*. If you are using the *Student Workbook* or *Lesson Review*, answer the questions on *Katy's Box*.

### Activities for Lesson 146

- ❑ **Presidential Biography** – Read the biography of Barack Obama.
- ❑ **We the People** – Read “Something Worthy to Be Remembered” and “What I Owe to My Angel Mother” on pages 255-257.

### Activities for Lesson 147

- ❑ **Presidential Biography** – Read the biography of Donald J. Trump.
- ❑ **We the People** – Read “Swearing in Ceremony” and “Preserving American History” on pages 258-260.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1986, write: Antonin Scalia is sworn in as a justice of the Supreme Court.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 147.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: valedictorian, unanimous, interpret, jurist, citizenship. Check in a dictionary if you need help with their definitions.
- ❑ **Thinking Biblically** – Copy Proverbs 21:3 and Proverbs 21:15 into your notebook.

### Activities for Lesson 148

- ❑ **Presidential Biography** – Read the biography of Joseph R. Biden Jr.
- ❑ **Map Study** – Complete the assignment for Lesson 148 on Map 3 in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2020, write: Technology allowed people around the world to connect digitally during the COVID-19 pandemic.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 148.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: innovation, digital, research, silicon, graphics. In your notebook, write each word with its definition.
- ❑ **Creative Writing** – Interview your grandparents about changes in technology they have seen in their lifetime. Write a story of one or two pages about a day in their childhood, illustrating how different it was for them without all of the modern technology your family uses.

### Activities for Lesson 149

- ❑ **We the People** – Read “In His Own Words” on page 261.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2015, write: The United States is home to 12,818 organic farms.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 149.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: agriculture, botany, deplete, fertilizer, organic. Consult a dictionary if you need help with their definitions.

### Activities for Lesson 150

- ❑ **We the People** – Read “The Glorious Fourth” on pages 262-270.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1895, write: The poem “America the Beautiful” is first published on July 4.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 150 and take the test for Unit 30.
- ❑ **Thinking Biblically** – In your notebook, write a prayer of gratitude for the blessings you enjoy because you live in the United States of America.
- ❑ **Family Activity** – Have an America the Beautiful Party.